2023

WESTERN CONNECTICUT STATE UNIVERSITY

Celebrating 120 Years

SELF STUDY FOR REACCREDITATION

PREPARED FOR THE NEW ENGLAND COMMISSION OF HIGHER EDUCATION

Western Connecticut State University Danbury, Connecticut

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DATA FIRST FORMS
GENERAL INFORMATION

Institution Name: Western Connecticut State University

OPE ID: 00138000

		Annual Audit	
		Certified:	Qualified
Financial Results for Year Ending:	June 30	Yes/No	Unqualified
Most Recent Year	2022	Yes	Unqualified
1 Year Prior	2021	Yes	Unqualified
2 Years Prior	2020	Yes	Unqualified

Fiscal Year Ends on: June 30   (month/day)

Budget / Plans
   Current Year   2023
   Next Year   2024

Contact Person: Missy Alexander
   Title: Provost and Vice President for Academic Affairs
   Telephone No: (203) 837-8400
   E-mail address   alexanderm@wcsu.edu

Institutional Characteristics

Date: May 10, 2023

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

2. Date institution was chartered or authorized: **1903**

3. Date institution enrolled first students in degree programs: **1903**

4. Date institution awarded first degrees: **1906**

5. Type of control:

Public   Private

☒ State   ☐ Independent, not-for-profit

☐ City   ☐ Religious Group

☐ Other   (Name of Church)

(Specify)_____   ☐ Proprietary

☐ Other: (Specify)

6. By what agency is the institution legally authorized to provide a program of education beyond

high school, and what degrees is it authorized to grant?

Connecticut Board of Regents for Higher Education

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

☐ Less than one year of work   ☐ First professional degree

☐ At least one but less than two years   ☒ Master's and/or work beyond the first professional degree

☐ Diploma or certificate programs of at least two but less than four years   ☐ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

☒ Associate degree granting program of at least two years   ☐ A doctor of philosophy or equivalent degree

☒ Four- or five-year baccalaureate degree granting program   ☒ Other doctoral programs (EdD, DNP)___

☐ Other (Specify)

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

☐ Occupational training at the crafts/clerical level (certificate or diploma)   ☒ Liberal arts and general

☐ Occupational training at the technical or semi-professional level (degree)   ☒ Teacher preparatory

☐ Two-year programs designed for full transfer to a baccalaureate degree   ☒ Professional

☐ Other_____

9. The calendar system at the institution is:

☒ Semester   ☐ Quarter   ☐ Trimester   ☐ Other _____

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

   a) Undergraduate   15_ credit hours

   b) Graduate   12_ credit hours

   c) Professional   N/A__ credit hours

11. Student population:

   a) Degree-seeking students:

Fall 2022	Undergraduate	Graduate	Total
Full-time student headcount	3165	69	3234
Part-time student headcount	514	503	1017
FTE	3300	318	3618

   b) Number of students (headcount) in non-credit, short-term courses: NONE

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

Program	Agency	Accredited since	Last Reviewed	Next Review
BBA, MBA, MHA	AACSB	2018	2023	2028
Chemistry	ACS	1995	2017	2023
Computer Science	ABET	2020	2021	2027
Nursing	CCNE	2004	2019	2029
Art	NASAD	2019	2019	2023
Music	NASM	2003	2019	2029
Theatre	NAST	2017	2017	2023
Public Health	CEPH	2015	2017	2023
Education	NCATE CAEP	2009/2021	2021	2028
Counseling-School	CACREP	1993	2019	2027
Counseling-Mental Health	CACREP	2009	2019	2027
Social Work	CSWE	1984	2021	2028

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

	Full degree	50%-99%	FTE
A. In-state Locations	NONE	NONE	
B. Out-of-state Locations	NONE	NONE	

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

Name of program(s)	Location	Headcount
NONE		

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

Name of program	Degree level	% On-line	FTE
Nursing: RN to BSN	Baccalaureate	100	9.0
Communication Studies	Baccalaureate	50-99%	n/a
Interdisciplinary Studies	Baccalaureate	50-99%	n/a
Applied Behavior Analysis	Master's	100	64.0
Applied Behavior Analysis	Certificate	100	0
Counseling	Master's	100	56.7
Health Administration	Master's	100	5.2
Homeland Security	Master's	100	5.0
Literacy & Language Arts	Master's	100	5.5
Special Education (K-12)	Master's	100	2.8
Human Nutrition	Master's	75%	3.7
Creative & Professional Writing	Master's (MFA)	100	33.8
Nursing Education	Doctoral (EdD)	100	2.8*
Nursing Practice	Doctoral (DNP)	100	1.5
Instructional Leadership	Doctoral (EdD)	100	8.3

*Joint program with Southern Connecticut State University. Total enrolled is higher.

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the

contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

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

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

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
    a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
    b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
    c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
    d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

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

- 1903 Danbury State Normal School established by act of legislature
- 1937 Renamed Danbury State Teachers College and granted authority to offer baccalaureate degrees
- 1958 First master's degrees offered
- 1959 Renamed Danbury State College
- 1967 Renamed Western Connecticut State College
- 1982 Westside Campus Opened
- 1983 Renamed Western Connecticut State University
- 2000 State licensure of the MFA in Visual Arts, first terminal degree in the arts.
- 2003 Offered first doctoral program, EdD in Instructional Leadership
- 2012 Offered first online degree program, EdD in Nursing Education
- 2022 Offered first online doctor of practice degree, DNP Nursing Practice
- 2022 NECHE approval of substantive change to offer online degrees.

Chief Institutional Officers

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Joanne Ryan	Chair, Connecticut Board of Regents for Higher Education	2022
President/CEO	Paul Beran	Interim President	2022
Executive Vice President	N/A		
Chief Academic Officer	Missy Alexander	Provost & Vice President for Academic Affairs	2016
Deans of Schools and Colleges	Michelle Brown	Dean, Macricostas School of Arts and Sciences	2018
	Brian Vernon	Dean, School of Visual & Performing Arts	2016
	Joan Palladino	Dean, School of Professional Studies	2019
	TBD	Interim Dean, Ancell School of Business	2022
Chief Financial Officer	Beatrice Fevry	Vice President for Finance & Administration/Chief Financial Officer	2020
Chief Student Services Officer	Jay Murray	Vice President for Enrollment Management & Student Affairs*	2023
Planning	Vacant	Chief Facilities Officer	
Institutional Research	Jerry Wilcox	Director, Institutional Research	1996
Assessment	N/A		
Development	Lynne LeBarron	Interim Vice President for Institutional Advancement	2018
Library	Veronica Kenausis	Director, Library Services & Associate Dean of Academic Success Programs	2013 Director 2019 Dean
Chief Information Officer	John DeRosa	Interim Chief Information Officer	07/03/2020
Continuing Education	N/A		
Grants/Research	Vacant		
Admissions	Louis Santiago	Director, Undergraduate Admissions	2019
Registrar	Debra Zavatkay	Registrar	2021
Financial Aid	Melissa Stephens	Director, Financial Aid and Student Employment	1998

Public Relations	Marcia Firsick	Director, Marketing & Communications	2022
Alumni Association	Tom Crucitti	Director, Alumni Relations	2014
Other			

Table of NECHE Actions

Date of Letter: February 1, 2019		
Notation	Standard	Location
Implementing and evaluating the effectiveness of the strategic plan	2.3, 2.5	Standard 2, pp. 5-6
Achieving enrollment and retention goals and ensuring that institutional resources are sufficient to support the mission.	7.4, 8.6	Standard 7, pp. 66-68
Evaluating the effectiveness of its revised general education curriculum with emphasis on assessing student learning outcomes of the general education competencies and of all majors and using the results to inform decision-making and continuous improvement	4.16, 4.17, 8.3, 8.5	Standard 4: pp. 24-25 Standard 8: p. 82, p. 91
Achieving diversity goals for faculty and staff	6.5	Standard 6: pp. 55-56
Date of Letter: October 25, 2020 (DNP)		
Ensuring the rigor of the courses offered is consistent and appropriate for doctoral-level students	4.24, 4.26, 4.27	Standard 4: p. 27, pp. 29-31
Ensuring the sufficiency of faculty to advise students during the on-line and on-site portions of the program, and to document and supervise the required clinical hours	4.22, 6.19	Standard 6: pp. 59-60
Evaluating the effectiveness of the program	4.7	Standard 4: p. 31
Assessing student learning, including through the use of licensure examinations and final qualifying projects.	4.28, 8.5, 8.6, 88	Standard 4: p. 21, pp. 26-27, pp. 30-31 Standard 8: p. 87-91
Date of Letter: April 4, 2022		
Update on enrollment goals for distance education	5.2	Standard 5: p. 49; Standard 4: p. 28
Financial Stability	7.6	Standard 7: pp.76-78

The Self-Study Process

Western Connecticut State University began preparing for its decennial reaccreditation in fall 2021. In October, a small team including the Provost and Vice President for Academic Affairs, Chief Financial Officer, Director of Planning and Budgets, Director of Institutional Research, and the Chair of the Assessment Committee/Faculty Representative attended the NECHE Self-Study Workshop to orient the leadership team to the expectations of the process. Shortly after that meeting, the provost consulted the President's Cabinet for initial input into building the Self-Study Steering Committee. The Self-Study Steering Committee included representation from nearly every division, with opportunities for input from everyone. The provost then reached out the president of the University Senate for additional guidance on creating this team. In December 2021, the full Steering Committee was approved and announced to the university.

In January 2022, the Provost gathered the members of the Steering Committee for orientation and brainstorming and the development of a process. From that meeting the provost developed a timeline and a template for information gathering. Each team worked through the spring semester to gather the data relevant to their standards. In summer 2022, the co-chairs of each team produced summaries of the data for their standards. In fall, 2022 the Steering Committee met to discuss their findings and any gaps in the information found. The semester included follow-up data gathering to be added to the reports. In November, the provost and professional writer began the process of creating a first draft. Drafts were shared with WCSU in December with an opportunity to provide feedback. That feedback was incorporated into the initial drafts and were again shared with the Steering Committee for input. In spring 2023, the steering committees held several forums on each of the WCSU campuses for community feedback. That feedback was again incorporated into the self-study in May 2023. The full self-study was posted on the WCSU Homepage for feedback on TBD. A completed self-study was then submitted for review to NECHE in May 2023.

The development of the template with expectations for numbers of pages in each proved to be immensely helpful in the process. In general, there were many good opportunities for input. There were some moments of disconnection as the process of building this study took a back seat to our fiscal situation (discussed elsewhere). This created some concerns about the writing and reflection process being rushed. Nevertheless, the work presented here represents an inclusive approach with repeated opportunities for input and updates from the entire WCSU community. The findings and assessments are honest assessments of our strengths and challenges, which will provide us with guidance on our next steps as a university. Indeed, there were several moments when our reports demonstrated strengths that are often unseen in the day-to-day of serving our students. While there are always opportunities to improve, the findings here reveal a community committed to creating great educational experiences that are attentive to the needs of a diverse community of learners preparing for an ever-changing world where careers are evolving, communities are changing, and expectations for a good life are being re-defined. We embrace those ambiguities as only a university can-with curiosity, optimism, and hard work. The findings here show this at every turn.

NECHE Self-Study Steering Committee

Steering Committee Chair: Missy Alexander, Provost and Vice President for Academic Affairs
Writing and Editing Support: Lisa Peterson, WCSU Alum, MFA Creative and Professional Writing

Standard 1: Mission & Purposes
- Dan Barrett, Chair, Department of Psychology, Co-Chair
- Ree LeBlanc Gunter, Director of Counseling Services, Co-Chair
- Kathleen Lindenmayer, Director, Career Success Center
- Ed Wong, Faculty, Department of Biology
- Alex Harrison, Athletics
- Elise Budnick, Ancell Learning Commons

Standard 2: Organization and Planning
- Veronica Kenausis, Library Director and Associate Dean of Academic Success Programs, Co-Chair
- Walter Cramer, Dean of Students, Co-Chair
- Jay Brower, Faculty, Department of Communication & Media Arts, UPBC
- Maria Veilleux, Institutional Advancement
- Rebecca Wade-Rancourt, Faculty, Department of Social Work
- John Murphy, Director, Event & Conference Management
- Maribeth Griffin, Director, Residential Programs and Staff
- Ron Mason, Director, Housing & Residence Life

Standard 3: Organization and Governance
- Jennifer O'Brien, Library Faculty, University Senate President, Co-Chair
- Ethan Balk, Faculty, Department of Health Promotion and Exercise Sciences, University Senate, Vice President, Co-Chair
- Brian Vernon, Dean, School of Visual and Performing Arts
- Rebecca Woodward, Digital Innovation Officer

Standard 4: The Academic Program
- Nick Greco, Faculty, Department of Chemistry, Chair of CUCAS, Co-Chair Undergraduate Curriculum Team
- Jennifer Ort, Faculty, Department of Nursing
- Tom Yoon, Faculty, Department of Management Information Systems
- Doug O'Grady, Faculty, Department of Music
- Michelle Brown, Dean, Macricostas School of Arts & Sciences

- Linda Warren, Faculty, Department of Nursing, Chair of Graduate Council, Co-Chair Graduate Curriculum Team
- Mary Nielson, Faculty, Department of Nursing
- Stephanie Kuhn, Faculty, Department of Education and Educational Psychology
- Hasan Arslan, Faculty, Division of Justice, and Law Administration
- Jim Donegan, Faculty, Department of Accounting, Assistant Dean, Ancell School of Business
- Christina DiCarro, Faculty, Library
- Darby Cardonsky, Faculty, Department of Art

- Xiaodi Wang, Faculty, Department of Mathematics
- Patrice Boily, Faculty, Department of Biology
- Chris Shankle, Director, Graduate Admissions

- Chuck Rocca, Faculty, Department of Mathematics, Former Chair, Committee on General Education, Co-Chair General Education Curriculum Team
- Katherine Roe, Chair, Department of Education & Educational Psychology
- Patricia Cumella, Faculty, Department of Nursing
- Tom Miller, Faculty, Division of Justice & Law Administration
- Julie Hunter, Faculty, Library
- Matt Doiron, Faculty, Department of Music

Standard 5: Students
- AnnMarie Puleo, Director, Academic Advising, Co-Chair
- Daryle Dennis, Associate Dean of Students, Co-Chair
- Amy Shanks, Assistant Director, Recreation, Intramurals, and Club Sports
- Luis Santiago, Director of Admissions
- Patrick Moody, SGA (Student Government Association) President

Standard 6: Teaching, Learning, and Scholarship
- Gabrielle Jazwiecki, Director, Office of Sponsored Research & Administrative Services, Co-Chair
- Stavros Christofi, Faculty, Department of Mathematics, Promotion and Tenure Committee Member, Co-Chair
- Michelle Monette, Faculty, Department of Biology
- Xiaomei Gong, Administrative Faculty, Library
- Theresa Canada, Faculty, Department Education and Educational Psychology
- Russell Hirschfield, Faculty, Department of Music
- Lori Robeau, Staff, Department of Art
- Ron Drozdenko, Faculty, Department of Marketing

Standard 7: Institutional Resources
- Mufu Weng, Director, Financial Planning & Budgets, Co-Chair
- Rotua Lumbantobing, Faculty, Department of Social Sciences (Economics); UPBC member, AAUP Chapter President, Co-Chair
- Aaron Lin, Faculty, Department of Finance
- Beatrice Fevry, Chief Financial Officer
- Fred Cratty, Chief Human Resources Office
- John DeRosa, Chief Information Officer
- Brian Stevens, Archivist and Special Collections Librarian

Standard 8: Educational Effectiveness
- Sharon Young, Faculty, Department of Social Work, Co-Chair
- Sharon Lawler, Coordinator, Substance Abuse and Prevention Program, Co-Chair
- Jerry Wilcox, Director of Institutional Research, Co-Chair

Standard 9: Integrity, Transparency, & Public Disclosure
- Jennifer Zdziarski, Associate Registrar, Co-Chair
- Melissa Stephens, Director of Student Financial Services, Co-Chair
- Sherri Hill, Associate Director of Public Relations
- Elisabeth Morel, Director, AccessAbility Services
- Angelo Cefaloni, Web Services
- Jill Wagner, Student

Institutional Overview

Since its founding in 1903, Western Connecticut State University has supported the educational needs of the region. From the beginning we focused on creating opportunities for Connecticut residents who are deeply connected to the communities in which they live and seeking opportunities to work and serve the communities they call home. Our normal school roots have expanded to a university characterized by a commitment to developing excellent programs that are aligned with the hopes and dreams of our neighbors.

Our programs are built on the domains of knowledge that characterize a liberal arts degree, preparing all graduates with the habits of mind that serve not just their chosen professions, but their capacity to adapt to a world where change is the only constant. We promise excellence in our curriculum and achieve it through alignments with accreditation standards set out by the academic disciplines we support. Since our last decennial review, we have secured accreditation from AACSB, CEPH, NASAD, and most recently ABET. Programs that do not have opportunities for specialized accreditation follow guidelines from their related professional organizations, which is evident in their assessments and their outcomes.

We are also committed to supporting high-impact practices for our students. This can be seen in our longstanding commitment to a capstone experience that helps students tie together their learning experiences. It is also found in the opportunities for research in the majors or independently with faculty mentors, which is on display at our annual Western Research Day where students present their work to the WCSU community. Since our last NECHE visit, we have added a first-year experience and we are piloting career education courses to strengthen the student retention and engagement numbers. These continue to undergo review and refinement, but our outcomes have been slowly improving since implementation.

Our pivot to online learning during the pandemic has been followed up with decisions to move many of our graduate degrees online permanently. These decisions were part of our substantive change application in 2022, and we continue to refine our strategies to meet the needs of our students. With most of our graduate programs focused on education that advances careers, we know that we are serving working adults and the flexibility of the online modality is best for them. At the same time, there are moments when our students still want a face-to-face experience. We are endeavoring to meet those needs through periodic weekend or week-long residencies. There is more to be done, but our outcomes so far are promising.

The changes in learning modalities, spurred on by the pandemic, have also yielded improvements in access to co-curricular programs and academic support at WCSU. Since the return to full on-campus operations, we have continued to provide library, tutoring, and advising services on-ground and online. The adoption of Office 365 for everyone gives us easy access to TEAMS for virtual meetings. Indeed, many faculty have moved to this option for much of their advising because so many of our students are working while going to college and our traditional office hours do not meet their needs. This flexibility has been great, but we are struggling to re-establish a more robust on-campus culture.

While we are proud of the continuous improvement of our curricular and co-curricular programs, WCSU is facing an incredibly challenging financial situation. The demographic shifts in the region have resulted in a persistent downward trend in our enrollment, which was exacerbated by the pandemic. Three years prior to the pandemic, we secured permission from the CT- Board of Regents to offer in-state tuition to

New York and New Jersey. Our location on the New York border makes this extremely important for WCSU as our recruitment radius in-state is half the size of our peers because of this adjacency. This initiative, coupled with a plan to expand athletics, helped us to off-set the losses in state as high school graduates decreased. The first wave of recruitment mostly brought students from nearby counties who were commuters. With the expanded athletic squad sizes, we found some success in recruiting farther afield and gained ground in our residence halls. Unfortunately, the pandemic disrupted those gains profoundly.

The move back to campus has helped us, but at the same time New York (SUNY) has countered with the same tuition deal and the adjacent counties are shrinking in population now, too. This cross-border initiative remains important to us, but it is not sufficient to stabilize our enrollments.

In 2021, the Board of Regents hired NCHEMS to conduct a study of our operations and provide guidance for improving our financial/enrollment status. The release of the report was devastating to our community as the full scope of our finances became clear to everyone. Over the summer of 2022, cross-divisional teams were organized into six summer working groups to explore problems and present recommendations for change as we work to address our fiscal crisis. Those groups produced a series of ideas, several of which have been followed up on this year. You will see these reports mentioned throughout this self-study. Those summer working groups included more than 100 people.

In June 2022, after a no-confidence vote, President John Clark left the university and Interim President Paul Beran was appointed. For the last year, he has worked to address organizational structures that were identified as problematic in the NCHEMS report. Among those changes have been the re-establishment of more traditional structures in Finance and Administration, clarifying reporting lines and improving communication about contracts, facilities, and information technology. In addition, Student Affairs operations have been merged with Enrollment Services, to create a more focused strategy from recruitment, orientation, to the full student co-curricular experience. The Career Success Center education has now moved to the academic affairs division as we look to weave professional development throughout the curricular experience. The four schools have been re-organized to help focus their missions and create better opportunities for recruitment. Several academic programs have been evaluated because of lagging enrollments. They are now working on plans for improvement.

We are already seeing some benefits from these changes. Several contracts have been re-negotiated to our advantage, the budget planning processes are more focused and have helped to build back some university reserves, we have closely monitored course schedules resulting in a reduction of low enrolled classes and fewer part-time faculty, and the re-structured schools are already yielding program proposals that should have a positive impact on recruitment. People are working hard to solve problems and imagine a better future for WCSU.

Despite these moves, WCSU is still facing large financial challenges. The state budget approved in June indicates that we are going to have to take additional steps to stabilize our finances. These next steps will be the focus of the full campus community in the year ahead.

This is not where we hoped to be when submitting this self-study, but we remain attentive to our students in all cases and committed to ensuring that they are fully supported despite these challenges. This is our central purpose and the ethos that drives our university. We are proud of that work and will continue to keep that student-focused lens throughout the changes ahead.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	https://www.wcsu.edu/president/vision-principles/	June 15, 2017

Mission Statement published	Website location	Print Publication
President's Pages	https://www.wcsu.edu/president/vision-principles/	None
Strategic Planning Pages	https://www.wcsu.edu/strategicplan/wcsu-2017-2024-strategic-plan-summary/final-documents-about-the-strategic-plan-july-2017/new-mission-values-and-vision/	None

Related statements	Website location	Print Publication
Undergraduate Catalog	https://catalogs.wcsu.edu/ugrad/sas/	None

Please enter any explanatory notes in the box below

Most departments have mission statements as well. These flow from the WCSU mission statement.

STANDARD ONE: MISSION AND PURPOSES

Description

Western Connecticut State University (WCSU), first established in 1903 as a teacher's college, has grown into a comprehensive, regional institution with a range of educational programs for students from Connecticut, New York, New Jersey, and the Northeast. WCSU aims to be a premier public university with outstanding teachers and scholars who prepare students to contribute to the world in a meaningful way. WCSU is one of four regional universities in the Connecticut State Colleges and Universities (CSCU) system.

As the university and community needs have evolved, so has our mission. Since our last comprehensive review, we launched a strategic planning initiative, which included an update of the mission, values, and vision statements. In 2017, the WCSU community approved a strategic plan that established five major goals for the university to be addressed in the ensuing five years. The development of that plan included a thorough review of the prior plan to learn how the university and community have developed since it was established. We gathered input from students, faculty, staff, and other stakeholders through focus groups, large meetings, and a stakeholders' conference. This plan, adopted in stages, began with the creation of the mission in 2015 and culminated in the plan's approval by the Connecticut Board of Regents for Higher Education (BOR) in 2017. The Standard Three report includes additional information about this process. The new mission statement is:

Western Connecticut State University changes lives by providing all students with a high-quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society.

To achieve this, we

1. *Offer undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning.*
2. *Sustain a vibrant, inclusive campus that connects individuals through co-curricular programs, cultural events, and service to the community.*
3. *Attract student-centered faculty who are passionate teachers and accomplished scholars.*
4. *Establish partnerships that create opportunities for internships, research, and experiential learning.*

Appraisal

The new mission statement provided the foundation for the 2017 strategic plan and the mission statements for our schools and departments. Since then, WCSU has sought to realize its mission, values, and vision primarily by working toward the strategic plan goals. The mission, vision, and values together effectively delineate our aspirations, reflect on our tradition as an institution, and state our purpose. Although the strategic plan is integral to our mission, vision and values, the mission on its own lays out our priorities and purpose of changing student lives and fostering their growth. The mission directs us to our areas of focus: the individual, scholarship, professionalism, and leadership. In addition, we seek to instill our values of excellence, curiosity, dialogue, engagement, opportunity, and respect through our academic programs, support services, and extracurricular activities.

Curriculum development, student enrichment and engagement opportunities, career preparation and research, and service opportunities at WCSU all stem from and contribute to our mission. One goal is to create a distinct identity from competitor universities by celebrating and promoting faculty scholarly activities to internal and external communities through press releases, a comprehensive annual list of recent scholarship, and spotlights on scholarship on our website. With the hiring of a new Director of Marketing and Communications in 2022, we have invested in a renewed marketing campaign to extend enrollment reach by publicizing our outstanding academic programs and services to the region and improving our name recognition and branding. This includes a new, more culturally sensitive mascot and messaging. The campus community voted in the spring of 2021 to become the Western Connecticut State University Wolves.

WCSU continually evaluates how well we are meeting the needs of our students and the region. The First Year Program (FY) continually revisits, revises, and searches for optimum strategies for retaining incoming students and maximizing their likelihood of success. Many departments have transformed their FY courses from add-ons to introductory courses in the discipline and to standalone 1-credit courses. With the revised 2016 general education curriculum, and the incorporation of four-year plans in the catalog, it has helped to improve student outcomes for retention from 73% to 74.5% and graduation rates from 48% to 52%.

Consistent with the New England Commission of Higher Education (NECHE)'s standard, we have made substantial efforts to improve the career prospects of our students and meet the changing needs of society as a public service with new undergraduate majors and graduate programs including cybersecurity, nutrition, digital interactive media arts, and applied computational math. New graduate programs include addiction studies, integrative biological diversity, applied behavioral analysis, doctor of nursing practice, and homeland security. We have also expanded our distance learning options and graduate programs to meet the needs of our commuter students and adult learners.

Our Career Success Center has developed responsive business practices to guide students through the essential professional development phases, including personal assessment, creative exploration and experiences, skill development, self-marketing, and opportunity activation. While employer engagement has increased at the center, student participation is lagging. To improve student participation, three career education courses (designing your life, employment process, and workplace professionalism) were added. Investments and creative approaches to career education (design thinking and successful employment strategies), peer leadership, experiential learning, and a robust 24/7 portal with powerful career intelligence and engagement have led to documented improvements in student opportunity and post-graduate success. Since the last report, employment opportunities linked to the Handshake Portal have increased more than 3,500%, employer engagement with WCSU more than 2,000%, and 100% of students have access to information about internship and employment opportunities with an 8-fold increase in engagement. Student feedback on program improvements has been outstanding.

Although the mission does not explicitly address Diversity, Equity, and Inclusion (DEI), it does state that we seek to serve all students and have an inclusive campus. To meet our DEI needs, we have initiated the following: Racial Justice Coalition (2020), Pride Center (2021), and UndocuAlly Task Force (2017). In 2021, a revitalized Minority Recruitment and Mentoring Committee of SUOAF-AFSCME sponsored a well-received campus-wide roundtable discussion series, "Speak Your Truth, Own Your Truth" addressing racial dynamics as experienced by individuals at WCSU. As of 2021, we are a JED Campus, a national initiative focusing on suicide prevention and mental health promotion (JED Campus pays particular

attention to the needs of diverse student populations). The university has also adopted accessibility measures and invested in the development of training modules supporting adoption of universal design for learning principles.

To be environmentally sustainable, the university's mission is currently only published digitally and can be found on our website in several locations: the Office of the President, the strategic plan website, the undergraduate and graduate catalogs, and the student and faculty handbooks. Most importantly, the mission is now displayed prominently on the WCSU homepage in the "About" section.

To assess mission familiarity, we surveyed our students, faculty, and staff in spring 2022. As shown in Table 1, like the 2012 survey, nearly all faculty and staff are familiar with the mission, and most agree this mission is being carried out. Although students were not surveyed in 2012, this iteration did survey students and found that less than half of our students are familiar with the mission statement and yet, most students feel that the university is fulfilling the mission. They university has already begun to find ways to promote awareness of the mission more fully and to consider best strategies for alignment of resources to our mission and values. However, additional work will have to wait for the appointment of our next president.

Table 1. Results of the 2022 Survey of Students, Faculty, and Staff:

Question	Students N = 356		Faculty N = 153		Staff N = 115	
	Yes	Agree	Yes	Agree	Yes	Agree
Are you familiar with the university's mission statement?	42%		86%		84%	
As indicated in the mission statement, WCSU emphasizes…						
…changing lives by providing all students with a high-quality education.		90%		91%		95%
…fostering students' growth as individuals, scholars, professionals, and leaders in a global society.		89%		89%		93%
…the weaving together of liberal arts and professional education to instill a desire for life-long learning.		88%		80%		88%
…a vibrant, inclusive campus that connects individuals through co-curricular programs, cultural events, and service to the community.		87%		80%		71%
…a student-centered faculty who are passionate teachers and accomplished scholars.		87%		87%		73%
…partnerships that create opportunities for internships, research, and experiential learning.		89%		78%		77%

Projections

Under the new president's direction (anticipated in 2024), we will review and revise our mission statement within two years. The mission review committee will add explicit language that incorporates the foundational importance of DEI to our purpose as an institution, states that we are an intentionally

culturally diverse university, and provides clear direction for the next revision to our values, vision, and strategic plan.

Moving forward, we will critically evaluate our DEI initiatives and their effectiveness regularly during the interregnums and at each major revision. This will facilitate the identification of relevant and responsive strategies for recruiting students, faculty, and staff to ensure they feel welcome, and for providing appropriate support to maximize their success and retention.

WCSU will take additional steps to establish partnerships that create opportunities for internships, research, and experiential learning, and to strengthen community engagement:

- Create a repository for community service projects so that students, faculty, and others can contribute to and build on existing activities,
- Expand collaborations with alumni and the community for mentorship, guidance, and internship/employment opportunities,
- Further integrate our activities with the Western Connecticut Regional Sector Partnerships to address targeted opportunities supporting regional competitive needs, and
- Increase experiential and applied learning opportunities both inside and outside the classroom to expose students to for- and non-profit organizations and their emerging needs, enhance skill development, and promote potential prospects.

The 2022 survey exposed the need to better publicize the mission, values, and vision to students. Our Communications and Marketing Department has already begun addressing this need, and will be tasked with continuing this process, including choosing how and where to post these (e.g., elevators, banners, and primary building entrances).

The university will develop processes to tie initiatives and expenditures to the mission and to incorporate financial decision-making best practices and recommendations from the National Center for Higher Education Management Systems (NCHEMS).

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates	Website location
Immediately prior Strategic Plan		2007-2014	**https://www.wcsu.edu/strategicplan/strategic-planning-initiative-2014-2015-reports/**
Current Strategic Plan	2017	2017-2024	https://www.wcsu.edu/strategicplan/
Next Strategic Plan			

	Year completed	Effective Dates	Website location
Master plan		2016-2026	https://www.wcsu.edu/planning/plan/
Academic plan			
Financial plan			
Technology plan			
Enrollment plan			
Development plan			

EVALUATION		Website location
Program review system (colleges and departments). System last updated		https://www.wcsu.edu/faculty-handbook/curriculum-and-academic-standards/academic-program-review-process/
Program review schedule (e.g., every 5 years)		Seven Years (minimum)
Sample program review reports (name of unit or prog		
Biology (BA, MS)		
Computer Science (ABET)		
General Education		

	Website location
Program review schedule (every X years or website location of schedule)	
Sample program review reports (name of unit or prog	
Student Affairs Impact Report 2017-2018	https://www.wcsu.edu/student-affairs/assessment/
Student Affairs Impact Report 2018-2020	https://www.wcsu.edu/student-affairs/assessment/

	Date
	2014
Summer Working Groups Reports	2022
NCHEMS	2022

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

Program review reports are available in the digital workrooms for this standard.

STANDARD TWO: PLANNING AND EVALUATION

Western Connecticut State University has codified practices in our handbooks, collective bargaining agreements, shared governance committees, and through the CT Board of Regents, all of which support regular evaluation of all aspects of our operations. These included academic program review, assessment of student affairs programs, a decennial university facilities plan (overseen by the Board of Regents), and the development of strategic plans. The cyclical nature of these evaluations helps us to reflect on our strengths and weaknesses on a regular basis. What is clear from this self-study is that our planning must be more data-driven and the responsibility for implementation and assessment of results must be more clearly defined.

Description

Planning
Western Connecticut State University (WCSU) has a robust culture of thorough and inclusive planning practices that ensures all voices and perspectives – faculty, staff, students, and community members – are represented. According to a recent survey of faculty and staff, a majority of community members either strongly agree or agree that this culture values input from the community (58.5%), uses appropriate governance structures to advance goals and objectives (64.5%), and regularly communicates accomplishments and initiatives that connect to goals and objectives (57%). The university has invested significant time, energy, and resources in the development and implementation of its most recent strategic plan for 2017-2024. The process took from 2014 to 2017, completed shortly after the arrival of a new university president. The previous plan, concluded in 2013, set the stage for this iteration.

The Office of Institutional Research and Assessment (OIRA) and the WCSU Assessment Committee are two key entities that support evaluation activities across the campus. The OIRA provides faculty workload summaries, processes student course evaluations, and analyzes third-week student data. It collects and disseminates admissions and student performance data in support of individual faculty/staff/student projects and assessments as well as department, division and the WCSU commitment to provide the best possible information to guide timely and accurate assessments. The Assessment Committee is composed of representatives of the faculty, administration, and the student body and has worked diligently to create a culture of evidence-based review and assessment and assembles a broad range of reports. In addition to providing support for the overall assessments, it is also charged with monitoring the WCSU Assessment Plan.

As a preliminary step in the most recent strategic planning process, an internal environmental scan and analysis completed in 2015, provided a broad foundation for conversation and deliberation among faculty, staff, students, and community partners. The community spent months crafting revised and renewed mission, vision, and values statements. Once those were achieved, a series of meetings, open forums, focus groups, and follow-up meetings were conducted and incorporated into a strategic plan that was comprehensive, responsive, aspirational, and focused on the student experience and financial sustainability. The plan consists of five main goals: 1) Create, strengthen, and enhance programs and curricula that are responsive to the needs of a diverse community of learners, 2) Develop and implement processes, facilities, and support services to meet the needs of a diverse campus community, 3) Create a sense of campus community and pride, 4) Create a distinct identity, 5) Create a self-sustaining financial model. Once those five goals were established, smaller groups reviewed each goal and set specific objectives and action plans.

An ad hoc Strategic Plan Implementation Committee was formed and charged with oversight of progress and communication. The committee held periodic open meetings and maintained the strategic plan website to ensure all community members had the ability to track progress.

Given its importance, a special committee was formed to address Goal 5: Create a self-sustaining financial model. Further, a subcommittee focused on program evaluations was tasked with developing an instrument/framework that considered a common set of data for academic programs, and a complementary set of data for administrative and support programs. The subcommittee met for over two years but was unable to produce an instrument that satisfied both the academic and administrative needs. The subcommittee's final report acknowledged the committee's progress but recommended situating responsibility for oversight and monitoring of the strategic plan in already existing Senate committees – bodies that are elected and representative of the faculty, staff, and administration – specifically, the University Planning and Budget Committee (UPBC).

Throughout the life of the strategic plan, departments, divisions, and units developed and implemented informal and formal plans, strategies, and initiatives aligned with the five goals. In Academic Affairs, the Ancell School of Business developed a strategic plan for the business programs, while annual reports in all academic units addressed the goals of the strategic plan in their annual reports. The provost reviews all department reports annually and uses them as the foundation for her annual list of goals, reported to the president.

The Division of Enrollment Management and Student Affairs (formerly two separate divisions) works collaboratively in planning goals and objectives, but all planning activities are directly guided by the university strategic plan. Departments have responsibility for identifying specific student learning outcomes (SLOs) adopted from professional standards such as the Council for the Advancement of Standards in Higher Education (CAS), the National Association of Colleges and Employers (NACE), and National Association of Student Personnel Administrators (NASPA) for their respective areas.

Under the administrative umbrella, facilities are guided by the Board of Regents (BOR) developed Master Plan, and the Office of Finance complies with BOR mandates, timelines, and processes. The Enrollment Management Committee takes a nimbler approach to planning, using annual and recurring data such as the non-enrolling survey and the clearinghouse survey data to direct activities and focus attention on a year-to-year basis. This committee – a standing Senate committee – supports and extends the work of the division by providing feedback and oversight. Additionally, it is working with Othot to obtain and integrate real-time data analytics to pivot to predictive planning.

Evaluation
The university has embraced the annual reporting process as the vehicle for systematic and predictable evaluation of strategic priorities and activities. Each individual unit produces an annual report that includes key indicators related to the strategic plan. Those individual unit reports are assembled into division reports prepared by the respective vice president and delivered annually to the president in June. This process provides an opportunity for the unit heads to communicate up to the administration and down to employees on the activities, accomplishments, health and well-being of the unit, and the institution. In addition, the provost's office ensures that the overall strategic plan is updated, and results are available to the community through the strategic plan website.

Academic programs are subject to a regular cycle of program evaluation mandated by the CSCU Board of Regents. These program evaluations – conducted every seven years – integrate outcome statistics,

student feedback, and more. Through this process, each academic department is reviewed, evaluated, and changes are made to curriculum and structure. Academic programs with external accreditation benefit from the rigorous self-study process dictated by their professional association. Standard Eight expands on this.

During years when a program is not being evaluated, each department collates and submits an annual report to their academic dean using a template that includes enrollment, course, retention, and graduation data provided by the OIRA. The template also includes the development and submission of an assessment plan submitted to the WCSU Senate Assessment Committee. Department chairs analyze the data, report on the department's activities and accomplishments, and establish goals for the following academic year. (Sample reports in the Standard 2 folders.)

Guided by the strategic plan, Student Affairs departments are given the responsibility for identifying specific student learning outcomes for the year and for measuring and reporting the results. The Student Affairs Assessment Committee occasionally employs additional assessment instruments including student surveys such as the National Survey of Student Engagement (NSSE), Core Alcohol and Drug Survey (CORE), and Skyfactor (Samples in document room). The results were reported bi-annually in the Division of Student Affairs Impact Report (2017-18 covered the academic years 2016-17 and 2017-18; 2018-20 covered the academic years 2018-19 and 2019-20); the 2020-22 Impact Report is has been postponed because of recent campus re-organization. We anticipate working on a new report in 2023-2024. Additionally, throughout the academic year, departments update their progress toward meeting the strategic plan goals.

Enrollment Management is continuously engaged in assessing activities, successes, and challenges, measuring year over year applications, admissions, and deposits. The adoption of Othot software, an enrollment analytics tool that helps predict who is most likely to enroll and to persist and where to focus resources for the greatest enrollment impact, promises to bolster the division's ability to strategically target specific populations and areas to increase enrollment yield. This is particularly important in determining the allocation of scholarship funds to the greatest impact.

Appraisal

Planning
The institution is proud of its planning activities which have been ongoing and fruitful, but we cannot ignore the fact that the university is facing devastating financial challenges. An external financial report commissioned by the BOR and produced by the National Center for Higher Education Management Systems (NCHEMS) was made public in March 2022. The report details several areas of concern for the institution and called into question many university operations and standards. The report has forced us to be clear-eyed about shortcomings and challenges we did not adequately confront during the last ten years. These include declining enrollment, declining in traditional aged students, changes in demand for some of the programs we offer, challenges of a majority commuter population, and the need to expand our course offerings to attract returning and older students.

As a result of the NCHEMS report, the campus is now involved in creating short- and long-term plans to urgently improve. Following a series of summer 2022 university retreats, six working groups were tasked with delivering short- and long-term recommendations for academic programs, administrative programs, general education, first year and retention, scheduling, and financial oversight. (See Summer Working Group Reports.)

We also cannot overlook the impact the global pandemic had on our planning and implementation activities. For most of 2020, the university's focus was directed to pivoting to an online modality and keeping students and staff safe. This activity upended the strategic plan in many ways. Since then, there are lingering effects in the classroom and beyond, and planning for longer than one semester still seems out of reach.

The efforts for the UPBC to fulfill its bylaws and take active responsibility for the strategic plan have been arduous and largely unsuccessful. The committee had grown accustomed to focusing on the micro level of budgeting, planning, reviewing, and approving incremental changes to academic courses and programs and did not concern itself with operating budgets or activities from non-academic units.

During 2014-2017, when the committee sponsored budget presentations for the campus community and each budget manager publicly shared and discussed requests and planned expenditures, the institution got a broader understanding of budget construction and procedures and the challenges being faced by individual divisions and units. Committee leadership and university changes in 2017 forced attention elsewhere, and the budget hearing process was phased out. However, progress has been made in collecting, collating, and sharing data fundamental to planning processes. The OIRA now maintains a data dashboard where historical enrollment, IPEDS, enrollment, and degrees awarded data can be viewed, analyzed, and downloaded.

Aside from the strategic planning process itself, a culture of institution-wide planning is slowly emerging. Historically, departments, units, and divisions worked independently to solve problems and address issues, creating disjointed and highly varied experiences for students based on their specific academic or co-curricular programs. Planning focused on the micro level, and the institution struggled to develop a unified identity communicated to students and parents by staff, faculty, and administration. Recent organizational changes represent an effort to focus our planning and assessment strategies to work more effectively and efficiently.

Evaluation
The institution is approaching the completion of the 5-year strategic plan (2024), and despite the challenges outlined in the Appraisal Planning section, significant progress has been made on achieving the five goals of the current strategic plan. The ad hoc Strategic Plan Implementation Committee provided periodic updates and solicited feedback from the community on reviewing, expanding, and revising goals and strategies. As a result, several initiatives were completed, some were added, and others were deemed outdated or unachievable. The provost's office kept a close eye on the plan progress, noting accomplishments and initiatives that helped move the objectives forward. The plan became a living document that adapted to the environment and circumstances.

Each of the five goals has enjoyed numerous successes but has also been met with challenges.

Goal 1: *Create, strengthen, and enhance programs and curricula that are responsive to the needs of a diverse community of learners.* Significant energy has been dedicated to ensuring academic programs and support services are designed to respond to the varied backgrounds and needs of our students. Since 2017, eight programs, representing bachelor, master, and doctoral degrees have been established across the university. In addition, the Education Access Program was re-designed to address financial equity issues and create an opportunity for full-time enrollment with appropriate support for students who may need extra help adjusting to university life.

Goal 2: *Develop and implement processes, facilities, and support services to meet the needs of a diverse campus community.* Progress has been made in nearly every strategy of this goal, from the development of an initial peer mentoring program, and an academic coaching program, to a renewed commitment to tutoring and support services. The establishment of a permanent Pride Center and implementation of the Pronouns Initiative have bolstered our diversity, equity, and inclusion efforts, along with the creation of the Racial Justice Coalition, and the Diversity Council. The Office of InterCultural Affairs was established in 2017 to promote and implement multicultural programming and is a positive force in the lives of African American, Asian American, Latino/Hispanic American, Native American, and other diverse students. The office serves as a resource for the university and the community in promoting awareness and appreciation of cultural diversity. Further, a significant number of students are finding themselves facing financial, food, and housing emergencies exacerbated by the pandemic. To address these issues, the university created a committee to manage the WCSU Cares Student Assistance Fund which provides emergency financial help. WCSU also provides short-term housing assistance, gift cards at a local grocery store through a Stop & Shop grant, as well as collaboration with a local non-profit, and a food pantry on campus.

Goal 3: *Create a sense of campus community and pride.* The most publicly demonstrable of all the goals, Western – thanks to a new director of communication and marketing – is communicating a new sense of pride with students, faculty, and the community through the deployment of a new, graphically appealing logo and website, revitalized branding and graphic identity, and a cohesive marketing campaign centered on celebrating student achievements and sharing student voices. The intentional brand building activities are being carried out through traditional outlets (billboards, print, mall posters) and contemporary social media outlets (Instagram and TikTok). On campus, provost-initiated activities such as Scholars in Action, the annual Provost's Teaching Award, and an annual publication of creativity activity bolster pride and raise awareness of the quality and breadth of scholarly achievements by faculty.

Goal 4: *Create a distinct identity.* The development of a new graphic identity and logo that modernized and updated the previous logo was further improved by a community effort to select a new mascot to replace the Chuck the Colonial, a mascot many students objected to. The new name and mascot – Western Wolves – were selected in a university-wide process which included two surveys and an open forum and in collaboration with the student government. Media Services subsequently created a short video to celebrate the new identity and it has quickly become the centerpiece of university branding as described above. New web stories highlighting the accomplishments of "members of the pack" are rolling out on a consistent basis, keeping the content fresh, interesting, and inspiring.

Goal 5: *Create a self-sustaining financial model.* As the NCHEMS report pointed out, this goal has been the least successful, despite the efforts of the ad hoc Evaluation of Programs Committee (See Report). However, work continues with sustained effort to transfer strategic plan oversight to the UPBC and through regular, state-mandated 7-year cycle of academic program evaluation. The newly formed Division of Enrollment Services and Student Affairs has built a structure for assessment at the department and division levels using the bi-annual Impact Reports to share its process with the university. This process has allowed departments to address the developing needs of their students, create avenues to work collaboratively with other entities outside of the division, and establish longer term and broader goals. Among those areas it has explored since the last Impact Report are partnerships (internal and external), community service, leadership, and student employment. Most of the recent work has focused on these areas of opportunity within the division using SkillSurvey to explore the value and success of students employed in various student affairs offices. Further discussions with colleagues

on how student affairs can collaborate with colleagues across the university to develop these areas and improve retention among students is ongoing.

Enrollment Management's assessment and evaluation activities are focused on collecting and analyzing year-over-year application numbers, and longitudinal enrollment trends. This information is traditionally shared annually with the community at the university's opening meeting in early September and allows the divisions and units to better understand the student landscape. Nascent efforts to collect student withdrawal data (both at the course and university level) promise to be instrumental in understanding and addressing issues that negatively affect retention and persistence.

In addition to the strategic planning process, the university has a history of evaluating programs or activities by forming ad hoc committees and task forces through the University Senate to study specific problems and offer solutions. While the committees themselves work diligently to produce reports and make recommendations, once the report is delivered, the committee disbands, and the recommendations are sporadically implemented. Analogous to the Appraisal of the Planning section, a culture of institution-wide evaluation has been slow to emerge; departments, units, and divisions work independently to implement solutions, creating disjointed and highly varied experiences for students based on their specific academic or co-curricular programs. When evaluation occurs in committees that have no standing in university governance (i.e., ad hoc committees), the institution struggles to find a path forward to implementation and further assessment.

Projections

The institution is at an inflection point with the conclusion of the most recent strategic plan, delivery of the NCHEMS report, financial obstacles, and an interim president. This creates an opportunity to re-think our work. The summer working group reports provided some of the foundations from which a new strategic vision can be constructed, but to truly address the challenges we face, WCSU must develop integrated planning processes that are based on clear analyses of finances, staffing, student services, and environment. It also needs to develop a stronger culture of shared responsibility for the health and well-being of the institution. These efforts must involve faculty, staff, administration, students, alumni, and the broader community. It must include systematic and regular reviews of planning assumptions and environmental changes overseen by a representative body with the authority to enact change. A stronger investment in collecting, analyzing, and sharing institutional data is paramount. While OIRA has begun to assemble and provide historical data those offerings need to be expanded to include predictive analyses. Such analyses should provide the foundation for more intentional data-driven decision making, both institution-wide and unit-by-unit. This step has been followed up with a search for a new Associate Vice President for Institutional Planning and Research. When filled, we anticipate a strong flow of data gathering, reporting, and action.

In addition, the university leadership has taken steps to break down some of the silos, by adopting several of the organizational recommendations in the NCHEMS report. These included:

1. Moving all the budgetary processes under the Vice President for Administration and Finance (former the CFO). This has helped to integrate the planning process which reviews all budgetary implications. The VPAF has set up several processes, most recently a facilities-use and space-planning committee, to better manage budgetary commitments. We anticipate a positive impact on our budgetary planning processes.

2. Combining the VP Student Affairs and the Enrollment Services Division into one, with a Vice President for Enrollment Services and Student Affairs. This combination allows for greater coordination of resources related to both admitting and retaining students. We anticipate improved retention and more accurate recruitment projections as a result.

Other organizational changes have taken place in Academic Affairs, which will be discussed in later chapters, but these are designed to both integrate career preparation into the academic programs, and to strengthen the focus of each school for a better recruiting strategy. These changes are currently underway and will result in usable strategic plans for each school.

Finally, the university's shared governance structure needs to be harnessed for evaluation purposes. As the new plan is developed with a new president, use of our standing committees should be planned for from the start. To prepare for this, we anticipate a thorough review of our standing committees next year, to make sure that we have the right structures in place to effectively share information, monitor outcomes, and support the actions necessary for areas of improvement. With greater focus on action in our committees, we will create regular opportunities for open dialog, communication, focused discussions, and contributions for the betterment of the whole institution and the students we serve, progress will be made.

Please attach to this form:

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

2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the

legal authority of the institution to award degrees in accordance with applicable requirements.

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

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

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

Board committees *	**Website location or document name for meeting minutes**
Academic and Student Affairs	https://www.ct.edu/regents/committees
Audit	https://www.ct.edu/regents/committees
Finance & Infrastructure	https://www.ct.edu/regents/committees
Human Resources and Administration	https://www.ct.edu/regents/committees
Executive	https://www.ct.edu/regents/committees
Special Committee on Collective Bargaining	https://www.ct.edu/regents/committees

Major institutional faculty committees or governance groups*	**Website location or document name for meeting minutes**
University Senate	https://libguides.wcsu.edu/wcsu_senate
Committee on General Education	https://libguides.wcsu.edu/wcsu_senate/gen_ed
Committee on Undergraduate Curriculum and Academic Standards	https://libguides.wcsu.edu/CUCAS
Committee on Distance Education	https://libguides.wcsu.edu/c.php?g=231648&p=4472265
Faculty Development and Recognition Committee	https://libguides.wcsu.edu/c.php?g=231648&p=5616595
Graduate Council	https://libguides.wcsu.edu/c.php?g=231648&p=5616596
Promotion and Tenure Committee	https://libguides.wcsu.edu/c.php?g=231648&p=5616645
Research and Development Committee	https://libguides.wcsu.edu/c.php?g=231648&p=5616645
Academic Leave Committee	https://libguides.wcsu.edu/wcsu_senate/academic_leave
Assessment Committee	https://www.wcsu.edu/assessment/new-front-page/

Major institutional student committees or governance groups*	**Website location or document name for meeting minutes**
Committee on Academic Advising and Registration	https://libguides.wcsu.edu/c.php?g=231648&p=6973404
Education Achievement & Access Committee	https://libguides.wcsu.edu/c.php?g=231648&p=5616594
Enrollment Management Committee	https://libguides.wcsu.edu/c.php?g=231648&p=5616554
Student Life Committee	https://libguides.wcsu.edu/c.php?g=231648&p=5616649

Other major institutional committees or governance groups*	**Website location or document name for meeting minutes**
Information Technology Committtee	https://www.wcsu.edu/committees-itc/
Media Services and Library Policy Committee	https://libguides.wcsu.edu/wcsu_senate/mslpc
University Planning and Budgeting Committee	https://libguides.wcsu.edu/c.php?g=231648&p=5616653
Nominations and Elections Committee	https://libguides.wcsu.edu/wcsu_senate/nominations
Termination Hearing Committee	https://libguides.wcsu.edu/c.php?g=231648&p=5616650
Mediation Committee	https://libguides.wcsu.edu/c.php?g=231648&p=5616637
Parking Appeals Committee	https://libguides.wcsu.edu/c.php?g=231648&p=5617091

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

Standard 3: Organization and Governance
(Locations and Modalities)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior (FY 2021)	1 year prior (FY 2022)	Current year (FY 2023)
Main campus	Danbury, Connecticut	1903	6,463	6,001	5,567
Other principal campuses					
Branch campuses (US)					
Other instructional locations (US)					
Branch campuses (overseas)					
Other instructional locations (overseas)					

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY 2021)	1 year prior (FY 2022)	Current year (FY 2023)
Distance Learning Programs					
Programs 50-99% on-line	3	8/1/22	0	5	4
Programs 100% on-line	10*	8/1/20	388	373	356
Correspondence Education	None				
Low-Residency Programs	None				
Competency-based Programs	None				
Dual Enrollment Programs	6 High schools**	8/1/2015	242	224	180
Contractual Arrangements involving the award of credit	None				

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

Please enter any explanatory notes in the box below

*Substantive Change approved 2022. Program initiation dates vary. **WCSU has had a few offerings in High Schools for many years. In 2015, we worked to formalize the process and expanded our partnerships.

STANDARD THREE: ORGANIZATION AND GOVERNANCE

Western Connecticut State University (WCSU) is part of the Connecticut State Colleges and Universities (CSCU), which is administered by the Connecticut Board of Regents for Higher Education (BOR). The CSCU consists of six institutions of higher education, the four Connecticut state universities (Eastern, Central, Southern, and Western), the recently formed statewide community college (CT State), and one online school (Charter Oak State College).

Description

Governing Board
The Connecticut General Assembly established the BOR in July 2011 with [Connecticut General Statute 10, Chapter 185](). The BOR is tasked with: the review, approval, and maintenance of each individual campus mission; fiduciary concerns (e.g. setting tuition rates, student fees, and financial policies); reviewing, licensing, and accrediting new academic programs; human resources, including the hiring and evaluation of university presidents, and community college presidents and officers; the development and implementation of system wide strategic plans, and coordination of policies (both academic and non-academic) across the system. The BOR structure and governance is outlined in its [bylaws]().
The administrative arm of the BOR is known as the System Office. Administrative leadership for the CSCU includes the System President, the Provost and Senior Vice President of Academic and Student Affairs, and the Vice President of Administration/Chief Financial Officer. System departments and administrative offices are housed at the System Office's main facility in Hartford, Connecticut. Included in the board's fiduciary responsibilities are the review of annual budget reports from each institution, which inform system-wide planning and initiatives.

The CSCU college and university presidents report directly to the CSCU president, who in turn reports to the BOR. Within the BOR structure are the following departments and responsibilities: Academic Affairs, Provost and Senior VP of Academic and Student Affairs; Board Affairs; Facilities; Finance, Chief Financial Officer; Government Relations, Director of Government Relations and External Affairs; Human Resources, VP Human Resources; Chief Information Officer; Innovation and Outreach; Legal Affairs, CSCU General Counsel; Research and System Effectiveness/Decision Support and Institutional Research, Associate Vice President of Research and System Effectiveness; Marketing and Public Affairs; President's Office; Student/Academic Information Services; State Universities, Vice President; CT State Community College, Vice President; Director of Communications; Associate Vice President of Research and System Effectiveness Associate Director of Board Affairs; and Chief of Staff/COO/Secretary to BOR.

The BOR [mission, vision, and goal for CSCU]() includes the strategic plans for the system. This includes the goals of Transform 2020 to create the one college, the BOR transfer and articulation [policies](), more workforce training, streamlining of core administrative services, and the [draft plan]() in the pipeline 2023-2025.

All BOR [members]() are governed by the State of Connecticut and board ethic codes. They must comply with the [Code of Ethics for Public Officials]() (See CGS section 1-79 through section 1-90). None of the voting members may be employees of the board or the state. There are 21 total members including 15 voting members comprised of nine gubernatorial appointees, four legislative appointments, one appointed by the president pro tempore (must be a graduate of a state community college, one appointed by the minority leader of the senate (must be a K-12 education specialist), one appointed by the speaker of the state house of representatives (must be a CSU alum), one appointed by the minority

leader of the state house of representatives (must be a Charter Oak alum), two students chosen by their peers, the chair and vice chair of the Student Advisory Committee (SAC) to the BOR.

There are six non-voting, ex officio members including the Department of Education commissioner, the Department of Economic and Community Development commissioner, the Department of Labor commissioner, the Department of Public Health commissioner, and two members, the chair and vice chair of the Faculty Advisory Committee (FAC).

There are six board committees. Each is charged with a distinct set of responsibilities. These committees must conduct annual reviews of their own activity to evaluate how well they are meeting their respective charges. The BOR Committees include Academic and Student Affairs, Audit, Finance and Infrastructure, Human Resources and Administration, Executive, and Special Committee on Collective Bargaining. Committees meet monthly, agendas and minutes are posted online, and most are open to attend. Notifications are sent to all CSCU employees, with agendas, supporting documentation, and links to video feeds if applicable.

The BOR promotes regular information sharing and communication from these areas. The President's Council which includes each institution's president, the Academic Council which includes each institution's Provost or chief academic officer, the Faculty Advisory Committee (FAC), the Student Advisory Committee (SAC), and the Transfer Articulation Policy Framework Implementation and Review Committee (TAP-FIRC).

The FAC was created in the 2011 state legislative session and serves as a BOR advisory committee. It represents the perspectives of faculty and staff and provides information and advice to the BOR and the legislative committees of cognizance. The committee reports twice a year to the BOR, and annually to the Higher Education and Employment Advancement Committee of the Connecticut General Assembly. There are ten voting members and eight alternates consisting of elected representatives from each institution in the system. According to the committee bylaws both teaching and non-teaching faculty serve as members, and voting privileges rotate. The Student Advisory Committee (SAC) meets monthly during the academic year and consists of 17 representatives (plus alternates) from each university and community college.

The Transfer Articulation Policy Framework Implementation and Review Committee (TAP-FIRC) oversees the TAP general education framework (Framework30), monitors integration of major pathways (Pathway30) with the Framework30 and working groups for each pathway, reviews learning outcomes assessment data about general education outcomes provided by campuses, makes advisory recommendations for adjustments to the TAP Framework, and serves as a clearinghouse for information and clarification.

There are 17 voting members of teaching and non-teaching faculty including one representative each from the four universities, the 12 community colleges, and the online Charter Oak. There are two non-voting members, student services representatives one from the universities and one from the community colleges.

Internal Governance
WCSU organization and governance is guided by BOR bylaws, Collective Bargaining Agreements (CBAs), and the faculty handbook which contains governing documents, charges, and the responsibilities of committees, subcommittees, and other groups on campus.

Administration
The WCSU President, through the authority granted by the BOR, is responsible for overseeing and enacting the university's mission, managing its executives, and promoting its development and effectiveness. The university president reports directly to the BOR president and is evaluated on an annual basis.

Historically, the university president has met with the President's Council. Council meetings occur monthly. The council is an executive committee whose members include campus vice presidents and associate vice presidents, other senior administrators, deans, and the WCSU Senate president. With university leadership in transition, these meetings have not occurred. We anticipate that they will be revived when a permanent president is appointed. Under the interim president, the University Senate has been the main conduit for communication. In addition, meetings with campus VPs, senior administrators, deans, faculty, and union leadership are scheduled as needed.

The university president also meets with a cabinet, which does not include faculty or staff representation. Under the former president, this was a large group of VPs and AVPs (13 members). The size of this group and the reporting structures were identified as problematic in the recent NCHEMS report. In response to that report, this group has been reduced to four members (anticipated to be from five to six when additional positions are filled). The current membership includes the President, Provost and Vice President for Academic Affairs, Vice President for Finance and Administration, and the Vice President for Enrollment Services and Student Affairs. The university president regularly attends meetings of campus governance bodies and other entities, including the Senate, the Student Government Association (SGA), the University Foundation, and the Alumni Association.

WCSU has had three presidents since its last 10-year self-study. James Schmotter retired in 2015. John Clark served as president from 2015 to 2022. Paul Beran, the current president, assumed office in July 2022. It should be noted that Dr. Beran was hired on an interim basis to address significant financial issues highlighted in the NCHEMS report, which occurred during John Clark's tenure and resulted in a vote of no confidence from the Senate.

Reporting Structures
Reporting structures at the university are clearly defined, but recent changes in staffing have resulted in numerous vacancies throughout the university's offices, schools, and departments necessitating the reassignment of some reporting lines and responsibilities among campus executives, faculty, and staff. In addition, the NCHEMS report has resulted in several realignments of reporting lines to reduce overlap, facilitate more direct assessments of functions, and break down siloes between areas. Under President Clark, reporting lines were highly dispersed, with many people reporting directly to the president. Interim President Beran has moved forward with a realignment that divides operations into four areas: the President's Office, Academic Affairs, Finance and Administration, and Enrollment Services and Student Affairs (See University Org Chart).

President's Office
The President's Office includes Athletics, Alumni Relations, Human Resources, Diversity Office, and Institutional Advancement. The president serves as the chief liaison to the National Collegiate Athletic Association (NCAA) and works closely with the director of human resources to address personnel and staffing issues as they arise. In addition, the president sets the direction for Institutional Advancement (IA).

Recent evaluations of IA have resulted in recommendations for a major overhaul of those operations. The objectives and responsibilities of the Office of Institutional Advancement, and how they fit into the university's initiatives, needs clarification. Observations have been made that the office's services (including the scholarship process) could be stronger, better, and less ambiguous - indicating that the office would benefit from a clearer directive, along with more university investment and attention. A search for a new VP for Institution Advancement is anticipated in the coming months. The new VP will be a member of the President's Cabinet.

Academic Affairs
The Provost and Vice President for Academic Affairs, Dr. Missy Alexander, oversees all academic programs, assessment and accreditation, evaluation of all faculty and the staff in her division, strategic planning of academic programs and student success initiatives, and operational expenses for the division. Reporting directly to the provost are the deans and associate deans of the university's four schools, the Ancell School of Business, the Macricostas School of Arts and Sciences, the School of Professional Studies, and the School of Visual and Performing Arts, and the associate dean of the university libraries. It should be noted that the dean of the School of Professional Studies is currently also serving as the interim dean of the Ancell School of Business. The Graduate Studies Division is no longer a separate academic operation. Graduate programs are overseen by the departments where they are housed. Graduate admissions are a separate process overseen by Enrollment Services. In addition to the academic programs, the provost oversees the Education Access Programs, International Services, the Office of Sponsored Research and Administrative Services, Institutional Research, and most recently, the Career Success Center. Each of the schools is composed of multiple academic departments. These departments, along with the university libraries, have chairpersons or spokespersons who speak on behalf of their faculty colleagues.

Finance and Administration
Prior to 2022, the Division of Finance and Administration was narrowly focused on budgets and contracts, overseen by a Chief Financial Officer. This led to dispersed financial decision-making that was problematic in terms of consistent planning across university functions. As a result, Interim President Beran has re-imagined this division to reflect common practices within the CSCU system. Now led by Vice President for Finance and Administration, Beatrice Fevry, this division includes all fiscal functions, including facilities, information technology, university events, bursar, campus police, and financial services. This restructuring is designed to create a better system of planning across areas.

Enrollment Services and Student Affairs
Prior to 2022, Student Affairs was headed by Vice President for Student Affairs Dr. Keith Betts, who oversaw Athletics, Health Services and Counseling Services, the dean and assistant dean of Students, Event and Conference Management, Housing and Residence Life, University Police, Judicial Affairs, Auxiliary Services, Career Success Center, Center for Student Involvement, CHOICES Substance Abuse Prevention Program, Intercultural Affairs, and AccessAbility Services. Recent investigations of campus offices and services, prompted by the fiscal realities shared in the NCHEMS report, sought to identify

duplication of effort, overlap of services, and address concerns with the frequency and rigor of assessment of Student Affairs. Under the leadership of Interim President Beran, and following the recommendations of NCHEMS, WCSU has now reorganized this division under Jay Murray, VP for Enrollment Services and Student Affairs. VP Murray is now evaluating functions and collaborating closely with Academic Affairs to develop a more effective and efficient division.

WCSU Senate
The university operates under a system of shared governance, and faculty, students, and most staff have opportunities to speak their mind and participate in campus decision-making processes. Notably, WCSU has a university (not a faculty) Senate, with seats for department faculty, administrative faculty, managerial staff, and student representatives. All Senate meetings are open for anyone to attend. The Senate reviews all curricular policy and structure, policies for recruitment, and admission and retention of students. It may institute and change university policies and review implementation of those policies. The Senate is expected to meet regularly, to represent the general faculty, to inform the general faculty (and, to a greater extent, the campus community) of its actions, and to serve as a forum for the discussion and expression of views on any topic of concern. Resolutions passed by Senate are forwarded to the university's president for review and approval.

Serving on the Senate are one faculty member from each academic department, one faculty member who represents part-time faculty, one librarian, one counselor, one coach, two members of the administrative faculty, two deans, and one representative from the Student Government Association (SGA). Except for one dean, all are voting members. Senators serve two-year terms. Senate officers include the president, vice president, secretary, and archivist, selected from the department Senators, and a parliamentarian. All serve one-year terms.

To meet its objectives, the Senate has established over twenty standing Senate committees. Most of these committees include representatives from faculty, staff, and administrators, who are either elected or serve as ex-officio. Irrespective of the scope of work performed in committee in any given year, all Senate committees must submit annual reports to the Senate, which are then shared with the campus at large.

WCSU faculty are responsible for the courses and curriculum within their departments. Curricular and program review occur in the departments, the schools, and in the Senate curricular committees, the Committee on Undergraduate Curriculum and Academic Standards, the Committee on General Education, the Committee on Online Education, the Graduate Council, and the University Planning and Budgeting Committee.

Procedures for curricular and program review are codified in the Faculty Handbook. Any changes to these processes must receive the approval of the curricular committees, the Senate, and the university president. Curricular review at WCSU has several layers with multiple committees performing similar work. Examination of these processes may identify duplication of effort and opportunities to develop a more streamlined workflow.

Student Government Association
WCSU students are key players in campus governance and are offered many opportunities to participate through their Student Government Association (SGA), Senate, Senate committees, and other institutional and system wide committees.

Collective Bargaining Units

Many of the employees at CSCU institutions are members of collective bargaining units, including the American Association of University Professors (AAUP), and the State University Organization of Administrative Faculty (SUOAF). Contracts are negotiated by representatives of the collective bargaining units and representatives from the Board of Regents, and/or the State of Connecticut. Collective bargaining unit members are then offered the chance to vote on any agreement before its adoption. AAUP Current Bargaining Agreement (tentative) and Prior Bargaining Agreement (2016-2021). SUOAF Current Bargaining Agreement. Additional collective bargaining units include Administrative and Residual, Protective Services, Maintenance & Service, and Administrative Clerical units.

Appraisal

Governing Board

The recent experiences at WCSU have revealed a gap in reporting processes related to finances. Institutions in our system are charged with presenting annual budget reports to the BOR, but the information obtained may not be disclosed to the faculty, staff, or students prior to submission. This practice has been detrimental to the campus climate. Future institutional planning should include a greater effort by the institutions and the BOR to educate the community about the data contained in these budget reports.

Policies and procedures for the evaluation of BOR members' performance are not codified in any system documentation or general statute, save for the expectation that committees evaluate their own effectiveness. An external, independent review may be beneficial. However, this recommendation is beyond the purview of WCSU.

Internal Governance

Evidence of Diversity, Equity, Inclusion (DEI)

An explicit, shared understanding of diversity, equity, and inclusion in our organization's written policies and procedures does not exist. WCSU does have an Office of Diversity and Equity, led by the institution's Chief Diversity Officer. Along with the Office of Diversity and Equity, there are three other entities on campus that support DEI efforts: the Diversity Council, the Racial Justice Coalition, and the Pride Center. Representatives from across the campus community, including faculty, staff, and students may be selected to serve on the Diversity Council. These representatives, however, have not been elected by their peers. Similarly, the Racial Justice Coalition is comprised of self-selected rather than elected members. The Pride Center leadership is a full-time position, reporting to the Chief Diversity Officer. Neither the council nor the coalition have missions, objectives, responsibilities, or bylaws which have passed through campus governance. The Pride Center goals are part of the university's affirmative action plan.

To aid diversity hiring efforts on campus, the SUOAF bargaining unit allocated monies specifically for more equitable and inclusive recruitment. In addition, the Diversity Council has administered funds from AAUP via the Minority Mentoring and Recruitment Committee to support research and other professional development opportunities for faculty from under-represented groups. The Chief Diversity Officer is tasked with developing our recruitment targets and tracking the success in meeting them, all of which are reported to the Commission on Human Rights annually. These can be found in the university's affirmative action plans. In recent years, the attention to the job descriptions and

recruitment plans is designed to broaden the pool of candidates for new positions. However, with COVID-19 and our recent budget challenges, the results of these efforts are not yet clear.

The creation of a more inclusive, diverse, and equitable culture on any campus is an incredible undertaking. Given the volume of work in reporting and monitoring internal Title IX compliance that falls to the Chief Diversity Officer, it may be more appropriate to charge another individual, body, or bodies on campus with strengthening the culture of DEI across all spectrums of the university including our organization and governance. The Senate could address the lack of DEI in governance documents through an ad hoc committee charged with the review of all committee bylaws and supporting documents. Additionally, an ad hoc could be charged with a more general examination of the culture on campus and collect data to that end which could be shared with the WCSU community in the development of a preliminary plan.

Communication Difficulties on Campus/Barriers to Effective Shared Governance
When the NCHEMS report was finally distributed beyond the president's cabinet, it surprised many in the WCSU community. The fiscal realities highlighted in the report had not been made clear to faculty, staff, or students. Although there has been some improvement in this communication since the NCHEMS experience, ongoing changes in reporting structures have contributed to noted difficulties in information sharing/communication on campus.

Decisions made at the cabinet are not always clearly communicated to the campus community. This was most evident in the recent experience when the first NCHEMS report had limited campus input. The cabinet should review its communication protocols to ensure that there is a reasonable level of transparency in all decision-making.

This self-study and the current state of finances at the university have revealed the need for a thorough review of our organizational structure and system of governance to ensure its effectiveness. Systematic analysis of our organization and its governance must occur regularly; a clear schedule/guideline for this type of work would be helpful, and employees would know what to expect and could prepare accordingly. As we prepare for the appointment of a new president, it will be important to establish good practices for this review to establish and maintain positive relationships and consistent avenues for communication that support true shared governance.

Among the areas for review is the number of standing committees. Many of the Senate committees meet irregularly, infrequently, or not at all. The charges, objectives, and responsibilities for these committees may need to be updated. Some committees perform similar types of work. Other committees may have outlived their usefulness. Senate leadership is considering appointing an ad hoc Committee on Committees to examine all current, standing Senate committees with the goal of identifying overlap of objectives, duplication of effort, and outdated responsibilities.

While seats exist on many Senate committees for student representatives, many of them are empty. The SGA is aware of the existence of these seats but identifying representatives can be difficult. Greater effort to encourage participation should be made since student input is an important part of the campus governance process.

The Senate is concerned with the curriculum, assessment, evaluation, and budgetary concerns, which are the bailiwick of teaching and administrative faculty. However, the Senate does routinely discuss issues which impact non-academic employees at WCSU. Currently, there are non-academic employee

groups on campus which do not enjoy any Senate representation. This situation needs study to find a solution. Communication could also be improved by redesigning the University Senate webpage and developing a dashboard regarding critical university issues (e.g., enrollment and finances), to enhance transparency.

Projections

The implications for shared governance are significant. The academic departments, Senate and its committees, the collective bargaining units, student organizations, and administration will all have work to do. We cannot necessarily know what we will look like in one to five years. Accordingly, now is the time to focus on developing and implementing DEI initiatives, improving lines of communication on campus, promoting institutional advancement, and strengthening our relationships with the other institutions in our system.

At the system level, we have seen several recent changes that point to the potential for better communication and planning. The recently hired System Provost is making strides to address communication issues with provosts and deans across the system by holding meetings beyond the monthly Academic Council sessions. He is also reaching out to deans for their input. The chief information officers throughout the system are meeting regularly to discuss and address ongoing changes in the technology landscape on CSCU campuses, which we anticipate will yield more consistent gathering and reporting of institutional data. Meetings between union leaders, human resources officers, and directors occur regularly, helping to alleviate problems and keep communication channels open. While the long-term communication strategies of the system office are beyond our control, we hope that these are indicators of stronger collaboration going forward. This will be essential for the health of WCSU.

At the campus level, we have seen increased transparency surrounding budget reports since the NCHEMS report. The interim president provides updates at the monthly Senate meetings and the vice president for finance and administration presents budget information at Senate and the University Planning and Budgeting Committee after the third week census each semester. Representatives from most offices on campus sit on Senate, the meetings are open to all, and agendas and minutes are pushed to campus users via email and posted on the Senate site. Information shared at Senate is widely shared information. We anticipate that this will continue as the university works to develop a plan for financial sustainability and a new strategic plan.

While many of the next steps for communication, shared governance, and strategic planning will have to wait for the appointment of a new president, we anticipate significant work on our governance structures in the next year. Among the tasks that will begin in fall 2023 will be the review of the university senate committees to determine their effectiveness and/or redundancies, and whether the make-up of those committees is appropriately representative of all constituencies. In addition, there will be continued work on the development of a data dashboard. With the search for a new AVP for Institutional Planning and Research, we expect to complete this long-awaited project.

To date, we are unaware of a system-wide initiative to promote diversity, equity, or inclusion. Ad hoc efforts campus by campus may not be as effective. We should consult with the System Office to devise a strategic direction for DEI planning and programming at CSCU. At the same time, we must look at our campus committees tasked with DEI work and find a way to organize these groups more effectively and with some relationship to university governance.

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	2	3,144	67	0	0	0	0	3,213
Main Campus PT	4	456	193	0	0	0	0	653
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT	1	18	2	0	0	0	0	21
Distance education PT	1	53	260	0	33	0	0	347
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	8	3,671	522	0	33	0	0	4,234
Total FTE	4.80	3,294.92	298.50	0.00	11.00	0.00	0.00	3,609.22
Enter FTE definition:	Undergraduate: 15 credits			Graduate: 12 credits				
Degrees Awarded, Most Recent Year	13	913	192		12			1,130

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT			0	0	3,213	3,213
Main Campus PT	4	149		153	653	806
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT				0	21	21
Distance education PT	10	17		27	347	374
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	14	169	0	183	4,234	4,417
Total FTE	6.58	54.03		61	3,609.22	3,669.83
Enter FTE definition:	Undergraduate: 15 credits; Graduate 12 credits					
Certificates Awarded, Most Recent Year	2					

Notes:

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

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

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

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

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

For Fall Term, as of Census Date	Number of credits*	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Next Year Forward (goal) (Fall 2023)
Certificate						
None						
Total		0	0	0	0	0
Associate						
Liberal Arts AS	60	8	7	8	8	8
Total		8	7	8	8	8
Baccalaureate						
Accounting BBA	120	222	199	161	148	148
American Studies BA	120	0	2	2	1	-
Anthropology/Sociology BA	120	26	23	23	19	19
Applied & Computational Mathematics BS	120	0	0	4	10	10
Applied Computing BA	120	8	11	6	5	5
Art BA	120	127	113	108	100	100
Biology BA	120	215	197	170	160	160
Chemistry BS	120	55	48	41	42	42
Communication BA	120	159	146	129	101	101
Computer Science BS	120	127	105	108	102	102
Contract Major BA/BS	120	4	2	-	2	2
Cybersecurity BBA	120	42	80	81	82	85
Digital Interactive Media Arts BA	120	39	50	51	41	50
Earth & Planetary Sciences BA	120	10	11	4	2	2
Economics BA	120	20	22	19	22	22
Elementary Education BS	120	1	0	0	0	-
English BA	120	41	35	28	24	24
Finance BBA	120	131	137	142	113	113
Health Education BS	120	14	12	20	20	20
Health Promotion Studies BS	120	200	220	187	193	193
History BA	120	65	60	48	37	37
Interdisciplinary Elementary Education BS	120	39	38	55	53	53
Interdisciplinary Studies BA	120	47	44	39	39	39
Justice & Law Administration BS	120	392	389	332	273	273
Management BBA	120	210	216	204	183	183
Management Information Systems BBA	120	62	41	38	44	44
Marketing BBA	120	162	175	159	147	147
Mathematics BA	120	33	24	22	17	17
Media Arts BA	120	57	46	38	32	32
Meteorology BS	120	31	25	27	34	30
Music BA	120	31	24	27	26	26
Music BM	120	101	76	66	75	75
Music Education BS	120	89	86	84	66	66
Musical Theatre BFA	120	62	54	51	51	60
Nursing BS	120	286	280	255	209	200
Political Science BA	120	47	37	40	42	42
Pre-Interdisciplinary Elementary Educ. BS	---	58	62	55	37	37
Pre-Nursing BS	---	113	79	70	70	70
Pre-Secondary Education BS	---	1	0	0	0	-
Professional Writing BA	120	81	73	69	48	48
Psychology BA	120	325	342	289	276	276
Secondary Education BS	120	84	83	70	64	64
Social Sciences BA	120	16	18	11	10	-
Social Work BA	120	159	151	132	102	102
Spanish BA	120	9	5	7	4	7
Theatre Arts BA	120	139	125	106	72	75
Undecided Business BBA	---	150	149	164	156	150
Undeclared BA	---	454	329	279	317	320
Baccalaureate Programs		**4,744**	**4,444**	**4,021**	**3,671**	**3,671**
Total Undergraduate Degree-Seeking		**4,752**	**4,451**	**4,029**	**3,679**	**3,679**

Standard 4: The Academic Program
(Headcount by GRADUATE Major)

For Fall Term, as of Census Date	Number of credits*	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Next Year Forward (goal) (Fall 2023)
Master's						
Addiction Studies MS	37	13	22	22	18	18
Applied Behavior Analysis MS	30	98	109	121	111	110
Business Administration MBA	37	46	52	36	42	40
Counselor Education MS	48-60	86	93	98	113	110
Creative & Professional Writing MFA	60	23	30	36	40	40
Earth & Planetary Sciences MA	30	3	2	0	0	0
Education MS	30	12	4	4	1	0
Health Administration MHA	36	30	28	18	13	15
History MA	30	16	10	10	13	13
Homeland Security MS	36	0	0	0	10	15
Human Nutrition MS	38	0	0	5	4	0
Integrative Biological Diversity MA	30	13	16	17	20	20
Literacy & Language Arts MSED	36	9	26	20	12	12
Mathematics MA	30	6	7	5	2	0
Music Education MS	30	6	6	5	0	0
Nursing MS	41	65	66	91	91	91
Secondary Education MAT	45	12	16	18	14	15
Special Education MS	36	13	10	7	6	10
Visual Arts MFA	60	12	9	8	12	10
Total Master's		**463**	**506**	**521**	**522**	**519**
Doctorate						
Doctor of Nursing Practice DNP	39	0	0	0	3	8
Instructional Leadership Ed.D.	60	48	28	33	23	23
Nursing Education Ed.D	51	16	16	11	10	10
Total Doctorate		**64**	**44**	**44**	**36**	**41**
First Professional						
None						
Total		0	0	0	0	0
Other: Post-Master's Certificate						
Advanced Practice Nursing (CAS)	18	4	8	8	5	5
Applied Behavior Analysis Certificate	22	11	8	9	7	5
Total Post-Master's Certificate		15	16	17	12	10
Total Graduate Degree-Seeking		**542**	**566**	**582**	**570**	**570**

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

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Next Year Forward (goal) (FY 2024)
Undergraduate					
Accounting	3,580	3,429	3,006	2,733	2,733
Art	3,903	3,595	3,697	3,028	3,028
Biology	6,483	5,717	5,473	5,048	5,048
Career Success Center	0	0	0	862	862
Chemistry	3,667	2,961	2,589	2,383	2,383
Communication & Media Arts	8,843	7,451	7,338	6,771	6,771
Computer Science	3,022	2,891	2,482	2,008	2,008
Education & Educational Psychology	1,764	2,062	1,833	1,836	1,836
Finance	2,274	2,355	2,271	2,271	2,271
Health Promotion & Exercise Science	6,059	6,041	5,768	5,798	5,798
History & Global Perspectives	6,051	4,693	4,170	3,590	3,590
Justice & Law Administration	9,212	8,855	6,590	5,854	5,854
Management	4,302	4,425	3,951	3,861	3,861
Management Information Systems	2,748	2,868	2,745	2,424	2,424
Marketing	2,972	3,257	2,829	2,842	2,842
Mathematics	9,431	8,377	7,380	6,348	6,348
Music & Music Education	5,708	4,395	4,088	3,661	3,661
Nursing	4,887	4,777	4,476	3,751	3,751
Philosophy & Humanistic Studies	3,980	3,915	4,099	3,366	3,366
Physics, Astronomy & Meteorology	1,349	916	910	1,136	1,136
Psychology	10,451	9,768	9,467	7,900	7,900
Social Sciences	10,298	8,911	7,896	7,993	7,993
Social Work	2,726	2,481	2,385	1,995	1,995
Theatre Arts	4,869	4,360	4,046	3,122	3,122
World Languages & Cultures	2,016	2,223	2,021	1,987	1,987
Writing & Literature	9,022	8,279	7,128	6,549	6,549
Total	**129,617**	**119,002**	**108,638**	**99,117**	**99,117**
Graduate					
Accounting	88	105	50	82	82
Art	405	331	287	351	351
Biology	111	152	160	265	265
Education & Educational Psychology	4,915	5,418	5,616	4,797	4,797
Finance	77	82	62	88	88
Health Promotion & Exercise Sciences	0	0	94	68	68
History & Global Studies	126	81	102	105	105
Justice & Law Administration	0	0	0	168	168
Management	771	840	469	424	424
Management Information Systems	86	131	35	94	94
Marketing	156	204	258	225	225
Mathematics	77	69	75	58	58
Music & Music Education	104	78	70	3	3
Nursing	948	939	1,104	1,204	1,204
Physics, Astronomy & Meteorology	12	0	0	0	0
Psychology	507	597	557	460	460
Creative and Professiona Writing	581	626	646	700	700
Total	**8,964**	**9,653**	**9,585**	**9,092**	**9,092**

Revised 2018

Information Literacy Sessions

Sessions embedded in a class	88	85	91	75	72
Free-standing sessions					

Branch/other locations

Sessions embedded in a class					
Free-standing sessions					
Online sessions					

URL of Information Literacy Reports:

Please enter any explanatory notes in the box below

Information Literacy is one of the general education competencies. This is a course embedded learning outcomes approach. Numbers listed above indicate the number of IL sections each year.   All students complete at least one of these.

4.5

STANDARD FOUR: THE ACADEMIC PROGRAM

Western Connecticut State University (WCSU) offers a portfolio of degrees ranging from associate to doctoral. All undergraduate degrees include a blend of expertise in the major and liberal arts. All degrees meet typical credit hour guidelines (60 for the associate, 120 for the bachelor, 30 or more for graduate degrees). Certifications are aligned with professional certification/licensure requirements (education, counseling, and nursing), and are stackable components of the associated graduate degree. Our mission focuses on changing lives for a diverse community of learners. To do this we create high-quality programs that are designed for student success. Whether we are re-designing based on new pedagogies, or adapting to latest trends in disciplines, our goal is to create outstanding educational experiences that prepare our students for myriad opportunities after graduation.

Description

All programs offered at WCSU have learning outcomes that lead to progressive development of knowledge, academic skills, and where appropriate, career-specific knowledge aligned with licensure and certification. Degree learning outcomes are listed in the undergraduate and graduate catalogs for each department, e.g., Biology, History, and Addiction Studies. In addition, the catalog lists degree summaries and four-year plans, in which the progression through introduction to disciplines, research methodologies, and capstone experiences appropriate to each discipline are clear, e.g., BM Jazz Studies; BBA in Marketing, and the MS in Homeland Security.

In alignment with our most recent Strategic Plan (Goals 1 & 2), WCSU has developed multiple paths to admission to ensure that students of varied levels of experience with and preparation for higher education are supported properly. This includes an Honors Program, regular admission, and an Educational Access Program. For programs that have special admissions standards aligned with state regulation, accreditations, or require auditions, the standards are listed in the catalogs and/or on the admissions website.

All programs are developed and overseen by faculty at the department level and are vetted through faculty governance to ensure quality and consistency. Interdisciplinary programs are overseen by a director or coordinator and follow the same governance processes with input from faculty in multiple departments (CSU-AAUP 5.23.1). All programs have assessment plans and program reviews to reflect on and improve outcomes as warranted. There are resources available to support continuous improvement through summer curriculum development funds, support for external program review, faculty retraining funds (CSU-AAUP 12.10.1), funding for general education assessment, and support for assessment of accredited programs.

All programs have learning outcomes that are regularly assessed. Departments have assessment plans that occur in one- and two-year cycles and are reported on in their annual reports. Discipline specific accreditations and our program review cycles (minimum once every seven years) promote additional levels of evaluation. Expectations grow with course levels and degree levels, as evidenced in the increased attention to research and a greater capacity for independent analysis. General Education also includes learning outcomes and assessments. Most recently (2022), WCSU adopted university learning outcomes. These have not yet been assessed.

In 2017, WCSU approved a new strategic plan. The first goal was to "Create, strengthen, and enhance programs and curricula that are responsive to the needs of diverse learners." Since its adoption we have

focused on improving our retention and graduation rates, using data to determine who we are losing and developing interventions to stop those losses. We have had some success in these efforts, attributable to the addition of a First Year Navigation Course and a linked Peer Mentor Program (For more detail on the retention efforts, see Chapter 8).

Six Year Graduation Rates for First-Time Full-Time Students

2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort
48.5%	51.9%	51.1%	53.6%	52.9%

First Year Retention Rates for First-Time Full-Time Students

2017 Cohort	2018 Cohort	2019 Cohort	2020 Cohort	2021 Cohort
73.7%	73.67%	75.46%	69.9%	74.5%

In addition, we have added a degree completion program for undergraduate students who may have stopped out or switched majors late in their academic careers. The BA Interdisciplinary Studies gives students an option to reimagine their academic experiences by combining disciplinary perspectives and developing a research project that synthesizes these perspectives. Since implementation, we have awarded over 40 degrees in this major, creating a chance for a win, rather than a loss for students who do not fit into the typical mold. Online versions of the BA Interdisciplinary Studies and the BA in Communication Studies were approved in the 2022 substantive change application. These are now available to students on seats available basis, but we are exploring the possibility of direct recruitment to our degree completion programs as part of our enrollment and outcomes improvement plans.

To address the changing demographics in the region, we have focused on increasing our graduate offerings, adding five new degrees since our last report (MS Integrative Biological Diversity, MS Homeland Security, MS Human Nutrition, MS Addiction Studies, Doctor of Nursing Practice) and revising others to provide better career opportunities for our students. Many of these programs are now offered online as well, as we try to adapt to the changing needs of adult learners.

Finally, we have successfully earned accreditation for every professional program we offer at WCSU. These efforts have helped to ensure that our curriculum meets widely recognized quality standards and evolves as those standards change. While the costs associated with these accreditations are significant, the promise that it makes to our students is valuable, and we hope it contributes to their confidence in the programs we offer.

Assuring Academic Quality
WCSU's robust system of shared governance ensures that there is regular and effective oversight of academic quality. Development of curriculum begins with qualified faculty and is reviewed through several university committees: Program Review Committee, General Education, Committee for Undergraduate Curriculum and Academic Standards or the Graduate Council, University Senate, Provost, and the Board of Regents (BOR). After a program is established, the quality is monitored through program review (7-year cycle), program assessment (1-2-year cycles depending on department assessment plans), ongoing review of retention and graduation rates by Institutional Research and in departmental annual reports. Assessments are used to inform planning for improving student outcomes at department and university levels. Recent examples include the addition of a communication requirement in all BBA programs to improve oral communication outcomes (2022), addition of an

enhanced music theory course (MUS 105) for students who are struggling at the first levels of theory (2019), inclusion of praxis preparation support for education majors (2020) which has improved our praxis outcomes, and the revision of the online MS in Applied Behavior Analysis to include preparation for certification exams (2019). In addition, a recent review and revision of our Computer Science degree has resulted in a successful application for ABET accreditation (2022) and the reaffirmation of accreditation from AACSB (2023) was confirmation that the BBA, MBA, and MHA are all meeting internationally recognized standards for quality business education. These assessment and program review processes include all programs, regardless of modality of instruction.

Per BOR guidelines and codified in the Faculty Handbook, all programs are evaluated at least once every seven years; many programs are evaluated more often to align with discipline-specific accreditation. Faculty take the lead in these evaluations, defining the terms of the assessments appropriate to the discipline, designing the plans, and presenting the reports. Recent program reviews have resulted in substantive discussions about the viability of five programs. WCSU's president initiated a discussion regarding potential closures following contractual guidelines (CSU-AAUP Contract 5.20) The results of this process were as follows: meteorology has a plan to transform the degree into a 4+1 BS/MS program to better serve the students we serve; the social sciences degrees have been re-organized, moving Economics into the business school, eliminating the general social sciences degree, and reimagining BA Anthropology/Sociology and BA Political Science with greater emphasis on applied learning. These changes are meant to raise visibility, improve recruitment, and reduce the number of low-enrolled courses in each major. This conversation was challenging, but it proceeded through campus review with room for feedback throughout.

WCSU has a series of review processes for the establishment of any degree program, which evaluates the stated goals and the resources necessary for the program to succeed. For all program proposals there is an evaluation at the University Planning and Budgeting Committee. This evaluation includes cost and enrollment projections. The BOR reviews budget implications of each new program proposed and offers additional insights into potential competition between CSCU campuses (See Application for New Program Approvals). In addition, WCSU has a Strategic Plan that provides some measure of focus on the investments we make in terms of programming. These steps have been helpful, but insufficient to fully balance the portfolio of programs we offer. While the emphasis on initial costs and staffing is clear, the longer-term impact on all programs at the university has not been fully understood. This has contributed to our financial challenges and must be improved in our practices moving forward. (See Standard Two: Planning and Evaluation for details).

WCSU follows the New England Commission of Higher Education (NECHE) guidelines when considering a substantive change. Since our last accreditation, we have added a new degree level – the Doctorate in Nursing Practice – and have general approval to offer online degrees. The general approval has allowed us to move several graduate programs online to better support our students. Online programs have the support of one full-time instructional designer, who has created many modules and workshops for faculty moving courses online. Most such modules are available on demand. Course and program expectations are developed in the same manner as our traditional on-campus programs, starting in the department, defining learning outcomes and assessment plans, and seeking approval through governance. Assessments take place in a regular cycle (1-2 years) as defined by the program faculty. Student outcomes for online programs are part of the assessment cycle, specialized accreditation requirements, and annual reports. Adjustments are made because of assessment processes, most notably in the MS in Applied Behavior Analysis, where more review for the BCBA exam has been woven into the curriculum. The recent revisions of the EdD in Instructional Leadership reflect analysis of

outcomes (student outcomes revealed that there was no need for a standardized exam for admission) and of student interests. In keeping with the roles graduates of this program are seeking, the opportunity for applied research projects was woven into the program options. Transitioning to online programs was both an opportunity to serve adult learners in the format they desire and an enrollment strategy. Current program enrollments are included in Standard 5.

For any program eliminated at WCSU, if there is a decision to eliminate a program, there is a 3- to 4-year teach out process, to ensure all students are allowed to complete their degrees. In some instances, students are supported with independent studies, but often the courses run as planned. Recent closures include MA Earth & Planetary Sciences (fully closed), MA English (fully closed), BA American Studies (teach out in progress), BA Earth and Planetary Sciences (teach out in progress), BA Social Sciences (teach out begins fall 2023). These steps are required by the BOR Academic Program/Low Completer Review and routinely followed by WCSU.

WCSU has had a long partnership with Naugatuck Valley Community College (NVCC) to support the two degree-completion programs there (RN to BSN and the BBA in Management), and in recent years we added the BBA in Management at Northwestern Community College. Although these campuses are part of the CSU system, we were required to pay a rental fee at NVCC. Recently, we revised this arrangement because we are hosting NVCC on our campus as well. There is a memorandum of understanding in place to manage space effectively. In recent years, most of the degree completion enrollments have now moved online. We are unlikely to maintain on-campus offerings at either campus in the future.

All students at WCSU must produce work in English that aligns with the academic standards of their discipline. Our general education curriculum includes two levels of instruction in composition. In addition, most degrees require a substantive research or portfolio project that demonstrates writing competence in English. For students in need of support, there is an initial course in composition that includes a co-requisite to focus on any necessary writing foundations. We hope to add more English language learner support through our Writing Center tutors in the coming year. WRT101 Composition I is assessed under the leadership of a faculty coordinator. We are now in the process of a full evaluation of the gen-ed curriculum in response to the recent National Center for Higher Education Management Systems (NCHEMS) report, but we have already moved forward with revising our approach to writing instruction, by moving to a University Writing program with embedded tutoring support available.

We are now looking at the Writing Tier 2 curriculum and considering embedding Information Literacy instruction there. In our most recent assessment, we found that the dispersed model of information literacy resulted in uneven outcomes. Pairing this with writing level 2 may provide an opportunity to create a more consistent approach. Library faculty will play a key role in developing tools for this approach. For students enrolled in independent studies, departments are tasked with ensuring that expectations for learning meet the standards established in their learning outcomes.

Undergraduate Degree Programs
The degree requirements for all bachelor's degrees include a mix of general education (40 credits), discipline-specific theory and research methods, and capstone experiences designed to tie the work of the major together. Most WCSU degrees are aligned with standards established by accreditors associated with the discipline. For those that are not separately accredited, departments align their goals and outcomes with the relevant professional organizations. Program requirements and sample four-year plans are published in the undergraduate catalog.

WCSU has a range of [types of bachelor's degrees](#) that represent levels of professional focus. Typically, a BA has 30-48 credits in the discipline, allowing for minors, study abroad, internships, or a second major. Students earning BAs must also satisfy our language requirement. The BS and BBA require more time in discipline (48-66 credits), providing greater focus on cultivating the skills and habits associated with the field of practice. These programs do not require students to complete the language requirement, but students do complete the general education requirements, and many participate in internships and clinical experiences. The BM, BFA, and interdisciplinary BS (meteorology) require the most time in discipline (68-80 credits). These professionally focused degrees include the typical general education experience.

WCSU also offers an [Associate of Science](#) degree which includes a general education curriculum and student choice of electives. This degree has been a fallback for students who were not successful in their choice of major. However, with a greater focus on stackable credentials and staggered timelines for degree completion, we are now revising this program to align with our pre-major pathways, so students have an opportunity to move on to the bachelor's degree when they are ready to do so.

In addition to the major, most programs provide students with the opportunity for electives or a minor. Where this is not the case (BS Music Education, BS Meteorology, BS Secondary Ed: History, and BS Elementary Education: Interdisciplinary Major), the programs are interdisciplinary in approach, exposing students to a wide range of disciplines and methodologies. In the major, students move from introductory to advanced levels, addressing key concepts and relevant research methods that culminate in senior level research, portfolio, or other applied experience. Expectations for experiences by course level are listed in the [undergraduate catalog](#) and the [faculty handbook](#).

The blend of general education, major, and electives ensure that all students are exposed to and develop proficiency in the habits of mind associated with a liberal arts degree. At WCSU, the general education curriculum learning outcomes ensure that all students have a strong foundation in these domains of knowledge, and they are expanded upon in the major. The major capstone provides an opportunity for students to demonstrate these competencies and their capacity for lifelong learning.

General Education
Since 2013, WCSU has adopted, implemented, and evaluated a new general education curriculum. The model adopted in 2015 focused on competencies (learning outcomes) that could be addressed across the curriculum. The most recent assessment of the effectiveness of this approach revealed some weaknesses in the approach, specifically in oral communication, information literacy, critical thinking, and the culminating general education experience. While developing revisions based on this work, we also received an evaluation from NCHEMS, which pointed out the financial inefficiencies associated with this model. Taking both findings into account, the Committee on General Education is working on a proposal for another revision to our general education. Nevertheless, there have been positive steps forward with the current general education that we do not want to lose sight of as we address the shortcomings.

In our 2013 site evaluation by NECHE, the lack of learning outcomes and assessment for the general education was identified as an area that needed attention. Our own data also showed that the rules for our general education curriculum were insufficient to explain why courses were included or excluded; in addition, there were so many specific general education courses selected by each major, that we effectively had multiple general educations, which often tripped up our students when they changed majors. These variations resulted in graduation delays, or the need for course substitutions. Some

majors have so many requirements (BS Music Education, for example) that the general education courses drove the number of credits for graduation over the BOR standard of 120. All these shortcomings led to a plan to revise general education.

In 2014, the WCSU Senate Committee for General Education proposed a competencies-across-the-curriculum approach. The committee first defined the general education competency categories and then built definitions and learning outcomes for each. The program was approved through governance in 2015 and implemented thereafter. In this model, students may satisfy the general education competencies/categories in or out of the major discipline, allowing students to build skills and habits of mind in disciplines most interesting to them. To ensure breadth, all students are required to take 40 credits outside of the major, even if a general education competency is satisfied in the major.

Any department can submit a course for approval for a general education competency/category, but the course outline must demonstrate how the learning outcomes would be met. The process of vetting courses for this general education curriculum has been a great deal of work, requiring faculty to re-imagine courses to meet the general education definitions. The positive impact of this change has been clarity of the goals of this curriculum. In addition, there were improved outcomes for students, with improving graduation rates since adoption. The negative impacts have been inconsistency of outcomes and inefficiencies in the offerings. (Assessment reports are included in the folders for this standard).

Assessments of the competency general education revealed that some competencies do well in an across the curriculum approach (writing, scientific inquiry, quantitative reasoning, intercultural competency, and first year navigation). Overall, students enrolled in these competencies are meeting our expectations for success (rubrics are 3 levels, does not meet, meets, or exceeds expectations). Of particular interest has been the FY course because the goal was to improve retention. Although completion of an FY course is a strong predictor of retention (on average, students who complete the FY have a 79% one-year retention rate, those who do not have a 36% one-year retention rate), we are still struggling with student engagement (as evidenced in our NESSE scores). To respond to this gap, we are piloting a new approach to FY in fall 2023. This allows the disciplines to continue to focus on orientation to the major, while staff from our co-curricular programs are offering a second part that focuses on overall success at WCSU and student engagement overall.

Other competencies in the general education curriculum were less successful, or so broad as to be difficult to assess (information literacy, critical thinking, and oral communication). Assessments of the culminating general education experience demonstrated that faculty had difficulty understanding disciplinary approaches different from their own, and in several cases, the adoption of a competency in a course did not seem to be fully understood by those tasked with teaching it. There has also been a sprawl associated with these learning outcomes across the curriculum approach, particularly in terms of the number of critical thinking courses, and the embedding of writing 2, oral communication, and creative process in courses, which then requires lower course caps. This has generated costs in the general education that are not sustainable. These evaluations have led to the discussion of a substantive revision to this curriculum, which is currently in committee.

Key features of the new proposal are the re-alignment of the domains of knowledge with the traditional disciplinary experts, rather than allowing all departments to embed outcomes in courses (a main weakness of the 2016 General Education program). In addition, it has been aligned with CT State's general education curriculum for ease of transfer. There are challenges to this approach that need to be reconciled over the course of the AY 2023-2024. Specifically, there are still concerns about which

categories remain in the general education curriculum and about how to support the degree programs with many major and certification requirements (education and performing arts, in particular) within the 120-credit maximum established by the BOR. We anticipate a resolution by the end of fall 2023, so we can begin an implementation plan in spring 2024.

The Major or Concentration
All majors at WCSU include a mix of upper- and lower-level coursework, exploration of relevant research and theories related to the field, introduction to and application of research methods or critiques as appropriate, and an opportunity to demonstrate competency through a senior level project (capstone) aligned with the discipline. Where appropriate, foundational work in other disciplines is also part of the program (cognates), particularly in STEM and health professions, but also in professional programs built upon social sciences and historical contexts. All undergraduate degrees require students to complete the general education curriculum. Credit hour parameters for majors are defined in the faculty handbook. Recent conversations about the clarity of the expectations for the BA and the BS have prompted another look at these definitions. This will be taken up by the relevant committees in fall 2023.

WCSU offers many professionally oriented degrees that are aligned with discipline specific accrediting bodies, ensuring that the curriculum is aligned with the most current discoveries and priorities of the field. For example, during recent accreditation renewals, social work enhanced its focus on racial justice, weaving it throughout the curriculum. In addition, the AACSB (Advance Collegiate Schools of Business) reaffirmation of accreditation has resulted in deeper emphasis on the impact of research and community connections in the field. The successful application for ABET accreditation in Computer Science was the result of a careful overhaul of the curriculum to ensure that our students have access to relevant languages and processes. Finally, two programs in the School of Visual and Performing Arts are moving from the BA to the BFA because of input from the National Association of Schools of Theatre (NAST) and National Association for Schools of Art and Design (NASAD), and the clear preference of students and families for professional arts degrees.

Programs leading to certification and licensure (education and nursing), are accredited (Commission on Collegiate Nursing, Council for the Accreditation of Educator Preparation) and continuously monitor student outcomes in terms of praxis and National Council Licensing Exam (NCLEX) outcomes exams as well as placements after graduation. We are proud to note that our NCLEX pass rates have remained strong even as we faced the challenges of the pandemic.

Year	NCLEX Pass Rates
2018	93.88 %
2019	92.42 %
2020	91.43 %
2021	91.18 %
2022	91.18 %

Nursing, Education, and Social Work all blend simulation experiences with clinical placements throughout the students' programs to ensure a gradual buildup of skills and competencies with students applying knowledge in context regularly. In our education program, our students start having field experiences in K-12 classrooms in their second year, to ensure that the degree is the right match for the student before they invest in the full degree program.

Graduate Degree Programs
WCSU has a long tradition of professionally focused graduate degrees. Starting with credentials for educators and expanding to business, nursing, counseling, and addiction studies, graduate programs are designed to support professional growth and advancement for our students. In most cases, graduate degrees are designed to meet the standards established by professional organizations and their accrediting bodies. In instances where programs are not separately accredited, curriculum is evaluated as part of our normal program review processes, ensuring external review and perspectives on all that we offer. Like all curriculum at WCSU, faculty are the authors and are responsible for assessment and program improvements where warranted.

Graduate programs are designed by the faculty in the relevant department. Approvals begin in the department and then follow a process of evaluation that moves through the school's Program Review Committee, Graduate Council, University Senate, Provost, and the Board of Regents. All university committees include elected teaching and administrative faculty and an appointed dean. The Graduate Council is made up of faculty who are directors of and faculty in graduate programs, to ensure that the curriculum meets a level of rigor appropriate to masters- and doctoral-level work.

WCSU graduate and doctoral courses have criteria and standards that promote advanced understandings of the discipline and prepare students to transfer theory and research to their areas of practice. Practice-oriented programs help students develop the analytical and professional skills needed for advanced practice in preparation for licensure. Where appropriate, graduate programs involve internships in their field for students to have experience with the direct application of theory to practice, which prepares them for licensure and professional practice (e.g., Addiction Studies, Counseling, Education, and Nursing). Programs are sequential in the development of skills that advance the professions and result in competent practitioners. This is clearly demonstrated in the research/thesis/dissertation steps codified in the program curricula outlined in the graduate catalog.

Recent examples of alignment with professional expectations for graduate degrees include:

- The MS in ABA (Applied Behavioral Analysis), which is aligned with the verified course sequence of the Association for Behavior Analysis International (ABAI). This indicates that coursework is consistent with the requirements of the Behavior Analyst Certification Board (BACB). These requirements are based on the BACB Task List that includes the knowledge and skills that serve as the foundation for the Board-Certified Behavior Analyst (BCBA) examination, which is required for practice as a certified Behavior Analyst. This program is regularly updated to meet those standards, with the most recent revisions going through governance in spring 2023.
- The MS in Counselor Education program is accredited by the Council for Accreditation of Counseling Related Educational Programs (CACREP). All coursework, curriculum, and assessments are aligned to the CACREP standards in eight core areas and specialty areas specific to school counseling and clinical mental health counseling. The WCSU School Counseling Program meets all the educational requirements for certification as a school counselor in Connecticut. Students seeking New York State certification will require additional coursework that may be taken at WCSU to meet certification requirements. The WCSU Clinical Mental Health Program meets the educational requirements for both the Connecticut Department of Health for licensure as a Licensed Professional Counselor (LPC) and the New York State Office of the Professions for licensure as a Licensed Mental Health Counselor

(LMHC). In 2022-2023, these programs were revised to meet the new 60 credit requirements (up from 45 credits) to ensure that students meet the standards.

- The MS in Addiction Studies is aligned with state expectations for Licensed Drug and Alcohol Counseling (LDAC). Graduates will need additional time in the field prior to sitting for the exam, but the academic requirements are completed in this program.

In recent years, WCSU has worked to expand its graduate offerings to meet regional needs and to help grow or stabilize our enrollments. Graduate programs have been a bright spot for us, but enrollments have not grown fast enough to balance the loss of undergraduates. In addition, we have seen a shift in demand for some of our programs, which resulted in some closures. We have closed two of our graduate degrees (MS in Earth and Planetary Science, MA in English) due to low enrollment, and recently parked (suspended admission) to the MS in Music Education and the MS in Mathematics as we review options for these degrees.

Enrollment patterns have made it clear that students are seeking advanced degrees that provide specific career enhancements, and they have expressed a preference for the online or hybrid environment. We now offer 12 graduate programs online to better serve working adult learners. This transition is going well in some of our graduate programs, but enrollments still lag in others. We are now looking at additional avenues to grow programs with lagging enrollments.

	2018	2019	2020	2021	2022
MS Homeland Security (Online)				NEW	10
MHA Health Care Administration (Online)	22	30	28	18	13
MBA Business Administration	47	46	52	36	42
MS Integrative Biological Diversity	0	13	16	17	20
MA History	15	16	10	10	13
MA Mathematics (Parked)	7	6	7	5	2
MA Earth & Planetary Sciences (CLOSED)	4	3	2	CLOSED	
MS Addiction Studies (Hybrid)	0	13	22	22	18
MA English (Closed)	3	CLOSED			
MFA Creative & Prof. Writing (Online)	27	23	30	36	40
CERT School Counseling	1	1	1	1	2
EDD Instructional Leadership (Online 2023)	43	48	28	33	23
MAT Secondary Education (Online 2023)	3	12	16	18	14
MS Applied Behavior Analysis (Online)	86	98	109	121	111
MS Counselor Education (Online, Synch)	88	86	93	98	113
MS Education, Instructional Tech. (Closing)	27	12	4	4	1
MSED Special Education (Online)	8	13	10	7	6
MSED Literacy and Language Arts (Online)	0	9	26	20	12
PMC Applied Behavior Analysis (Online)	13	11	8	9	7
MS Human Nutrition (Hybrid)	0	0	0	5	4
CAS Advanced Practice Nursing	7	4	8	8	5
DNP Doctor of Nursing Practice (Online)				NEW	3
EDD Nursing Education (Online)	23	16	16	11	10
MS Nursing	63	65	66	91	91

MFA Visual Arts	15	12	9	8	12
MS Music Education (Parked)	4	6	6	5	0
ND Graduate Non matriculant	108	106	39	47	46
Total Graduate Enrollment	**614**	**649**	**606**	**630**	**618**

When programs are parked, faculty are tasked with redesigning them for greater recruitment. When this happens, there is a two-year window for revision and relaunch. If programs are closed, there is an appropriate teach out period. Some of our recently added programs have started small, but we anticipate reasonable growth over the next two years. Recent investments in university marketing and communications have finally focused some attention on our graduate degrees, so there is room for optimism in this area. Nevertheless, we are not just waiting for the impact of marketing on enrollments. We are examining our delivery models and we are currently exploring the possibility of redesigning the online education degrees in Special Education and Literacy and Language Arts in an accelerated instructional format (8-week model) to try to expand its appeal. In addition, we are working to recruit more of our own undergraduates by scheduling the graduate degree course rotations so that students can complete them quickly (two summers and two traditional semesters), allow for a 4+1 model.

Like undergraduate degrees, all proposals for graduate degrees include evaluation of the resources necessary to support them properly. Primary resource needs include sufficient faculty expertise, library holdings, and facilities availability. (Sample proposals in Standard 4 files). Additional investments may include support for instructional design for online programs, dedicated software for research or evaluation (for example, SPS, Qualtrics, and Exam soft). In addition, there are faculty retraining funds (CSU-AAUP 9.1.2) if there is a need for faculty to grow their expertise for the new program. Most recently, these have been used by faculty in nursing to qualify to teach in the Doctor of Nursing Practice program, and summer curriculum funds for developing course outlines and syllabi. WCSU plans for these investments when launching programs and includes them in annual budget plans thereafter.

WCSU does not make a clear distinction between graduate and undergraduate faculty. The majority of faculty have earned terminal degrees appropriate to their fields (Ed.D., Ph.D., and MFA). In programs requiring faculty with additional credentials (education, nursing, counseling, and nutrition), WCSU has either hired faculty with appropriate credentials, or supported faculty who pursued additional certifications. The AAUP Collective Bargaining Agreement has funds for faculty retraining to support these goals. In the few cases where faculty do not have terminal degrees, they have professional experiences appropriate to the discipline. This is most clear in the MFA in Creative and Professional Writing program where successful authors serve as mentors for our students. Departments offering graduate degrees set the expectations for research activity for those teaching in the program. These expectations are codified in department bylaws. A review of recent publications by faculty teaching at the graduate level shows that most have active research agendas. Like all faculty at WCSU, graduate faculty can apply for reassigned time to support their research (CSU-AAUP 10.6.4).

Admissions standards for all graduate programs are published in the graduate catalog and on the graduate admissions pages. Applicants to any of our programs are expected to have a minimum 3.0 GPA at the undergraduate level and, where appropriate, earned initial credentials in the field such as education and nursing. In the few cases where students do not meet the 3.0 GPA standard, they may be asked to provide additional information for consideration. In the past this often meant asking students to complete the Miller's Analogy Tests to strengthen their application. More recently, departments have taken more nuanced approaches. For example, the MS in Integrative Biological Diversity has created a

path to admission for students who may not meet the minimum admission standards. The gap in qualifications may be due to a change in focus from undergraduate to graduate study, or a rough start as an undergraduate. These students can complete one summer course to demonstrate their ability to succeed. If completed at a B grade or better, students are admitted to the program.

All programs have descriptions of the scholarly expectations in the graduate catalog. Students are informed of the research requirements, expectations for licensure/certification where relevant, and required internships/clinical experiences from the outset. These expectations are further supported in the admission process and through ongoing advising. Recent concerns over professional behaviors among graduate students have resulted in conversations about codifying these in the graduate catalog and as part of the orientation processes.

WCSU is committed to being an accessible institution that supports professional development needs for all students. We do this by routinely examining barriers to enrollment at the graduate level. Recent changes to our admissions requirements for the MBA reflect this practice. In 2016, the MBA reduced the barrier to admission by developing a series of 1-credit courses to help students who did not study economics or other business-related courses as undergraduates. They also moved the GPA requirement from 3.33 to 3.0, in line with the rest of the programs at the university. This approach invites more qualified students to the program and allows them to get foundational information and skills without requiring an additional year of coursework in the program. As of fall 2023, we have improved the path from undergraduate to graduate degrees for our undergraduates by eliminating the requirement for a new application. If the students meet the admissions standards and express an interest in the program, they are automatically admitted without additional paperwork.

All programs include assessments of student work, including licensure/certification exam pass rates, and overall program outcomes, so that improvements can be made as needed. Assessment plans are developed by the departments, monitored by the deans, and reviewed and/or archived by the [University Assessment Committee](). In programs that include theses, applied learning projects, or dissertations, students must present their work in a public forum or to a doctoral committee. This ensures that more than one faculty member provides insight into the rigor of the work completed. Through theses, comprehensive exams, certification/licensure exams, and applied learning experiences, WCSU continuously monitors student outcomes to ensure they are meeting standards appropriate to a graduate degree.

In most graduate programs, students must complete either a thesis or special project to demonstrate their proficiency in the material and their ability to develop independent work. In some cases, students complete comprehensive exams only. This occurs when students sit for certification/licensure exams after graduation. In cases where students intend to sit for certification or licensure exams, graduate directors track outcomes and work to address gaps in student success. This was the case for the MS in Applied Behavior Analysis, where a series of preparatory questions were woven throughout the program, leading to clear improvements in the BCBA exam outcomes. Although we saw a decrease in pass rates 2021, we anticipate improvement in 2022 as the impact of the pandemic wanes.

[BCBA Results for WCSU](#)

	Task List V: 51003	IV & V Mixed	Task List IV: 4077**
2022	81.25% (32 students)		62.5% (8 students)
2021	88.24% (17 students)		58.97% (39 students)
2020		82% (28 students) *	
2019			64% (22 students)
2018			66% (22)
2017			50% (29)
2016			63% (11 students)

*Program revision with task list five saw the significant improvement in outcomes. The next iteration is currently being reviewed by the Board of Regents for implementation in 2024.
**Task List IV was discontinued in 2019. These are the remaining qualifying students.

Doctoral student's complete dissertations, with clearly defined pathways from proposal to dissertation defenses, under the mentorship of at least two faculty. The Ed.D. in Nursing Education helps transition practicing nursing into faculty roles. As such, the dissertation topics often focus on pedagogy. The Ed.D. in Instructional Leadership is designed to help teachers advance to leadership roles in the K-12 systems. Dissertation topics focus on pedagogy, learner experiences, and paths to improving instructional design. Outcomes for both Ed.D. programs have been strong in terms of student success in the degree and advancement in the discipline. They have also resulted in research projects that often lead to presentations and publications at relevant conferences. (See [Creative Activity Publications](#)).

The MBA in Business Administration, MHA in Health Administration, and the newly launched MS in Homeland Security have aligned the graduate curriculum with accreditation and industry standards. Although a graduate thesis is not required for these degrees, students have course-level assessments and must maintain a 3.0 GPA throughout. In addition, students participate in program-level assessments to support continuous improvement of the curriculum.

WCSU has recently launched several new practice-focused degrees. The MS in Addiction Studies was launched in 2019 and prepares students for certification as licensed drug and alcohol counselors (LDAC). The program includes supervised internships, and a thesis or project. The MS in Human Nutrition is designed to prepare graduates for the Board-Certified Nutrition Specialist Credential (CNS). The recently launched Doctorate in Nursing Practice also contains an applied project, helping candidates for the nursing practice licensure advance their skills in project design and management. This program builds on WCSU's existing MS in Nursing Practice, but anticipates the industry move to doctoral level expectations. Evaluation of outcomes has not yet begun, because the first cohort has not yet completed the degree.

Online programs are developed with the same level of scrutiny in our curriculum review processes. From course content to program outcomes, expectations are defined in keeping with the standards of the disciplinary experts at WCSU and in accordance with accrediting or licensing bodies where applicable. Learning outcomes are listed in the catalog and expectations for work are defined by the faculty member on the syllabus. Variations in licensure rules for students from outside the state of

Connecticut are discussed with the program director prior to admission to the program. WCSU complies with guidelines established by the National Council for State Reciprocity Agreements (NC-SARA) to ensure that students are fully informed of the rules surrounding their degree programs.

Transfer Credit

WCSU accepts transfer credits from accredited colleges and universities. Per WCSU policy, undergraduate students must complete 30 credits (one-fourth) of their undergraduate program at WCSU and at least fifty percent of the major must be taken at WCSU. Students may complete College Level Exam Program (CLEP) exams to satisfy up to 60 credits of degree requirements, 30 credits for the associate degree. WCSU System-wide transfer agreements represent faculty review of courses and learning outcomes appropriate to the degrees offered.

As part of the CSCU System, WCSU has participated in the development of the Transfer Articulation Pathways (TAP) which allows students to plan for transfer from two- to four-year programs from their first semester in community college. In addition, there are transfer admissions specialists and a comprehensive list of approved transfer equivalencies from colleges and universities from which our students regularly transfer. Students wishing to take a course at another institution after they have enrolled at WCSU can use the same list for equivalents. Where no equivalencies exist, students can file a request with the registrar with approval from their advisor and/or department chair.

In addition to the system-wide TAP agreements, WCSU works closely with Dutchess County Community College and Westchester Community College to promote transfer pathways. We are their closest non-SUNY option in the region. For undergraduate programs, students must earn a C- or better for a course to qualify for transfer. In the case of a completed associate degree within the TAP programs, a D- might also transfer.

The number of graduate credits transferable into a master's or doctoral degree program from other accredited institutions varies by program but is limited to nine credits for programs with fewer than 36 credits, programs with 36 credits or greater can transfer up to 25% of the total credits. For programs with 36 or more credits, students must complete half the program (50% of the total credits) in residence at WCSU (including thesis requirements, alternative research project, departmental seminar, internships, practicums, culminating projects and/or comprehensive examination) as required for programs. All transfer credit for graduate programs must be agreed upon prior to admission. Students must earn a B grade or better to accept a course for graduate credit.

Integrity in the Award of Academic Credit

WCSU's degrees are aligned with the minimum degree requirements of 60 credits for the associate's level, 120 for the baccalaureate level, and 30 for the master's level. Most of our graduate degrees exceed the 30-credit limit (33-37); the MS in Counseling recently increased its credit requirements to 60 credits to comply with changes driven by their accreditation standards, and the MFA, DNP, and Ed.D. are all at the 60-credit mark as appropriate for terminal degrees. The 2016-2023 General Education program is called "competency" but is a learning-outcomes-across-the-curriculum model. We do not offer any competency-based degrees.

Course rotations are indicated in the undergraduate catalog's course description sections, and students also have access to program requirements and four-year plans in the description of degrees. Wherever possible, WCSU offers courses at least once a year. Many are offered every semester. Whenever there is a gap in the rotation that might delay a student's graduation, faculty work to create alternate

experiences such as independent studies or course substitutions. This practice may not be feasible for programs with strict sequencing requirements that often require labs or clinical/internship placements but, when possible, we work to accommodate the student's needs. Most graduate programs offer courses in a predictable rotation that is published in the graduate catalog. Where rotations are more variable, advisors and graduate admissions work with students to establish a three-year plan. Students also have access to a regularly updated three-year rotation of courses through their program director.

WCSU offers Early College courses in partnership with five area high schools. All early college curriculum is developed with and vetted by WCSU faculty liaisons to ensure that it meets our learning outcomes for the courses. High school faculty delivering the courses are qualified to teach in the subject area. In most cases, this means a master's degree in the subject, but those with graduate degrees in education and instruction may also qualify. These qualifications are determined by the department's early college liaison and must meet the same standard that would be considered for teaching on campus. Student work is evaluated by WCSU faculty liaisons cyclically to ensure that the students meet college-level standards. In at least one case, a high school was removed from our early college program due to their inability to meet the learning outcomes established. Our most robust partner is Danbury High School, where students are likely to visit campus in addition to completing course work. Early College students can access university services through online portals (library, tutoring, registrar) where needed and are eligible to have an ID and attend events on campus as desired. We anticipate increasing high school students' visits to campus in the coming year as part of the recruitment focus outlined in the NCHEMS report.

WCSU has not entered any partnerships for curriculum development. In 2021-2022, we considered establishing a relationship with Academic Partnerships, but our budget analysis did not support moving forward. Faculty are the authors of all our offerings.

In some instances, we recognize that students should qualify for credit for prior learning. In these cases, we refer students to Charter Oak State College, where there is a clearly outlined process for PLA (Prior Learning Assessment). We accept their recommendations for transfer credit. This process includes full-time faculty from one of the CSCU campuses (often from WCSU) to ensure that the credit awarded is for work comparable to the courses for which students are receiving credit.

Rules for academic standing, suspension, and probation are published on the registrar's policy pages. For graduate students, these rules are delineated by program in the graduate catalog. Graduation requirements are delineated in the undergraduate and graduate catalogs as a summary statement and by degree. At the undergraduate level, degree summaries and four-year plans (e.g., BBA Accounting) are published in the catalog and the four-year plans are also part of Degree Works, to support strong advising toward timely degree completion. Faculty are responsible for determining and reporting students' grades in their courses. Where there are concerns about those grades, there is a well-defined appeal process described in the faculty handbook, undergraduate catalog, and the graduate catalog. This process can involve peer review of the incident where relevant.

WCSU does not currently offer accelerated programs. Summer courses are shorter than standard semester lengths, but the contact hours and course expectations are the same as the traditional semester. To better serve our graduate students, we are exploring an 8-week scheduling model for some of our online degrees in education. If we adopt this model the course content will not change, but we anticipate some redesign of the course experience to allow room for feedback and application of

learning throughout. This 8-week model is currently under review in the Education and Educational Psychology Department.

As stated in the Faculty Handbook online policy, all online learning courses are comparable to campus-based courses in terms of syllabi, office hours, expected learning outcomes, readings and assignments, grading, methods of evaluation, and student opinion surveys. To support online instruction, WCSU provides a variety of training workshops and individual training for faculty in the use of all relevant courseware and/or software. The Information Technology and Innovation (IT&I) division supports a portal with instructions on using all campus technologies. Other support for online education is developed by members of our campus community through the Center for Excellence in Learning and Teaching (CELT) or the members of the Committee for Online Education. Others are provided through subscriptions that are part of our contract with Blackboard and are contained within the portal. In fully online programs, program directors develop orientation sessions, sometimes embedded in courses, other times as short residencies or synchronous web-conferencing events. These sessions help students understand the technical support avenues and program expectations. There are also support modules available within Blackboard for all students wishing to get an overview of the learning management system.

All online programs include routine interaction with the faculty delivering the course. Interaction ranges from live class sessions online to group work with faculty support (synchronous), and from discussion threads and detailed responses to assignments (synchronous and asynchronous). In addition, all faculty must have five office hours per week. Students in online classes can easily meet with faculty during these hours via TEAMS, WebEx, or within Blackboard. (See sample syllabi for an indication of interaction expectations).

For all students who apply to WCSU, their application materials are the point of verification of their identity. Students are then issued a unique log in (with two-factor authentication), which is their point of access. These processes are the same for online and on-campus students. Although it is possible that a student might give their authentication credentials to another person, it is highly unlikely that this will go undetected. The programs at WCSU are small, and students and faculty work in the class and office hours to create a successful learning experience. A drastic change in work would not go unnoticed by the faculty members. WCSU also employs technologies like Examsoft and SafeAssign to support academic integrity in exams or other student work. WCSU offers limited certificates as part of graduate degrees in nursing and education. These certificates may be taken separately or as part of the graduate degree. All such certifications are aligned with industry standards, such that the student completing the program will qualify for additional opportunities for employment. Among these are the nurse practitioner programs, which include specializations in Psychiatric Mental Health and Acute Care, the Applied Behavior Analysis certificate option for those who have earned a master's degree but hope to sit for the BCBA exam, and the Intermediate Administration and Supervision (#092) endorsement offered as an option in the Ed.D. in Instructional Leadership. These are made available to students who have already earned a graduate degree, or other relevant credentials, and need certification only.

Per state policy, WCSU offers remedial work in writing and math under limited circumstances. The first is through our education access program (EAP), where students can take non-credit foundational courses in math and writing. They must successfully complete these to continue as matriculated students at WCSU.

Since the adoption of Connecticut Public Act 12.40, which limits the ability for state universities to require remedial coursework, WCSU has adopted an embedded remediation and/or corequisite model. For students who meet admissions standards, but require assistance in developing these foundational skills, WCSU chose to offer four credit versions of the basic writing and math courses.

For writing, we took an embedded approach in WRT101P Composition I. In this course, students with lower skills were grouped into a course with an additional hour of lab time to address any skill gaps. This had strong outcomes, but students were not mainstreamed, as is considered a best practice. We moved to a corequisite model, with students taking an additional course, with WRT 198/WRT 105: Enhanced Writing Workshop, in addition to a non-related section of WRT 101. When outcomes showed the corequisite approach was not helping students persist, an additional layer of embedded peer writing tutors was added. Following the pandemic, we saw a marked increase in the number of students who needed extra support. In response, we are fully mainstreaming all students into a revised model of WRT 101 that adds more attention to reading. We will be piloting embedded peer writing tutors in all sections of WRT 101 as our form of embedded support.

In math we offered MAT100 Intermediate Math, which earned three credits but only counted as a free elective. We also offered MAT100P Intermediate Algebra Plus, which included additional instruction in algebra. Both options were offered in the Math Emporium (a computer lab), which used packaged instructional materials (Pearson and others) and a faculty-produced workbook for more support. All classes had a faculty instructor in the room to support the students who were working on computers to complete their coursework. There were also student tutors available in the room and outside of class time. Despite the emphasis on keeping instructors in the room, students perceived the experience as one in which they were teaching themselves.

Continuous review of this approach revealed that the results were problematic at best. It became clear early in this process that some students cannot complete MAT100P. We analyzed their math preparation (high school GPA, SAT) and identified the score beneath which it was clear that this embedded model was not working. These students could take the MAT098 Elementary Algebra, a 0-credit course. However, per Public Act 12-40, they may only take it once. Most students enrolled in MAT098 are part of the Education Access Program and are given additional mentoring support as part of a cohort. We are seeing some success in that model. For general admit students the results were unsatisfying at best.

2013-2022	MAT 098 (0 SH)	MAT100P (4SH)	MAT100 (3 SH)
ABC	67%	43%	55%
PASS (D+ or higher) *	76%	54%	66%
DWF	22%	50%	42%

*Most general education courses require a C- minimum so anything below a C- stops progress toward meeting the quantitative reasoning requirement.

Having reviewed these outcomes, we have decided to eliminate MAT100P and move out of the Emporium model. In fall 2023, we will pilot another approach that changes our placement strategies, aligns math courses with majors, and embeds support in non-algebra-based courses. This strategy is based on emerging national trends in math education, and the Board of Regents plan for math pathways in ACME: Alignment and Completion of Math and English. For students in non-STEM disciplines, we will offer 4 credit sections of MAT110 Great Ideas in Math, MAT120 Elementary Statistics, and MAT118

Elementary Applied Math, where faculty will have time to address important foundational concepts in algebra and other functions to support student success. Placement in these courses will follow SAT/ACT or High School GPA minimums. For students in STEM tracks, MAT100 will still be the appropriate path to Calculus. All classes will be with direct faculty instruction, not reliant on a computer-based program. We look forward to reviewing the results of this approach.

Appraisal

Academic Quality
The development and monitoring of curriculum at WCSU is led by faculty and consistently evaluated in relation to disciplinary standards and accrediting bodies. Assessment of program curriculum is routine as proscribed by BOR policy and all accrediting bodies. WCSU's success in qualifying for accreditation in all its professional programs is convincing evidence of the caliber of the academic experience we provide. Those accreditations have strengthened assessment in other programs as expectations for assessment have become part of the conversation on all our curriculum committees (not just the Assessment Committee). Our processes are strong, relying on faculty expertise and consistently looking for opportunities to improve. All the examples in the prior sections make this clear.

General Education
The adoption of the General Education program in 2014 was an innovative approach to this foundational coursework. Taking a learning-outcomes-across-the-curriculum approach allowed faculty from all disciplines to see themselves as part of the liberal arts curriculum. While this approach did allow for some innovative thinking (for example, acknowledging that future teachers are learning oral communication skills in the discipline), this approach proved too broad to be credible. Our assessments made it clear that too many courses had been included in the general education, without enough focus on these learning outcomes. As we grapple with re-imagining the general education curriculum, what is clear is our commitment to continuous improvement. We have created an environment in which it is assumed that learning outcomes must be defined and assessed in general education, not just in the majors. This is a large step forward for WCSU. Over the last ten years we have made a fundamental shift in general education, and having reviewed the results, we are prepared to shift again. The next iteration will be informed by the lessons learned in this round (and described in the section on general education above). However, the updated version turns out, it will be mindful of avoiding the stressors in the pre-2014 General Education, stressors that frequently delayed graduation. It will be aligned with the CT State Community College general education, and will easily be mapped to SUNY's general education, allowing for easy transfer to WCSU, which is essential for our enrollments. Like any general education change, this will involve a robust debate among our faculty. We look forward to the conversation ahead.

Undergraduate Degree Programs
In the last five years, we have closed two underperforming undergraduate programs, the BA American Studies, BA Earth and Planetary Sciences, and last fall we took a careful look at four more, which resulted in the closure of one additional degree, the BA in Social Sciences, and improvement plans for the others. Discussions of program closures are incredibly challenging, but they are likely to continue for the next few years as WCSU charts a path toward a sustainable future. The good news is that our assessment and program review practices are strong and codified in our governance processes that help us get a clear picture of which programs are thriving and which are not. The normal program review processes give a good picture of the strengths and weaknesses of a program, enrollment patterns are also an important factor. The less comforting news is that the bulk of the areas that are not thriving are in the traditional liberal arts disciplines. To address this, we are looking for ways to enhance the

experiential learning opportunities in all disciplines, but especially in the traditional liberal arts programs. This is part of the improvement planning for the BA Anthropology/Sociology and the BA Political Science that is underway. It is also evident in our strategies for Communication & Media Arts, where we are developing two new professionally oriented degrees. We hope these are positive steps forward and that they help us restore enrollment at WCSU. Given our enrollment and financial challenges, the reality is there are likely to be more difficult conversations ahead.

Graduate Degree Programs
The 2017-2022 Strategic Plan focused on developing degree programs that meet the needs of all learners, and this has resulted in an increased focus on professionally oriented graduate degrees. We have worked hard to move in this direction, as evidenced by the shifts in graduate programs offered and our embracing of online modalities. This has been a success to a point, with overall graduate enrollments increasing by 1% since 2017, but there needs to be a greater focus on recruitment to these programs and a deeper understanding of potential students in the region. Prior to this point, our demand research was limited to JobsEQ, which projects employment opportunities as part of our justification for establishing a new program. Unfortunately, employer demand does not necessarily translate to student interest. We are learning from this and are adopting new strategies that focus more on student interests (Google searches being one important indicator).

We are excited by our transition to online graduate degrees and see the opportunity to do more in the future. However, with the explosion of online programs that have followed the pandemic, market saturation has become a critical area of focus for WCSU and the CSCU System. We are participating in discussions of how the system plans to manage the online program strategies for all the universities in the system going forward. This will be essential for our future success.

Finally, our program review processes have been effective, pointing to programs on the decline and identifying areas for investment. This has resulted in the closing of two programs MA English, MA Earth and Planetary Sciences, and parking two more for review – MA Mathematics and MS Music Education. We are shifting resources at the graduate level to meet the professional needs of our students and the region. In the face of our fiscal situation, we will have to remain vigilant about this analysis, not allowing programs to linger with small enrollments.

Integrity in the Award of Credit
Our practices align with NECHE policy and reflect standard practices in the region. WCSU still follows standard credit hour practices, with limited opportunities for other kinds of assessments through CLEP and AP Exams. Although our practices are codified appropriately, we are working to simplify our website so that they are more easily and intuitively found.

Projections

In 2023-2024, we will complete the development of a revised General Education curriculum and plan for implementation in 2024-2025. As part of that change, we will develop a more consistent First Year Experience and peer mentor program. This, coupled with a change in our first year advising structure, is meant to continue to improve outcomes for all undergraduates. We will continue to use data to inform our interventions for students who are struggling and breaking down retention and graduation rates by demographic variables and by major.

Part of our data analysis protocols will be a shift to greater attention on DEI (Diversity, Equity, and Inclusion) in our outcomes. With the investment in a new AVP for Institutional Planning and Research, we anticipate greater capacity to dig deeper into the outcomes for all students. This more detailed analysis will help us continue to improve our strategies for supporting all students. All academic departments will review their outcomes through this lens, starting in 2023-2024.

We will continue to review our programs for enrollment patterns and determine the long-term viability of each. The recent report from NCHEMS and the work of our faculty and staff (Summer Working Group 1) make it clear that this must be a routine practice. The work of that group will be part of improving our planning practices overall as we track enrollment trends both internally and externally, preparing to pivot more quickly considering emerging trends.

We anticipate a continued focus on connecting degrees to professional trajectories, whether in liberal arts or professionally oriented majors. This follows from the recommendations from NCHEMS and is essential to meeting the expectations of our primary audience, students who reside in the region. These professional connections will be linked to specific regional industries, where appropriate. The [Connecticut Governor's Workforce Council](#) serves as a guide. In support of this, the Career Success Center now reports to the provost, where there is new attention to how curriculum can evolve to meet these professional demands.

Finally, WCSU will improve its planning processes through a new strategic plan and simplified evaluation tools that better illuminate the long-term impact of programs on the university's financial stability. There must be a better understanding of recruitment potential for a new degree/program and the projected cost of delivery that includes consideration of class size. Finally, this approach will need to reflect a more detailed analysis of regional competition and regional opportunities for growth.

Connecting our programs to the demands and interests of people within 30 miles of our campus will be an important strategy moving forward. This has been our audience for 100 years and, despite our recent successes in New York and New Jersey, it remains the largest opportunity for enrollment growth and stability.

Standard 5: Students

(Admissions, Fall Term)

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

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Goal (specify year) (Fall 2023)
Freshmen - Undergraduate					
Completed Applications	5,388	5,196	4,688	5,093	5,093
Applications Accepted	4,084	4,194	3,978	4,253	4,253
Applicants Enrolled	845	742	733	629	629
% Accepted of Applied	75.8%	80.7%	84.9%	83.5%	83.5%
% Enrolled of Accepted	20.7%	17.7%	18.4%	14.8%	14.8%
Percent Change Year over Year					
Completed Applications	na	-3.6%	-9.8%	8.6%	0.0%
Applications Accepted	na	2.7%	-5.2%	6.9%	0.0%
Applicants Enrolled	na	-12.2%	-1.2%	-14.2%	0.0%
Average of statistical indicator of aptitude of enrollees: (define below)	1098	1100	1135	1122	1122
SAT Math+Reading					
Transfers - Undergraduate					
Completed Applications	1,124	918	868	853	853
Applications Accepted	777	612	588	574	574
Applications Enrolled	446	365	314	312	312
% Accepted of Applied	69.1%	66.7%	67.7%	67.3%	67.3%
% Enrolled of Accepted	57.4%	59.6%	53.4%	54.4%	54.4%
Master's Degree					
Completed Applications	403	370	341	371	371
Applications Accepted	242	214	212	231	231
Applications Enrolled	196	203	179	188	188
% Accepted of Applied	60.0%	57.8%	62.2%	62.3%	62.3%
% Enrolled of Accepted	81.0%	94.9%	84.4%	81.4%	81.4%
First Professional Degree	Not Awarded				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree					
Completed Applications	14	18	12	6	6
Applications Accepted	9	13	9	5	5
Applications Enrolled	9	10	7	3	3
% Accepted of Applied	64.3%	72.2%	75.0%	83.3%	83.3%
% Enrolled of Accepted	100.0%	76.9%	77.8%	60.0%	60.0%

(Enrollment, Fall Term)

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

Credit-Seeking Students Only - Including Continuing Education

	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Goal (specify year) (Fall 2023)
UNDERGRADUATE					
First Year Full-Time Headcount	1,470	1,114	1,065	974	974
Part-Time Headcount	107	50	91	68	68
Total Headcount	1,577	1,164	1,156	1,042	1,042
Total FTE	1,519	1,127	1,103	988	988
Second Year Full-Time Headcount	853	886	702	705	705
Part-Time Headcount	75	71	68	50	50
Total Headcount	928	957	770	755	755
Total FTE	882	909	726	717	717
Third Year Full-Time Headcount	851	981	849	743	743
Part-Time Headcount	113	125	115	105	105
Total Headcount	964	1,106	964	848	848
Total FTE	895	1,024	882	771	771
Fourth Year Full-Time Headcount	902	867	824	743	743
Part-Time Headcount	381	357	314	291	291
Total Headcount	1,283	1,224	1,138	1,034	1,034
Total FTE	1,031	985	922	823	823
Unclassified Full-Time Headcount	2	1	0	0	0
Part-Time Headcount	228	188	144	120	120
Total Headcount	230	189	144	120	41
Total FTE	81	62	46	41	41
Total Undergraduate Students					
Full-Time Headcount	4,078	3,849	3,440	3,165	3,165
Part-Time Headcount	904	791	732	634	634
Total Headcount	4,982	4,640	4,172	3,799	3,799
Total FTE	4,408	4,108	3,678	3,340	3,340
% Change FTE Undergraduate	na	-6.8%	-10.5%	-9.2%	0.0%
GRADUATE					
Full-Time Headcount	67	68	81	69	69
Part-Time Headcount	582	538	549	549	549
Total Headcount	649	606	630	618	618
Total FTE	310	321	337	330	330
% Change FTE Graduate	na	3.7%	4.8%	-1.9%	0.0%
GRAND TOTAL					
Grand Total Headcount	5,631	5,246	4,802	4,417	4,417
Grand Total FTE	4,717	4,429	4,015	3,670	3,670
% Change Grand Total FTE	na	-6.1%	-9.4%	-8.6%	0.0%

Please enter any explanatory notes in the box below

 Unclassified students include undergraduates not currently in degree programs, but taking credit-bearing courses that could be counted toward a degree.

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

Where does the institution describe the students it seeks to serve?   https://www.wcsu.edu/admissions/

	(FY 2019)	(FY 2020)	(FY 2021)
Three-year Cohort Default Rate	2.7	0.3	0.3
Three-year Loan repayment rate	0	0	0

(from College Scorecard)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)
Student Financial Aid					
Total Federal Aid	$29,446,029	$26,605,347	$24,243,280	$22,967,306	$22,967,306
Grants	$7,780,223	$7,228,029	$6,761,430	$6,470,054	$6,470,054
Loans	$21,422,858	$19,135,450	$17,227,190	$16,190,140	$16,190,140
Work Study	$242,948	$241,868	$254,660	$307,112	$307,112
Total State Aid	$1,428,322	$1,550,902	$2,050,046	$2,707,074	$2,707,074
Total Institutional Aid	$8,727,613	$7,029,067	$7,761,850	$7,193,799	$7,193,799
Grants	$6,133,660	$5,035,062	$5,858,189	$5,023,005	$5,023,005
Waivers	$2,593,953	$1,994,005	$1,903,661	$2,170,794	$2,170,794
Total Private Aid	$6,114,923	$5,112,386	$5,444,812	$4,955,164	$4,955,164
Grants	$1,695,218	$1,414,829	$1,306,250	$1,476,271	$1,476,271
Loans	$4,419,705	$3,697,557	$4,138,562	$3,478,893	$3,478,893
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	68%	69%	65%	65%	65%
Graduates	48%	59%	61%	57%	57%
First professional students (not applicable)					
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$30,278	$28,262	$27,417	$26,539	$26,539
Graduates	$34,343	$34,478	$37,653	$35,009	$35,009
First professional students (not applicable)					
Average amount of debt for students leaving the institution without a degree					
Undergraduates	$15,658	$17,156	$14,446	$12,376	$12,376
Graduate Students	$18,813	$17,449	$14,986	$14,619	$14,619
First professional students (not applicable)					

Standard 5: Students
(Student Diversity)
Complete this form for each distinct student body identified by the institution (see Standard 5.1)

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

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Female	3,307	2,714	519
Male	2,638	2,112	521
Hispanic/Latinx	294	292	282
Black/African American	96	93	92
Asian/ Pacific Islander	48	45	41
White/ Caucasian	499	486	471

Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Female	280	174	136
Male	107	66	57
Hispanic/Latinx	28	26	24
Black/African American	23	21	19
Asian/ Pacific Islander	9	8	8
White/ Caucasian	387	240	193

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
Category of Students (e.g., male/female); add more rows as needed					
Female	1,622	333	1,955	1,707.00	1,955
Male	1,543	301	1,844	1,634.00	1,844
Hispanic/Latinx	877	149	1,026	909.00	1,026
Black/African American	288	42	330	296.00	330
Asian/ Pacific Islander	148	35	183	160.00	183
White/ Caucasian	1,627	339	1,966	1,731.00	1,966
			0		

Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
Category of Students (e.g., male/female); add more rows as needed					
Female	48	410	458	246.00	458
Male	21	139	160	84.00	160
Hispanic/Latinx	8	70	78	41.00	78
Black/African American	7	48	55	31.00	55
Asian/ Pacific Islander	1	18	19	10.00	19
White/ Caucasian	43	360	403	217.00	403

Please enter any explanatory notes in the box below

Actual data = Fall 2022. Goal = Fall 2023.

STANDARD FIVE: STUDENTS

Western Connecticut State University (WCSU)'s mission to change, "lives by providing all students with a high-quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society" reflects our desire to be a regional resource for students from all backgrounds seeking access to an educational experience that will help them grow. The demographics of our student body reflect regional demographic shifts.

Fall Semester Student Characteristics	**Western Connecticut State University**				
Based on the Third Week Census	**2018**	2019	**2020**	2021	***2022***
Total Head Count, Enrolled for Credit	5,642	5,631	5,246	4,802	4,417
Undergraduate Head Count	5,028	4,982	4,640	4,172	3,799
Graduate Head Count	614	649	606	630	618

Race/Ethnicity (self-identified)	**2018**	**2019**	**2020**	**2021**	***2022***
Percentage Latine/ Hispanic	18.5	20.1	21.1	23.4	25.0
Percentage Black/ African American	9.4	8.8	8.5	8.5	8.7
Percentage Asian/Pacific Islander	4.3	4.5	4.6	4.7	4.6
Percentage Two or More Races	2.6	3.0	3.9	4.0	4.8
Percentage White	61.8	60.3	57.6	55.6	53.6
Other or None Mentioned	199	191	221	182	146
Percentage First Generation	35.2	30.7	32.6	32.0	26.4

Our entering class in fall 2022 saw the percentage of students from historically under-represented groups reach 49.5% of the incoming class. This is keeping pace with emerging populations in Danbury, Connecticut, and outpacing shifts in the state, according to recent census data.
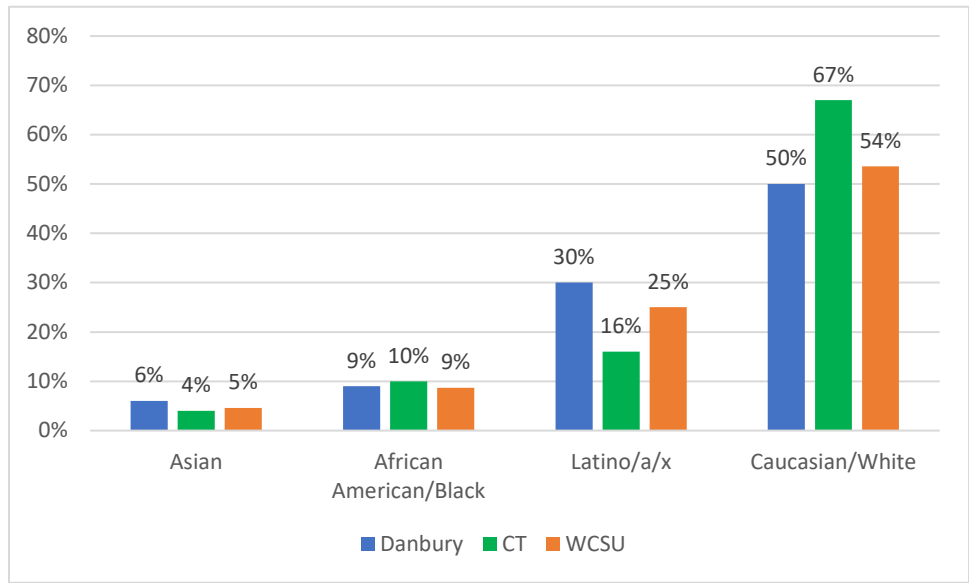
With these demographic transitions in mind, our admissions team has worked to develop a Spanish version of our website and hosts a FAFSA completion day each year that focuses on families with less

experience of these systems than those who have attended college for generations. We anticipate continued work on our materials, recruitment days, and strategies as we strive to meet the needs of all students and their families.

Those changing demographics have been accompanied by changes in program enrollments. Recent changes in academic programs include a move to more online offerings, particularly for graduate students. We are enhancing opportunities to connect to internships and other applied learning experiences as students and families ask about professional opportunities that arise from their degrees. With these changes has been a continued focus on support for all students in all modalities. This has meant increased remote access to tutoring, advising, student financial services. It has also meant attention to orientation practices, first year programs and our alternate admissions pathways. These practices are detailed below.

Description

Admissions
The Enrollment Services Division was formed in 2013 to improve the coordination of recruitment and retention activities. Under the leadership of the Assistant Vice President for Enrollment Services, this division has taken several steps to improve outcomes including adopting the Common App and using Target X for recruitment. In addition, the division worked to streamline transfer processes and adopted pre-major pathways for advising. The Admissions Office enrolls transfer students for fall and spring semesters by actively recruiting from the 12 community colleges (soon to become one community college, CT State) in the Connecticut State Colleges and Universities (CSCU) system and the five community colleges in New York's Hudson Valley and Westchester County. The Graduate Admissions Office works with the graduate program coordinators to recruit and enroll students. Recruitment is not as extensive as undergraduate efforts and has a local focus. The Office of Enrollment Services has been utilizing student search by purchasing SAT and ACT names and employing digital marketing to expand our market.

In 2021, the Admissions Office and the Academic Advisement Center formalized operations to support enrollment of incoming first-year students and transfer students by developing a process using the Salesforce customer relationship management (CRM) tools to support coordinated messaging to better service these groups. A partnership among the Enrollment Services departments (Admissions, Financial Aid, and Academic Advisement Center) created a better experience for students applying to the university and has improved our ability to target our messaging to students. In addition, WCSU developed enrollment programs such as Transfer Tuesday sessions, Saturday Transfer Enrollment Days, and more coordinated first-year registration processes.

With faculty input, Enrollment Services works through the Enrollment Management Committee to evaluate the qualifications of the incoming class as they relate to our published [admissions standards](#). The Nursing, Education, and Music programs have [special admission standards](#). [Graduate admissions standards](#) vary by program and are listed in the [graduate catalog](#). The Admissions Office hosts daily weekday campus visits for prospective students and their families and works with all four academic schools to host special visit programs on the weekends. Most recently, in response to some of the findings in the NCHEMS report, WCSU added a special admitted-students event for the local population. This is meant to improve experiences for the largest proportion of our student body, celebrating the students who grew up in our region and who will continue to shape the future of the same.

Admissions counselors recruit at high schools, community-based organizations, and local, regional, and national college fairs. The admissions and financial aid offices provide workshops to prospective students and their families on the admissions and financial aid process. WCSU has organized experiences for new students around several levels of support. For students who meet the typical admissions standards, we require enrollment in a First Year Navigation course to help provide an orientation to the university. These courses mix introduction to the major (or a pre-major pathway) with information about registration, financial aid, tutoring, and other university opportunities. First Year Navigation became part of the General Education curriculum in 2016. Since it began, WCSU has seen slow, but encouraging gains in our graduation rates.

Six Year Graduation Rates

2018	2019	2020	2021	2022
49%	51%	51%	53%	51%

In 2021, WCSU piloted a Peer Mentor program for students who meet admissions standards but are at a higher risk of stopping out or leaving after the first year. Our research has shown us that high school GPA is a strong predictor of student success and student struggles. The Peer Mentor program provides an additional touch point to students who earned below 84% high school GPA. Although still in development, the first full cohort showed a positive impact of this program, with retention rates among this group improved by 10% as compared with those who did not participate in this program. The robust Kathwari Honors Program is for students who exceed our typical admissions standards. This group has a first-year course focused on the core values of the program interdisciplinary thinking and compassion. With a dedicated space to gather, share ideas and initiatives, these students have strong connections with each other from the first semester.

The university's EA²P Bridge Program provides under-prepared students with the support they need to obtain a college education. Through a rigorous One Week Navigational Support and Advising Boot Camp and a 15-week fall semester academic program, EA²P Bridge participants are immersed in a learning experience to become familiar with the campus, academic expectations, and university resources. The outcomes of this program are evaluated annually, with revisions to courses and support structures as needed. WCSU also supports students with learning differences. Once admitted, students can self-identify for AccessAbility Services. Faculty, advisors, and the AccessAbility Services staff work together to provide appropriate accommodation for students. WCSU uses the SAT/ACT scores and/or high school GPAs to assist in placing first-time students in writing and mathematics courses. Prior to fall 2023, all incoming first-time students who applied for admission test-optional are required to take the math and writing placement exams. In fall 2023, we are piloting a new math program and a new approach to writing that eliminates placement testing, except for students in STEM. (The details of the new approach are described in Standard Four). WCSU also offers placement for world language and physics.

WCSU has tutoring centers in Writing and Math, and general tutoring and academic skills development for undergraduate and graduate students through the Tutoring Resource Center and the Ancell Learning Commons. Students can access support on campus and online, depending on their time constraints. WCSU collaborates closely with the Danbury Public Schools on pre-collegiate experiences like Upward Bound and Excel. As part of Upward Bound, WCSU has supported college-level courses designed to recruit students from under-represented groups to careers in education and computer science. WCSU faculty help to design and staff the courses to ensure they meet our standards. We have had some success in enrolling students in the education program from these summer experiences.

Teacher Preparation Pipeline: Recruitment of Students from Historically Underrepresented Groups.

Year	Number of Students in the program.	Number Enrolled in WCSU Education Degrees	Number enrolled at WCSU in any degree
2022*	9	0	0
2021	11	0	4
2020	13	1	4
2019	8	0	1
2018	12	2	3
2017	11	1	6
2016	9	0	4
2015	8	2	4
2014	8	0	5

*Still high school Juniors.

Student Services and Co-Curricular Experiences

Since 2013, a reorganization of the Division of Student Affairs included the creation of a student life group (Athletics, Residence Life, Center for Student Involvement, InterCultural Affairs), a student "wellness" group (Health Services, Counseling Center, CHOICES, AccessAbility Services), and the new offices of Commuter Student Services, Parent Services, InterCultural Affairs, and Student Affairs Assessment. In addition, summer orientation programs now include a two-day overnight program. This reorganization has helped us to improve the coordination of support and opportunities for students.

WCSU offers many support services for students, across the Student and Academic Affairs divisions. Academic Resource Mentors (ARMs) are student peer helpers who live in each building on campus. These students work with any student who is looking to improve their academic growth. ARMs are well-versed on the many resources available on campus to students who may need a bit more help with their academics, such as the Math Clinic, Writing Center, Tutoring Resource Center, or Ancell Learning Commons. Peer Academic Coaching includes CRLA-certified and trained students who can help other students learn effective study skills, improve time management and organization, build strong academic habits, and connect with helpful campus resources. The CRLA program has been used for peer-to-peer training by the Academic Resource Mentors (ARMs), Tutoring Resource Center (TRC), Ancell Learning Commons, the PASS Program, and Orientation Leaders. This shared training is meant to create greater consistency in the student experience.

The PASS Program (Promoting Academically Successful Students), sponsored by the Connecticut Office of Higher Education, is designed for minority and underserved students to make progress towards their academic goals and get back into good academic standing. WCSU also has AccessAbility Services (AAS), established to facilitate equal access for students with disabilities to all programs and activities. The efforts of AAS are part of WCSU's overall commitment to diversity. With the needs of incoming students in mind, the chair of the First Year Advisory Committee worked to expand the idea of the student's first year, making a compelling case for the institution to understand it as beginning with Open House, extending through Accepted Student Day to Summer Orientation, Fall Orientation, and the First Year Course. This has led to increased collaboration between Academic Affairs and Student Affairs. We are working to continue this collaboration with the revision of our First Year Navigation Course and the related Peer Mentor Program.

The university offers many tutoring resources. The [Tutoring Resource Center](#) for undergraduates and graduates make tutoring available by appointment for registered students in more than 15 academic disciplines primarily in the Arts and Sciences including biology, chemistry, mathematics, music, nursing, psychology, and Spanish. The [Writing Center](#) is staffed by junior, senior, and graduate students from a range of majors. As experienced writers and fellow students, they offer guidance and support in an empathetic, non-judgmental setting. The [Math Clinic](#) is a traditional math tutoring center, where students who have done well in undergraduate level math courses serve as tutors to assist fellow students with homework problems, projects, and preparing for quizzes or exams. The [Ancell Learning Commons](#) student tutors are CRLA-certified and trained to help students from majors within the Ancell School of Business. The Commons has four study rooms and offers the following programs to students, Motivation Matters, TransferMation, Presentation Coaching, Your Education Dollar, and Study Smarter.

Academic advisement is a shared model, between faculty advisors and professional advisors. Each student is assigned to an advisor at the start of each semester. Students meet with their advisor to learn about university policies, processes, and course selection to help them make degree progress. WCSU uses a Registration PIN that requires students to meet with an advisor via access on their registration screen in BannerWeb. This ensures students meet with advisors and stay on track for graduation. Professional advisors advise undecided/exploratory studies, liberal arts, and non-matriculated students, and others in academic distress, in transition between major programs, or those who need help identifying campus resources to be successful in their social, emotional, and academic progress. Through Student Affairs and the Dean of Students, programs are coordinated to support students through other non-academic experiences. The [University Advisement Center](#) developed the academic recovery process for students to earn good standing with support from advisors and academic coaching. Students not in good standing, including for Financial Aid Satisfactory Academic Progress (SAP), are contacted to set up a plan to improve. Students are referred out to appropriate campus resources. This new program is set up to collect performance data on academic standing and progress for participants and collect data from the campus support services where students are referred for assistance.

The new referral process includes referrals to academic supports, such as Academic Coaching and Tutoring through Library Services and Ancell Learning Commons, engagement offices such as Center for Student Involvement and Commuter and Residential Student Services, and personal/emotional supportive services, such as Counseling, CHOICES, and Health Services. In addition to students in academic distress, the recovery program also serves students who want to do better or need to, based on personal desire, school or major requirements, or NCAA Division III Athletics eligibility requirements. The AC collaborates closely with the Director of Athletics, coaches, and the faculty athletics representative to support this group of students.

Established in 2010, the [Center for Student Involvement (CSI)](#) promotes and encourages student life on campus, such as clubs and other co-curricular activities. CSI manages over 80 clubs on campus, including Student Government Association, Program and Activities Council, and Fraternity and Sorority Life. Through CSI, students can start their own clubs, plan trips and events, and complete the Leadership, Compassion and Creativity Certificate program. Student life also includes WCSU's annual [Day of Service.](#) Last year, more than 750 volunteers helped over 46 non-profit organizations in the greater Danbury area with clearing trails and painting fences at a local horse farm, sorting through donated clothes, cleaning, pulling weeds, and washing fire trucks and police cars. As a result, WCSU earned a place on the National Honor Roll for Community Service and, in 2013, the President's Higher Education Community Service Honor Roll. Student services extend across diverse areas such as the [Follett Bookstore](#) in the

Midtown Student Center, the WCSU Cares Student Assistance Fund which assists students who demonstrate financial hardships due to emergency situations, the Newman Dinners and Food Pantry which assembles weekly pantry bags and distributes them to students to fight food insecurity and to brighten people's days, and the Athletics department which offers 18 intercollegiate programs for both men and women.

Health Services has experienced changes in functions and staffing. Clearance of athletes has been transferred to the Athletics Department, and clearance of nursing students for their clinical semester has been shifted to an outside vendor. With the retirement of the director MD, Health Services has reorganized and is down from five staff to three, with an APRN as the new director. Our location provides easy access to medical care off campus, so much of the work of this office is in education programs, documentation of medical records at admission, and referrals to appropriate medical care. We believe these services will meet demand.

Like many campuses, WCSU has seen the mental health needs of students grow more while the staff has been reduced by one full-time counselor. This year 36% of our students seeking counseling presented with suicidal ideation, representing an increase, which is a trend nationally. The introduction of Titanium (electronic medical records) improved maintaining records and scheduling students. In addition, WCSU has leveraged some online resources like TalkCampus, a global peer support network. Despite these challenges, WCSU works to create a culture of health and wellness. Our general education curriculum includes a Health and Wellness category, which includes courses from the Health Promotion and Exercise Science Department (HPS). HPS works with community partners to encourage a culture of wellness focused on encouraging primary care physicians and other health care providers to include physical activity when designing treatment plans for patients through the nationally recognized Exercise is Medicine. WCSU has achieved the highest GOLD status level in this program.

The Student Care Team (SCT) is a multi-disciplinary leadership team established to foster essential information sharing and collaboration. The SCT's purpose is to monitor, assess, intervene, consult, and refer in order to remove barriers to student success and wellbeing. Students often come to college with various social, emotional, developmental, physical and, sometimes, mental health issues. These can create challenges as they can interfere with academic success or cause concern in residence life settings, in the classroom, or on campus. Mental health services offered by WCSU include Counseling Services, CHOICES (Cultivating Healthy Opportunities In College Environments; the alcohol and substance abuse prevention program), and The Center for Empowerment and Education. Counseling offers both in-person and virtual sessions. Hotlines are available for phone consultations, and there are many self-help resources on the counseling website. WCSU also offers the TalkCampus app, along with YOU@WCSU for students who may not have the ability to come to campus. The WCSU JED Task Force has evolved into the WCSU Campus Mental Health Coalition.

Physical health services include Health Services, Recreation, and Athletics. Wellness services include the Institute for Holistic Studies Center for Well-Being (IHHS) and Exercise is Medicine. IHHS's mission is to provide the university and Greater Danbury area with an opportunity to engage in and explore various aspects of holistic and integrative health through programming and instruction. Our holistic perspective on health and healing integrates conventional healing with traditional and modern alternative practices from around the world. Spiritual services include the Campus Ministry and the new meditation room in the midtown student center.

WCSU's student population is made up of approximately one quarter resident students to three quarters commuter students. It is our goal to engage resident and commuter students equally. The Assistant Dean of Students oversees outreach to the commuter students, which includes newsletters, special outreach, events specific for commuters and the creation of commuter lounges. As of 2023, the Commuter Student Organization, is now officially recognized by the Student Government Association as the voice of the commuter student population. The Assistant Dean of Students assists students with academic and personal support for basic needs and information related to transitioning to college and understanding university expectations and policies. Other support services include veterans affairs and housing and residence life. In addition to the Academic Advisement Center and IHHS mentioned above, faculty and staff can interact with students at the Career Success Center (CSC). CSC offers resources to students to build their professional future through assessing interests, building skills, managing network and brand, getting experience, improving portfolio and application documents, and preparing for interviews and hiring negotiations. The CSC offers services through Handshake, PathwayU, Big Interview, and CandidCareer.com. The center also has workshops and classes that teach the essentials of Designing Your Life (DYL) and move forward with a fun testing ground to bring priorities into focus. CSC offers career fairs each semester and provides support to prepare students for the event with everything from their portfolio to appropriate attire through the CSC's Professional Clothing Closet.

New students are provided with the WCSU Student Handbook which includes descriptions of university services, student activities, descriptions of local establishments, FAQs, and the Student Code of Conduct. New Student Orientation is designed to assist incoming students as they acclimate to college life. During the program, students and families learn about resources that support student success, receive academic advisement information, and their class schedule. Transfer Orientation is offered in August each year for incoming transfer students and their needs. The Welcome Week program starts with the move in weekend and culminates with the Entering the Gates ceremony where first year students join campus as new members of the WCSU community. Students enter through the university gates, symbolically leaving behind their life as a high school student. Led by the university president, deans, and faculty in academic regalia, students enter and accept their new roles as a responsible member of the WCSU community and university life. There is a schedule of events for this week, including Clubs Carnival introducing students to what WCSU has to offer for engagement.

Student Affairs supports the WCSU commitment to diversity, equity, and inclusions (DEI) through the Office of InterCultural Affairs which serves as a resource for the university and the community in promoting awareness and appreciation of cultural diversity. The office was established in 2017 to promote and implement multicultural programming. It is a positive force in the lives of African American, Asian American, Latino/Hispanic American, Native American, and other diverse students at the university. The InterCultural Center provides learning opportunities that cultivate an *inclusive* educational environment where all students are successful and prepared for lifelong engagement in a global and multicultural society. Its community programs raise awareness about issues of social justice domestically and abroad, and it offers diversity training workshops, speakers, presentations, and sponsored club programs. The PRIDE Center provides information and support related to Pride flags, preferred name and pronouns, gender neutral restrooms and housing, crisis intervention information, and hotlines. The center also collaborates with community organizations to support students. The Office of Diversity and Equity (ODE) has many initiatives to recognize our diverse student populations through educational experiential events. ODE offers training and resources to students, faculty, and staff, some of which is a requirement for all employees. Students are also required to participate in Title IX training for first-time first-year students and transfer students. WCSU is a member of organizations supporting diverse populations of students such as the Hispanic Association of Colleges and Universities (HACU),

and the American Association for Access Equity and Diversity (AAAED). The university offers the Diversity Calendar, minority and diversity-based scholarships and grants, and undocumented, LGBTQ+, and transgender guidance student support services.

The Center for Student Involvement (CSI) offers clubs in a variety of formats, including Latin American Student Organization, Minorities in Medicine, International Student Association, Muslim Student Association, and the Fourth Wall. In addition, a variety of secular, Greek life, and community service-based clubs and organizations provide safe spaces for service and connection for our diverse student populations. WCSU also has a Title IX Coordinator/Pride Center, to support our students, but there is no formal mission statement associated with the purpose or goal of this center. Support for undocumented students is through the UNDOCUALLY support service and LGBTQ+ resources are also offered.

The Office of Financial Aid and Student Employment (OFASE) is committed to helping our students enroll and graduate for a great start in life without being burdened with debt. OFASE implemented CRM to communicate award packages and details to students. This adoption helps provide students and families with complete information to make the decision about attendance. The office provides complete instructions for applying for aid for the following populations, first-time, renewal, and graduate applicants as well as undocumented students. The OFASE participates in recruitment by offering financial aid information to students and parents at local high schools and includes information on financial literacy and verification through Educational Credit Management Corporation (ECMC). OFASE has found that even though we have a decrease in overall enrollment, the need for financial aid has increased, and our institutional aid is falling short of providing the support needed by our students.

Students become aware of the cost of attendance, which is a standard, nationwide formula used to calculate need and estimates what a family can contribute to the student's education, through the OFASE. The formula considers the following family characteristics to establish the student's Expected Family Contribution (EFC). Student and/or parent income, family size, assets (parent/student) and, number of family members in college, not including parents. The Free Application for Federal Student Aid (FAFSA) is used to collect this and other information from the student and family. Once established, the EFC is subtracted from the student's cost of attendance to establish the student's financial need and their eligibility for need-based financial aid. A Net Price Calculator helps students estimate the cost of attendance and expenses. Students are required to participate in loan entrance and exit counseling, through the Federal Student Aid website.

The Center for Student Involvement (CSI) and the Student Government Association (SGA) provide several opportunities for shared governance in coordination with campus administrators. The Student Clubs and Organizations employ the Engage software to help students find organizations and clubs they are interested in, attend events, and track student involvement. Collaborative efforts include the university/senate committees, university senate, and frequent meetings with campus administrators including, but not limited to, the president, vice president of student affairs, academic deans, and WCSU Foundation board of directors in accordance with CSI and SGA procedures. All active clubs and organizations are required to have a president, vice president, and treasurer. SGA enables the passing of motions that influence the day-to-day operations of clubs through budget requests, operational procedure, and Senate makeup. The CSI Department has developed assessments during club leadership training and has built assessment into the student organization annual reports submitted each spring semester, working to make assessment a routine practice in this area.

A Student-Athlete Advisory Committee (SAAC) provides a board for student athletes when referencing athletic cooperation and leadership. Students have direct control of the Student Activity Fee through SGA Financing, and other student-run organizations that receive a portion of the Student Activity Fee. The positive elements of this include student-incorporated government structure, many leadership positions, inclusivity of all types of students, and the ability to create student leadership and governance roles if deemed necessary by the student body.

WestConn Athletics NCAA Division III Athletics has [18 intercollegiate programs](#) with participation in the Little East Conference (LEC) and Massachusetts State Collegiate Athletic Conference (MASCAC). All student athletes are subject to the same academic standards as non-athletes, and many student athletes achieve honors and Dean's List awards due to the combined commitment to academic performance between athletic coaches and student athletes. [Student athletes have standards](#) for participation and classroom performance and check on these standards with faculty to ensure follow through with expectations for student performance, class behavior, and assigned work. Recreational and athletic programs are subordinate to all academic programs, and consequences are in place for student athletes not performing up to an adequate academic standard.

The university ensures that [current administrative personnel](#) receive formal training and credentials and are listed in the [WCSU Catalog](#). The ODE works with human resources on procedures to search, screen, interview, and hire candidates and offers resources for recruitment and retention of diverse candidates. Nearly all positions at WCSU are governed by [collective bargaining agreements](#) which lay out expectations for roles and opportunities for professional development. Student employment is managed through OFASE. It is an integral part of the university and of university life for many students. Student labor benefits the school in almost every academic and administrative department on campus. The student's employment can be related to his/her major and/or interests and work schedules can be arranged around the student's academic schedule. With approximately 800 student employment opportunities during the academic year, the types of jobs available are as diverse as the students themselves. There is a complete list of job descriptions available for students in the OFASE.

Until spring 2023, student services were guided by the [Division of Student Affairs](#) and its mission to create a seamless learning environment that integrates classroom and out-of-classroom learning experiences through strong collaboration with all campus stakeholders. The division strives to cultivate students' development through positive guidance and interactions with individuals and a variety of co-curricular activities and programs. WCSU students are expected to adhere to the policies and procedures outlined in the [Student Code of Conduct](#) (Revised 7-29-20). The [Office of Judicial Affairs](#) works to educate, support, and strengthen the social and academic environment by helping students become well rounded individuals that embrace diversity, uphold community expectations, and promote academic integrity. Any formal complaints or inquiries concerning the student discipline system and student discipline records should be directed to Judicial Affairs. The university keeps its academic student records in accordance with regulatory guidance and retention, safety, and security policies. For safety of records, the right of privacy, and confidentiality WCSU has references to Family Educational Rights and Privacy Act (FERPA) in many places including on WCSU's [website](#), in the [catalog](#), on page 13 of the [PDF version](#) of the catalog, and in the [student handbook](#). For records retention, as a State of Connecticut agency, all campus offices including the Registrar's Office must follow the [records retention](#) schedules and policies of the Connecticut State Library.

WCSU's information release policies follow those laid out in FERPA. For students to request the release of their educational records, they must either login to Banner Web to request a [transcript](#), former

students can create an account with Parchment which requires a signed release be on file, current/former students may provide us a handwritten and signed request, or they may complete our online FERPA Student Consent for the Disclosure of Education Records form. This form requires the student to login with their WCSU username and password to access and submit the form, which meets the signature/written permission requirements under FERPA.

In response to Strategic Plan Goal 2: *Develop and Implement Processes, Facilities, and Support Services to meet the needs of a diverse campus community*, the division of Student Affairs developed a set of assessment strategies that are now over seen by the office of Student Affairs Research and Assessment. The goal of this office is to create a seamless learning environment that integrates classroom and out-of-classroom learning experiences through strong collaboration with all campus stakeholders. Assessment definitions include Student Learning Outcomes (SLO) or what students will know or do as a result of something an office/program is doing and Service Outcomes (SO) or Operational Outcomes a number focused, or satisfaction related, such as number of students served, level of satisfaction, and number of appointments. Students who utilize or interact with Student Affairs programs, activities or services are assessed in the following learning domains. In Cognitive & Personal Development, students will acquire, integrate, and apply knowledge that supports their personal identity, a positive sense of self and personal growth. In Community & Campus Pride, students will develop a positive sense of community, increased pride towards WCSU, and communicative relationships with others. In Critical Skills & Analytical Skills, students will demonstrate critical thinking and reasoning skills that support their ability to effectively address and solve problems. In Community Service & Civic Engagement, students will demonstrate an understanding and appreciation of cultural and human differences and recognize their role in contributing to positive social change. In Practical Skills, students will acquire and demonstrate practical skills that will enable them to live a productive and healthy life. The most recent reports are the Student Affairs Impact Report for 2017-18 and Student Affairs Impact Report 2018-20.

Appraisals

Admissions
The creation of Enrollment Services has resulted in better coordination of admissions processes. The adoption of the CRM ensures faster feedback and consistent follow-up with applicants. The strong collaboration and coordination between Academic Advising, Student Financial Services, Admissions, and the Registrar all created a positive experience, with improved follow-up with all applicants. The recent revisions of our placement processes and better use of our four-year plans are likely to make this even more efficient and effective. All of these changes have and will continue to improve the experience of applying to WCSU. We have transitioned from a paper process to a fully digital experience with lots of opportunities for direct contact with our admissions and advising staff throughout. The use of the Common App has also grown our reach, increasing the applicant pool. In addition, the state has supported some application fee free days that also grew our applicant pool: unfortunately, these efforts have not increased the yield rate.

As Connecticut saw a decrease in public school students over the last decade, there has been a persistent decline in WCSU and CSCU enrollments. WCSU took the lead in responding to this drop in high school graduates by securing permission to offer in-state tuition rates to students from New York and New Jersey. This effort has been successful, increasing our out of state enrollments from 245 in 2016 to 816 in 2021. This was not sufficient to counteract the drops in Connecticut students enrolling at WCSU which has gone from 4,687 in 2016 to 3,074 in 2021 (-1,613). Recently, the system approved an even

broader strategy for recruitment out of state, which applies to all CSCU colleges and universities. So have our counterparts in New York (SUNY), reducing our competitive advantage in this arena.

There have been some minor gains at the graduate level (up 1% overall), and we continue to pursue opportunities to enhance enrollments there, with a particular focus on programs that offer professional advancement to our students (nursing, education, and business in particular). Our pivot to online degrees has also helped to support growth in graduate enrollment. As of spring 2023, enrollment in the online programs showed strong appeal in Counseling, Applied Behavior Analysis, and our Creative & Professional Writing Programs. We anticipate growth in the recently launched MS in Homeland Security and the Doctor of Nursing Practice, which is likely to become a popular next step for our thriving MS in Nursing Program, which consistently enrolls 60-90 students. The Education Degrees are now being reviewed for both scheduling models and recruitment strategies. These degrees are in high demand fields, but recruitment plans need to be more fully developed.

Online Program Enrollments as of Spring 2023

Name of program	Degree level	% on-line	FTE
Nursing: RN to BSN	Baccalaureate	100	9.0
Communication Studies	Baccalaureate	50-99%	n/a
Interdisciplinary Studies	Baccalaureate	50-99%	n/a
Applied Behavior Analysis	Master's	100	64.0
Applied Behavior Analysis	Certificate	100	0
Counseling	Master's	100	56.7
Health Administration	Master's	100	5.2
Homeland Security	Master's	100	5.0
Literacy & Language Arts	Master's	100	5.5
Special Education (K-12)	Master's	100	2.8
Human Nutrition	Master's	75%	3.7
Creative & Professional Writing	Master's (MFA)	100	33.8
Nursing Education	Doctoral (EdD)	100	2.8*
Nursing Practice	Doctoral (DNP)	100	1.5
Instructional Leadership	Doctoral (EdD)	100	8.3

*This program is offered in partnership with SCSU. The total number participating is higher.

We have not yet fully launched the BA Communication Studies and the BA Interdisciplinary Studies, because we are still addressing admissions processes for these. When that is settled, they will be 100% online. We anticipate growth in several of the recently launched programs, particularly the Doctor of Nursing Practice and Homeland Security. These should grow from students in our existing undergraduate and graduate programs. We are also addressing program schedules and rotations, to make them more attractive to the students we serve.

Despite a recent rebound in applications to WCSU, we are still seeing a declining yield rate. This was particularly acute in 2022 when only 14.8% of those accepted chose to enroll. While some of this is

attributable to the public conversation about our financial status, we also found a compelling story in our financial aid packaging. WCSU had far less funding to distribute than our peers in the CSCU system. We have gathered additional funding from our Foundation Board to help us balance this equation. This was coupled with the recent adoption of Othot to help target our financial aid offers in more strategic ways. Using well defined parameters about how to determine the amount of aid that will help a student choose WCSU, we hope to recover some of the students we are losing to schools with more robust financial aid resources. We will not see these results until the fall, but we hope to see enrollment gains as a result.

The recent report from NCHEMS has demonstrated that our primary recruitment area is still primarily within commuting distance of WCSU. Our out-of-state candidates and our athletes help to bring students into our residence halls, but the bulk of our students are commuters. This information is helping us define productive next steps in curricular and co-curricular programs, even as we face these enrollment challenges.

Student Services and Co-Curricular Programs
The development of the Student Affairs Impact Reports has represented an excellent start to systematic assessment of our offerings, providing a foundation for improvement. These reports evaluate the effectiveness of each department's activities and measures student learning outcomes (SLO) as well as service outcomes (SO) across a wide range of Student Affairs learning domains. In general, the data show that student engagement is correlated significantly with several measures of student satisfaction and aligns positively with the mission of Student Affairs and the university. Results in this report support the importance of Student Affairs' programs in students feeling connected and valued by the university. and the Division of Student Affairs' contribution to developing leaders and advancing global citizenry in our students.

Each Student Affairs department has defined student learning outcomes, collects data, assesses program impact, and identifies next steps. The Student Affairs Impact Report 2018-19 to 2019-20 contains individual department assessments. An assessment team within Student Affairs administered SkyFactor Benchmark Surveys in 2018 in three separate departments (Housing, CSI, Recreation) to identify areas of improvement for maximum impact on student outcomes.

The Counseling Department administered the Healthy Minds Survey in Fall 2021. The Athletic Department administered a campus climate survey in 2020**.** Next steps include student focus groups to better understand student mental health at our institution, the challenges students face, what social connectedness looks like for them, the narratives they have around mental health or substance use, and what they would like to see improved.

Analysis of how we communicate about our services has revealed some lack of coordination that may be confusing to our students. The Student Affairs homepage is located on the Center for Student Affairs webpage. This location is a good start, but it is not inclusive of the myriad of student services offered by Student Affairs, or WCSU. There are many places to find these services on the website, but each is overseen by a different department and may not be as easy to locate. There is the Academic Support webpage (listing all services), the Tutoring Resource Center run by Library Services, the Writing Department oversees the Writing Center, the Math Department runs the Math Clinic, Housing and Residential Life oversees the Academic Resource Mentors, and the Ancell School of Business offers the Ancell Learning Commons. Other Services, such as AccessAbility Services and Computer Science Tutoring are found under the Essentials tab on the WCSU homepage along with other tutoring and library

services. The Academic Advisement Center needs a cooperative area to house AccessAbility Services, Tutoring, Academic Coaching, and all other academic support services.

Analysis of our first-year processes has revealed that our first-year students need more direct, relevant orientation related to the expectations of their major for workload, grade point average, academic progress, and related academic expectations. This does not appear to be happening in all cases, and as a result it is not happening uniformly across all programs or majors for each student's benefit. The recent report from the Summer Working Group 3: First Year and Retention, 2022, has suggested that we need a more fully developed First Year program that is aligned with orientation and Welcome Week. We are currently reviewing the organizational structure for these programs to address gaps in coordination. There does not appear to be an assessment of the effectiveness of the orientation program, or if it is meeting its own goals. New and transfer orientations also lack missions or goals. The survey at the end of each orientation session assesses satisfaction, but it needs to assess if it is providing what students need.

The Student Government Association's scheduled meetings with administrators need improvements. In general, meetings with students oftentimes get shifted around or cancelled due to meetings with other WCSU Faculty or administrative staff. A more comprehensive way to incorporate student athletes in the governmental structure could be improved on. Results of the Summer Working Group 4: Scheduling suggest that we need to establish multiple common hours to address these scheduling issues. We are currently trying to establish the feasibility of this schedule change.

Projections

At the start of the spring 2023 semester, it was announced that the Vice President for Student Affairs was leaving the university. Interim President Paul Beran worked to develop and revise the structure that combined Enrollment Services with Student Affairs. As part of that change the AVP for Enrollment Services became the VP for Enrollment Management and Student Affairs. This change is helping us to re-imagine the coordination of services and communication that have been identified as weaknesses in our evaluation here and in the work, we have done with NCHEMS and our Summer Working Groups. As a result, we anticipate several next steps in the next evaluation cycle.

In fall 2023, we are piloting another version of the First Year Navigation course. This version incorporates members of enrollment services and student affairs into a more well-rounded first year experience. While the university is still navigating a revision to the General Education Curriculum (where the FY Course lives), this pilot will help to create a more consistent experience for all students and connect it more closely with the orientation program. We anticipate that the fall pilot will help us settle several questions about how to best move forward with our First Year Programs.

While the admissions processes have improved with the innovations described above, there is still work to be done in our advising processes. To address some of the weaknesses of our combined program (professional advisors for students who do not have a major, and faculty advisors for those who do), we are investing in additional professional advisors to support all students in the first year. We are in the hiring process now and will work to strengthen the collaboration between the professional advising staff and faculty advisors as we roll out this approach.

The Career Success Center has now been moved to Academic Affairs to support greater weaving of professional development in the academic program. In 2021-2023, we piloted three career education

courses. These are now being reviewed for permanent inclusion in our curriculum. We anticipate that these courses will be reimagined to better coordinate with FYE and with academic departments as they become more intentional about applied learning experiences for all students.

In spring 2023 there were two informal workshops with representatives from academic affairs, student affairs, enrollment services, FYE, and athletics. These workshops were to begin the conversation about how to collaborate more effectively. Using *The Curricular Approach to Student Affairs* as a starting point, conversations about how to create a unified vision and better communication processes have begun. In fall 2023, we anticipate moving from informal to more formal conversations about our strategies going forward. It is imperative that we do so as we work to create sustainable support for our students in an era of smaller enrollments.

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

	3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)
Number of Faculty by category				
Full-time	223	223	215	205
Part-Time (Adjunct Faculty)	377	390	377	335
Clinical				
Research				
Visiting				
Other; specify below:				
Total	600	613	592	540
Percentage of Courses taught by full-time faculty				
	60.10%	57.10%	57.30%	59.90%
Number of Faculty by rank, if applicable				
Professor	99	102	104	104
Associate	55	56	57	59
Assistant	66	62	48	39
Instructor	3	3	6	3
Other; specify below:				
Total	223	223	215	205
Number of Academic Staff by category				
Librarians	8	9	8	7
Advisors	5	6	6	4
Instructional Designers	2	2	2	2
Other; specify below:				
Counselors	1	2	2	2
Athletic Coaches & Trainers	16	16	16	16
Total	32	35	34	31

Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)

		3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)
Highest Degree Earned: Doctorate					
Faculty	Professor	99	102	104	102
	Associate	48	49	50	31
	Assistant	55	52	41	54
	Instructor				
	No rank				
	Other				
	Total	202	203	195	187
Academic Staff	Librarians	8	9	8	7
	Advisors				
	Inst. Designers				
Other; specify*	Coaches & Trainers				
	Counselors	1	2	2	2
Highest Degree Earned: Master's					
Faculty	Professor				
	Associate	6	4	6	4
	Assistant	11	10	7	8
	Instructor	3	3	6	3
	No rank				
	Other				
	Total	20	17	19	15
Academic Staff	Librarians				
	Advisors	3	4	4	3
	Inst. Designers	1	1	1	1
Other; specify*	Coaches & Trainers	11	11	11	11
	Counselors				
Highest Degree Earned: Bachelor's					
Faculty	Professor				
	Associate	1	1	1	1
	Assistant				
	Instructor				
	No rank				
	Other				
	Total	1	1	1	1
Academic Staff	Librarians				
	Advisors	2	2	2	1
	Inst. Designers	1	1	1	1
Other; specify*	Coaches & Trainers	5	5	5	5
	Counselors				
Highest Degree Earned: Professional License					
Faculty	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank				
	Other				
	Total	0	0	0	0
Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*	Coaches & Trainers				
	Counselors				

6.2

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

	3 Years Prior (FY 2019)		2 Years Prior (FY 2020)		1 Year Prior (FY 2021)		Current Year (FY 2022)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Appointed								
Professor								
Associate	3		1					
Assistant	6		4		3		1	
Instructor								
No rank								
Other (Adjunct Faculty)		391		427		393		345
Total	9	391	5	427	3	393	1	345
Number of Faculty in Tenured Positions								
Professor	99		102		104		104	
Associate	45		48		45		51	
Assistant	6		4		3		2	
Instructor								
No rank								
Other								
Total	150	0	154	0	152	0	157	0
Number of Faculty Departing								
Professor			3				1	
Associate	1		2		1			
Assistant	2		7		8		4	
Instructor	4		2		4		1	
No rank								
Other								
Total	7	0	14	0	13	0	6	0
Number of Faculty Retiring								
Professor	3		3		7		1	
Associate	4		1		1			
Assistant								
Instructor								
No rank								
Other								
Total	7	0	4	0	8	0	1	0
Professor — Maximum	15.99		16.00		16.00		16.00	
Median	9.00		9.00		9.00		9.22	
Associate — Maximum	14.89		15.00		15.00		16.25	
Median	10.00		9.00		9.00		9.00	
Assistant — Maximum	16.11		15.00		15.97		15.55	
Median	12.00		10.50		10.50		11.00	
Instructor — Maximum	12.00		12.00		12.00		13.00	
Median	12.00		12.00		12.00		12.00	
No rank (Lecturer) — Maximum		9.00		9.00		9.00		9.00
Median		6.00		4.00		4.00		3.00
Other — Maximum								
Median								

Explanation of teaching load if not measured in credit hours

Load credits as defined in the collective bargaining agreement

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (FY 2019)		2 Years Prior (FY 2020)		1 Year Prior (FY 2021)		Current Year (FY 2022)	
	FT	PT	FT	PT	FT	PT	FT	PT
ASB - Accounting	7	6	6	6	6	4	6	5
ASB - Finance	4	5	4	5	4	4	4	5
ASB - Justice & Law Administration	11	19	11	18	11	18	11	14
ASB - Management	10	7	10	5	10	5	10	6
ASB - Management Information Syst	5	4	5	5	5	5	5	6
ASB - Marketing	5	8	5	7	5	8	4	7
MSAS - Biology	12	19	12	19	10	19	11	10
MSAS - Chemistry	9	7	9	11	8	9	8	8
MSAS - Communication & Media Ar	10	19	10	16	10	10	9	11
MSAS - Computer Science	6	2	5	2	4	5	4	4
MSAS - English	7	3	6	4	5	3	2	4
MSAS - History & Nonwestern Cult	9	6	9	6	8	5	8	1
MSAS - Mathematics	12	16	12	15	11	18	9	12
MSAS - Philosophy & Humanistic St	3	9	4	7	4	9	4	9
MSAS - Physics, Astronomy & Mete	4	4	4	3	4	3	4	2
MSAS - Psychology	11	18	12	21	12	22	12	18
MSAS - Social Sciences	10	19	11	26	10	21	9	16
MSAS - World Languages & Cultures	2	9	2	9	2	9	2	8
MSAS - Writing, Ling. & Creative Pr	8	41	8	36	8	41	8	33
SPS - Education & Educational Psy.	15	41	15	37	16	36	15	36
SPS - Health Promotion & Exercise	8	11	8	16	7	15	7	16
SPS - Nursing	21	28	20	32	20	36	20	31
SPS - Social Work	6	4	6	4	6	3	5	9
SVPA - Art	7	16	8	15	8	17	7	17
SVPA - Music & Music Education	13	33	13	41	13	32	13	24
SVPA - Theatre Arts	8	23	8	24	8	20	8	23
Total	223	377	223	390	215	377	205	335

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)

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

Faculty	Full-time	Part-time (Adjunct Faculty)	Total Headcount	Headcount Goal (2025)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Male/Hispanic/Latino	4	8	12	12
Male/American Indian or Alaska Natice	0	1	1	1
Male/Asian	12	5	17	17
Male/Black or African American	5	5	10	10
Male/White	71	133	204	204
Male/Two or more races	0	0	0	0
Male/Ethnicity Unknown	7	7	14	14
Total Male	**99**	**159**	**258**	**258**
Female/Hispanic/Latino	5	0	5	5
Female/American Indian or Alaska Natice	0	0	0	0
Female/Asian	10	6	16	16
Female/Black or African American	5	6	11	11
Female/White	81	167	248	248
Female/Two or more races	2	0	2	2
Female/Ethnicity Unknown	3	7	10	10
Total Female	**106**	**186**	**292**	**292**
Total Male & Female	**205**	**345**	**550**	**550**

Academic Staff	Full-time	Part-time (Adjunct Faculty)	Total Headcount	Headcount Goal (2025)
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Male/Hispanic/Latino	2	2	4	4
Male/American Indian or Alaska Natice	0	0	0	0
Male/Asian	1	0	1	1
Male/Black or African American	0	1	1	1
Male/White	11	38	49	49
Male/Two or more races	0	0	0	0
Male/Ethnicity Unknown	1	2	3	3
Total Male	**15**	**43**	**58**	**58**
Female/Hispanic/Latino	0	1	1	1
Female/American Indian or Alaska Native	0	1	1	1
Female/Asian	1	1	2	2
Female/Black or African American	0	2	2	2
Female/White	15	36	51	51
Female/Two or more races	0	0	0	0
Female/Ethnicity Unknown	0	6	6	6
Total Female	**16**	**47**	**63**	**63**
Total Male & Female	**31**	**90**	**121**	**121**

Please enter any explanatory notes in the box below

STANDARD SIX: TEACHING, LEARNING AND SCHOLARSHIP

Western Connecticut State University (WCSU) has well-developed processes and contracts that ensure we have qualified faculty and academic staff who prioritize quality teaching.

AAUP (Instructional Faculty)	222	223	213	204	188
AAUP (Librarians)	9	9	8	7	5
- Lecturers (adjuncts)	391	482	431	413	389

The reduction in full-time faculty is the result of the many retirements that took place in the last three years and our more measured hiring processes as we adjust to overall lower enrollments. The university is still governed by the CSU-AAUP contract which places a cap of 21% on part-time faculty. This number is shrinking due to lower enrollments at the university.

As of fall 2022, 93% of our full-time faculty had doctorates or other approved terminal degrees. Most part-time faculty have a master's or doctoral credential. The exceptions are usually in the performing arts, where we often employ part-time faculty who have had distinguished careers on Broadway.

Faculty have access to professional development funds and workshops to grow their knowledge of emerging pedagogical practices and have the freedom to evaluate innovative approaches to teaching. Our Center for Excellence in Learning and Teaching (CELT) offers numerous workshops, most recently focusing on strategies for developing good online learning experiences. Through various contractually defined resources, faculty and academic staff have access to funds for research, conferences, and retraining. As a university committed to supporting great learning experiences for students from all backgrounds, faculty frequently partner with students on their research projects. Indeed, almost every research grant secured by our faculty has been used to support students as partners in research programs. This represents the best of WCSU, where scholarship is designed to stay current in the discipline, improve pedagogical practices, and include students in the excitement of the research process.

Description

Faculty and Academic Staff
Faculty categories are clearly defined Article 5.3 of Collective Bargaining Agreement (AAUP CBA) between Connecticut State University American Association of University Professors (CSU-AAUP) and the Board of Regents for Connecticut State Colleges and University System (BOR). These definitions include teaching faculty, librarians, counselors, and coaches. Per contract, all faculty must be assigned to a department; on rare occasions faculty may have a joint appointment. In fall 2022, the university had 26 academic departments and three non-academic departments where all faculty members are employed. Recent reorganizations have resulted in some department mergers. The total number of departments anticipated in fall 2023 is 22. Each academic department has its own bylaws which describe departmental processes for management of curriculum, schedules, evaluation processes and expectations for research. These must be approved by the deans and are periodically reviewed. In addition, the University Senate is the conduit for shared governance and decision-making.

The Faculty Handbook outlines more specific details of process and procedures for faculty evaluations. These steps mirror the AAUP-Collective Bargaining Agreement (CBA) but include details regarding WCSU's committee structures. Per the CBA, all faculty are evaluated annually until tenure. Post-tenure,

there are professional assessments every six years, and if there are concerns about faculty performance, there is an opportunity for a special assessment. The CBA also awards a set amount of special funds each year for curriculum-related activities and retraining funds. Faculty using these funds in recent years have developed new courses or degrees and have enrolled in programs focused on teaching enhancements. Of note are faculty participation in programs to reimagine STEM instruction from an equity perspective and completion of data analytics certificates to redesign the accounting curriculum.

The university employs graduate assistants, which are administered through the Office of the Provost and Vice President for Academic Affairs, in order ensure that these resources are appropriately distributed. In the limited cases where graduate assistants have instructional assignments, they are supported with training and regular oversight during their teaching assignments. Teaching assistants are employed through the MS in Integrative Biological Diversity as part of their Teaching Assistant Fellows program, and in the MFA in Creative and Professional Writing degree.

Lastly, the AAUP-CBA and Faculty Handbook both describe the process for annual evaluation of faculty annually until they obtain tenure and then every six years thereafter for their professional assessment. For part-time faculty, department chairs organize teaching observations periodically, most often in the first year of employment.

Over the last ten years, WCSU has experienced a 28% decline in enrollments. Although we have seen modest growth in graduate numbers (an area of focus for the last five years), they were not sufficient to balance the drop in undergraduate enrollment.

	Fall 2012		Fall 2022	
Third Week Census	Heads	FTE	Heads	FTE
Undergraduate	5583	4814.0	3799	*3340.8*
Graduate	593	274.8	618	*330.1*
Grand Total	6176	5088.8	4417	*3670.9*

In response to this decline, we began to reduce our full-time teaching faculty starting in 2019.

Teaching Faculty	Fall 2019	Fall 2022
Full-time	223	205
Part-time	377	335

The reduction in full- and part-time faculty reflects the decreasing enrollments. To date there have been no layoffs, but as people retired in departments that have declining enrollments, we have either eliminated positions or reallocated lines to other areas of the university. In spring 2022, the president issued a hiring freeze as we began to address our financial situation. The AY 2022-2023 budget assumed that we would maintain the savings gained by keeping the reduction in positions that went unfilled in 2021-2022. However, in key areas we have moved to fill positions. Our thriving programs in counseling, addiction studies, computer science, and health promotion studies, and library staffing had to be addressed. Moving forward with these allowed us to meet accreditation standards for these disciplines and make sure that students had access to an appropriate number of permanent faculty and staff.

The AAUP-CBA (10.8.1) contract establishes an upper limit on the percentage of part-time faculty between 20-21%. This percentage is offset by allowances for reassigned time for administrative duties and research. Despite these allowances, there have been some barriers to staying within those constraints in recent years. An internal analysis of this problem revealed a heavy accumulation of overload credits, which drives up the adjunct ration. This problem was identified by the provost in 2017-18, after which a plan to reduce those overloads was put in place. Since 2018 the overloads have been reduced from 1,057 to 692 in fall 2022. We anticipate that greater controls over the accumulation of faculty overloads will help us remain within contractual guidelines for part-time faculty moving forward. In addition to monitoring faculty workload reports, we are also working to implement a new scheduling tool, to make sure we are offering the number of sections necessary for students to complete degrees in a timely manner. Historically, we have been overscheduled in relation to our enrollments. Adopting Course Leaf software will help us do a better job of predictive scheduling.

Per the AAUP-CBA contract, a full-time teaching load equates to 12 load credits per semester (a 4/4 load). A majority of our full-time faculty teach 12 credits per semester, but there are contractual guidelines for reassigned time. All department chairs have reassigned time to support the administrative duties they oversee. This time is determined by the number of FTE faculty they supervise (AAUP-CBA 12.5.5). In addition, per the contract, there are 87 credits available each semester to support program direction, assessment and accreditation initiatives, or other special projects with a defined number of credits available for load credits, but some are awarded reassigned time for duties such as being department chair, conducting research, and coordinating programs (AAUP-CBA 1.6.5). Finally, there are credits for research (43 per semester) that are available to support faculty scholarships. (AAUP-CBA 10.6.4)

Appropriate faculty and academic staff qualifications are listed in the AAUP-CBA (5.3). Departments help to define the degree requirements and appropriate areas of expertise for each position. In most cases, faculty and administrative staff have doctoral credentials or recognized terminal degrees in their field. In limited cases, a person may have extensive professional experiences that are deemed sufficient for their role.

- 91% of full-time instructional faculty have an earned doctorate/terminal degree.
- 8% of full-time instructional faculty have an earned master's degree.
- Less than 1% of full-time faculty have an earned bachelor's degree.
- All the full-time Librarians have an earned doctorate or terminal degree.

Approved terminal degrees are MBA/CPA for Accounting, MFA (Fine Arts or Applied Arts), MLS (Librarians), MSW (Social Work), JD (Juris Doctorate). In addition, WCSU has three full-time faculty who have been awarded the designation of CSU Professor, an honor that recognizes their unique contributions to the university and their capacity to mentor other faculty and/or lead special projects and initiatives.

When recruiting teaching faculty there is an expectation that a teaching demonstration be part of their interview. Search committees will also examine teaching evaluations and syllabi from other positions, if available. For all candidates, WCSU evaluates the capacity for scholarship, whether in presentations and works already completed or in a plan resulting from a recently completed graduate degree. The AAUP-CBA uses the world creative activity to describe the range of activities that might be viewed as scholarship. This is important for our arts programs and in many professional fields. Recruitment

activities follow clearly defined processes that are supported by the [human resources](#) and the [Office of Diversity and Equity](#) departments and aligned with the university's [Affirmative Action plans](#). Faculty search committees start at the department level, with outreach to other members of the WCSU community where appropriate, to ensure that all search committees include diverse membership. Search committees receive training from the chief diversity officer and support from human resources to develop appropriate and consistent [evaluation metrics](#).

Search committees develop a [search plan](#), which includes the development of recruitment ads that are vetted for accuracy and ad placements designed to reach a broad audience of qualified candidates. Advertisements include descriptions of expected qualifications and experience for each position. In support of our efforts to recruit a more diverse faculty, WCSU elected to move its Diversity, Equity, and Inclusion (DEI) statement to the top of our position announcements. The most recent version of the language is as follows:

> *WCSU is committed to enhancing our diverse university community by actively encouraging people with disabilities, members of LGBTQIA and BIPOC communities, veterans, and women to apply. We take pride in our pluralistic community and continue to seek excellence through diversity and inclusion.*

Search committees have a budget to support candidate travel and meals during the interview process. Funds are limited, which can constrain the searches, but in most cases they are sufficient. Candidate interviews will involve meetings with the search committee, department faculty, students, and the dean or vice president. When interviews are complete, committees move forward recommendations to the dean or vice president who makes the final recommendation for hire. The chief human resources officer will calculate a salary range based on the CSU-AAUP defined salary ranges and years of experience. In most cases, candidates are hired at the assistant professor level. In cases where a candidate has many years of experience, they may ask to have those years counted toward their tenure application, allowing them to apply for early tenure.

University recruitment efforts are aligned with our Affirmative Action goals and all appropriate labor practices. Our recruitment efforts are assessed annually, as part of our annual report to the State Commission on Human Rights. Our ability to attract qualified professionals for faculty positions is strong, but the diversity of that group is weak. WCSU strives to develop a faculty and staff that reflects the students we are serving. At this point, we have not met that mark, but we continue to strive for that balance. In recent years we have changed the makeup of search committees to ensure that candidates meet a diverse group of WCSU faculty, and we are reviewing the criteria we establish for each position to discover ways to broaden the pool of recruits we attract. Additionally, conversations about special appointments for candidates who are still completing their dissertations in high demand, low diversity fields are now underway. The student body at WCSU is rapidly becoming more diverse and we are not keeping up with that diversity in our hiring of faculty and staff. There have been improvements in recent years, with our more focused attention on these efforts. We are working to improve those outcomes in the future.

Faculty salaries are set within the [AAUP-CBA.](#) Each rank (instructor, assistant professor, associate professor, and professor) has a minimum and maximum range for which everyone within the rank shall fall within. There serves as a guideline for all offers and helps support our commitment to equity. Salary proposals originate in the Human Resources department but require the approval of the department chair, academic dean, and provost before the candidate is offered a position. As part of the proposal,

the department compares the salaries and years of experience for all other members of the department to not cause inequity issues amongst current employees.

The AAUP-CBA and Faculty Handbook outline the procedures that full-time faculty can follow for applying for promotion. If approved, the salary is increased based on a formula contained within the AAUP-CBA. In some instances, faculty salaries are adjusted after hire by way of the market adjustment clause in the contract. This clause, though limited to only a few per year, has helped WCSU address salary compression and the impact of increasingly high-demand fields. On occasion we face a failed search, particularly in computer science and counseling, but in most cases, we can find appropriately qualified candidates for our positions. The cost of living in this region is expensive, making the starting wages challenging for assistant professors. However, in the longer term, the raises and promotions defined in the contract allow for a reasonable standard of living in the region.

Per the AAUP-CBA, faculty teach 12 credits per semester. Departments determine course assignments and divide the advisees among the faculty in the department. Faculty assuming administrative roles (chairs, graduate directors, and varied curricular oversight roles) receive reassigned time for that work. Departments define appropriate scholarship levels for their discipline, helping set a clear path to tenure, while also considering the teaching and service loads at the university. There is a pool of reassigned time available for research projects, and applications are evaluated by a standing university committee. To ensure a reasonable balance of teaching, scholarship, service, and advising, staffing decisions are partially aligned to enrollment in majors. These workloads are typical of a teaching centered university and the balance of reassigned time makes room for an appropriate level of scholarship. The AAUP-CBA describes the processes for appointment, evaluation and tenure and these descriptions are expanded upon in the Faculty Handbook. These documents are both kept up to date and are included via website links via the Human Resources department and the Office of the Provost and Vice President for Academic Affairs. They include criteria for faculty recruitment, appointment, retention, evaluation, promotion, tenure, and a process for resolving grievances.

The Board of Regents (BOR) has an established Code of Conduct Policy published on its website, as well as an ethics policy. WCSU follows the criteria outlined in the AAUP-CBA for all evaluation practices. Processes, criteria, and dates are described in detail in Article 4.11 and are strictly adhered to at WCSU. Departments have primary responsibility for ongoing evaluation of teaching, scholarship, and service. Additional review occurs at the dean and provost level annually, until tenure. Applications for tenure and promotion are also reviewed by the University Senate committee for Promotion and Tenure (elected faculty members only). Post-tenure, faculty have a professional assessment every six years, which follows the same process as an annual evaluation of tenure track faculty. WCSU has a strong record of accomplishment of mentoring faculty to a successful tenure bid and having met that standard, most stay with the university for the rest of their careers. The expectations for tenure and promotion are communicated with new faculty members by department chairs, union leadership, and the provost.

The evaluation process used for faculty is based on the following categories:
- Load credit activity (teaching and reassigned time where applicable)
- Creative activity
- Productive service to the department and university
- Professional activities, such as attendance and participation in conferences and workshops, membership and service in appropriate professional organizations and other professional activities

- Years in rank
- Record of any disciplinary action in the member's personnel file at the time of the evaluation

These categories are defined in the CSU-AAUP AAUP-CBA (4.11) and further clarified in department bylaws. The evaluation process consists of evaluations from the following groups:
- Department Evaluation Committee (DEC), which is a committee that consists of peers within the department.
- Academic dean
- University-wide Promotion & Tenure (P&T) Committee (if applicable)
- Provost and Vice President for Academic Affairs

Department bylaws codify expectations for scholarships for its members. This process ensures that the expectations for scholarship are appropriate for the discipline, and/or aligned with an additional accrediting body. While expectations vary, there is a collective understanding that all faculty must participate in scholarly or creative activities that are peer reviewed on a regular basis. For some departments, regularly means yearly. In others, it is holistic during the six-year evaluation cycles. The Promotion and Tenure committee also provides insight into these expectations, weighing in on sufficiency and credibility of the material proposed.

WCSU is committed to Academic Freedom and shared governance. These are codified in the AAUP-CBA 4.2 and observed in the structure of curricular approval processes codified in the Faculty Handbook. Faculty are free to study any subject appropriate to their field and the goals of courses are defined collaboratively in the form of course outlines, but achieving those goals is entirely up to the faculty member teaching the course. WCSU follows a mixed model for advising in which faculty are the advisors in the major, and Academic Advising supports students who have not yet declared a major. Academic Advising also assists in the registering of all new first year students to ensure that their schedules align with their intended major or one of the pre-major pathways. Qualifications for all positions at the university follow contractual guidelines and search criteria are defined by the experts in that area/discipline. Academic Advising, the Registrar, and Department Chairs work together to keep all four-year plans accurate and up to date. In addition, the use of Degree Works to support advising ensures that any advisor (faculty, chair, or in Academic Advising) can see the history of guidance given to the student, so that there is consistency throughout the student's career.

To improve the use of Degree Works in this way, the Registrar hosted a series of workshops for all faculty and relevant staff in fall 2022. A version of this workshop was also recorded so that faculty and staff have access to it as needed. An additional series of workshops will be hosted in spring 2023 to focus on using the planning tools as a routine part of advising. This will support students, and help the university move toward predictive scheduling.

Teaching and Learning
Academic departments are responsible for ensuring that content and instruction methods meet accepted academic and professional standards (AAUP-CBA 5.17). This responsibility for developing and improving curriculum is supported by university and school level processes, centers, and committees. Accrediting bodies, professional associations, and advisory boards provide further guidance for the continual improvement of instruction.

The Center for Excellence in Learning and Teaching (CELT) provides programs and services which promote excellence in teaching and learning. Examples of the topics of these programs include DEI, ADHD and Trauma, and the Autistic Spectrum. CELT collaborated with Technology and Instructional Design for Digital Learning (TIDDL) to support faculty with online course design and implementation. While departments can update and improve existing course outlines with the approval of the provost, new programs and courses need approvals from school-wide (e.g., Program Review) and university committees (Undergraduate Curriculum and Academic Standards (CUCAS) or the Graduate Council). These processes support peer feedback and help build consensus about appropriate levels or rigor for the varied course levels.

There are 11 professionally accredited programs at WCSU, each accrediting body provides formal guidelines for determining if the content and methods of instruction meet professional standards and ensuring learning goal standards are met. Additionally, some departments (e.g., accounting, finance, management, management information systems, and marketing) have professional advisory committees that provide insights on developments in the discipline that might impact curriculum. BOR policy requires that every degree program complete a program evaluation at least once every seven years. For those with separate accreditations, these follow the accreditation cycle. All others are on a seven-year rotation. All include external evaluation from faculty at colleges and universities with similar programs. WCSU's process is outlined in the Faculty Handbook. Faculty have access to financial support through the AAUP-CBA (9.10-15,9.5,9.6) to attend conferences and workshops that enhance their knowledge of emerging issues, and curriculum in the discipline. Although most of the funding is dedicated to full-time faculty, there are funds available for part-time faculty. In addition, the faculty retraining funds are available for those who wish to enroll in programs that address emerging practices in pedagogy. Most recently, several faculty members in the biology department have attended programs focused on equity in STEM instruction.

Departments determine the best approaches to instruction and then work with our curriculum review process, adjusting strategies with committee feedback. Academic deans and the provost provide input through the curriculum review processes, but also monitor the balance of online and on-ground offerings to ensure that students have the right blend of experiences for their disciplines and interests. Since the massive adoption of online strategies during the height of the pandemic, WCSU has found an increased interest in online learning. Deans and departments are now working to develop consistent guidelines for long-term planning processes. There is a support system for ongoing curriculum development, and delivery such as the Center for Excellence in Learning and Teaching (CELT), Technology and Instructional Design for Digital Learning (TIDDL), and the CBA support for individual faculty pursuing curriculum development. These systems support departmental and individual faculty as they align curriculum with the needs of students, the discipline, and the missions of their departments and the university.

WCSU provides online instruction at the graduate and undergraduate levels. Four undergraduate programs can be offered fully online (RN to BSN Nursing, BA Interdisciplinary Studies, BA Communication Studies, and BA Spanish). These were selected to support returning adult students and are aligned with enrollment plans to recruit returning adult learners. Although these programs are approved and Communication Studies and Spanish are already fully available online, a full launch and recruitment strategy is still under review, with several shifts in departments.

Many undergraduate programs have some courses available online, so that students with challenging schedules have some opportunities to create some flexibility in their schedules. Post-pandemic, many

departments have determined that they would like to maintain a percentage of online undergraduate courses and they are developing plans for course selection, the rotation, and the staffing of these. Departments monitor the outcomes of the online courses to ensure that students are succeeding at a rate comparable to the on-ground versions.

Most of our graduate degrees are fully online. This was a response to student need, in progress prior to the pandemic, but accelerated thereafter. The curriculum and learning outcomes are monitored exactly as our on-ground programs. Students can get feedback through course evaluations and conversations with program directors. In addition, the assessments follow the same standards as our on-ground degrees. Our instructional designer is available for support as courses are developed for the online environment and there are workshops as new tools emerge. Increasingly, faculty are also observing each other's work in the online environment, as part of promotion and tenure processes, and we have developed a template for doing so. Students are encouraged to take a self-assessment test prior to taking an online course. They also have access to tutorials to support their experience on Blackboard. Typically, faculty provide an orientation to their course, too. Fully online programs provide orientations to the program, often embedded in the first course. WCSU is engaged in a full review of all our materials from an accessibility perspective and has adopted Ally to assist with this process. We also have an advisory group helping to facilitate this process. Students with a need for learning accommodations, work with the AccessAbility office to develop a plan for access. Faculty are active participants in supporting students with varied learning needs, working closely with AccessAbility services to develop an appropriate plan.

WCSU requires course evaluations (student opinion surveys) to be collected in all courses. Faculty are expected to review these and reflect on them in their annual evaluations (while on the tenure-track) and during professional assessments (post-tenure). Department evaluation committees also review course evaluations for insights about student responses to faculty. In addition, there are classroom observations during evaluation periods. These practices are now deployed in online settings as well. Feedback from students is more limited in the online context, but the opportunity is provided to all students. Faculty wishing to work on innovative approaches to teaching have access to resources from CELT and occasionally collaborate with peer mentors. In all programs, students have access to a variety of faculty, allowing for a breadth of experience. In small programs, full-time faculty expertise is expanded through the hiring of qualified adjunct faculty. In larger programs, full- and part-time faculty contribute a variety of perspectives and expertise. In most programs, there are rotations of faculty among course assignments creating opportunities for students to select the professor they feel best meets their learning needs. This is sometimes difficult in highly specialized fields, but this is the norm at the university.

WCSU adopted Degree Works to help support consistent advising regardless of location or mode of delivery. Degree Works makes clear the degree requirements for every degree program and it includes space for advisor notes so that students have a reference after any meetings. Those notes are visible to other advisors as well, so if students see a faculty advisor, chair, or a professional advisor, there is a record of each person's recommendations. In response to the pandemic, WCSU expanded the tools available for online meetings. With WebEx and TEAMS readily available, students can meet with advisors from any location. This has helped to support students when we had to work remotely, but continues to be used for both traditional students, most of whom commute or have jobs that make coming to campus for advising challenging, and for our primarily adult and graduate students who are pursuing degrees online and wish to access all services remotely.

As part of our overall campus reorganizations in the last year, we are now considering expanding the number of professional advisors, particularly to support first year advising in more consistent ways. This will continue to include faculty advisors but will shift the responsibilities for navigating many of the university processes and supports to the professional advisors. Several departments have piloted advising feedback surveys, to find avenues for improvement. In addition, departments are asked to report on their advising strategies in their annual reports, providing an opportunity for reflection each year. WCSU continues to focus on our practices in this area as we work to improve both our retention and our graduation rates.

The AAUP-CBA provides funding for conference attendance and presentations, faculty travel, research grants, and reassigned time for scholarship. Departments define the appropriate scholarship levels for their fields, but the university encourages one appropriate for a teaching university where faculty carry a 12/12 teaching load. Despite that heavy instructional lift, most faculty attend or present at a conference at least every other year, and many every year. The faculty publish in peer reviewed journals and conference proceedings, as shown in our annual Creative Activity booklets. WCSU faculty have had some success in securing external grants for research, most of which are used to support faculty-student collaborations. (See grant summary in Standard 6 files). In addition, several grants have helped to provide financial support for students in our graduate programs, most recently through Health Resources and Services Administration (HRSA) grants for students enrolled in our mental health graduate degree programs MS Counseling ($1.9 million) and MS Addiction Studies ($1 million) and grants from the Centers for Disease Control (CDC), Connecticut Department of Public Health, and several foundation grants to support research and students in our MS in Integrative Biological Diversity program.

In several departments, students routinely attend professional conferences, presenting their own work or work that was the result of a student-faculty collaboration (BIO, CHE, MATH, PSY, MTR). Finally, WCSU has an annual event called Western Research Day (WRD) where students from all disciplines are invited to present their scholarship. This event includes 70 or more student works, with awards given for top papers and collaborations. With the growth of our graduate programs, we have added awards for graduate research, too, and graduate students are presenting their research at WRD and professional conferences. Our doctoral students have active research agendas, often presenting at conferences and publishing works that come from their dissertations (see publications in Education and Educational Psychology in the Creative Activity booklets).

Appraisal

Faculty and Academic Staff
As noted above, WCSU has been reducing our overall levels of staffing as we work to adjust to lower enrollments. The reductions in full-time teaching faculty have been achieved through retirements and a rigorous review of any proposed replacements. We have approved some new faculty to meet the needs of programs that are stable, growing, or severely understaffed because of faculty retirements or resignations. Given the projected regional declines in high school graduates, we anticipate a continued reduction in full- and part-time teaching faculty.

Despite the drops in FT faculty, we are still striving for greater diversity among those we do hire. This is a critical part of meeting the needs of our evolving student body. Our searches have become more specific about these goals, focusing on our advertising and outreach to encourage a broader pool of applicants

for all new positions. We have made limited gains in this over the last five years. We continue to review our practices to look for places for improvement.

WCSU has seen a reduction in full-time library faculty, and we currently only employ one full-time instructional designer. The library has been proactive in recent years, reimagining how it organizes work to adjust to more limited staffing. One impact of this change has been a reduction in library hours. With so much of what the library does offered online, this has not had a perceptible impact on student success. The director of library services monitors usage to make scheduling decisions and enhances hours during peak periods. However, we are planning to move forward with at least one additional librarian. We are also considering the feasibility of maintaining the library on the West Side Campus under these staffing conditions. This will be analyzed as we review our facilities plans in the coming year.

Teaching and Learning
Overall, WCSU has clear and coherent processes that support teaching, learning, and scholarship. Despite strained resources, we continue to provide funds for professional development and curriculum development. Our evaluation procedures are transparent and department mentorship has been central to the record of successful tenure and promotion applications.
It must be noted that we currently lack a dedicated grants/sponsored research officer. Unfortunately, as we have been navigating budget freezes, and only cautiously hiring for urgent positions, this role has been left unfilled after a recent retirement. The provost is currently trying to cover the basics, but this is not sufficient to support faculty in any significant way. If we want to apply for external funding, this role will have to be addressed. The gap is impacting the breadth of scholarship funding available to faculty.

Our approach to online courses and degrees has grown organically, without a fully developed strategy. While all courses and programs are evaluated in terms of learning outcomes and student feedback, and we have created processes that provide remote access to tutoring, advising, and other support services, the experiences students are having are eclectic. Our strategies for online curriculum development need a more focused strategy so that students have more consistent experiences.

Recent analysis of the use of reassigned time has shown that we are exceeding contractual guidelines. Much of this stems from accreditation efforts in several programs in our professional schools. Although there is value in enhancing the amount of reassigned time available, it is unlikely that we need to distribute double what the contract specifies. Following up on the work of Summer Working Group 1, a small team of faculty and administration are working together to develop new guidelines to reduce these excess awards. We anticipate implementation in 2023-2024.

Projections

Although WCSU has many positive processes and resources in place to support teaching, learning, and scholarship, the work we have done on this self-study, the Summer Working Groups, and the results of the NCHEMS report all point to a few places where investments should be made. Of urgency are the hiring of a new director of sponsored research and an AVP for Institutional Planning and Research. These investments are essential for continued success in our grants applications and to better use data for all operations at the university. WCSU has made the decision to move forward with the AVP search, who we plan to have on staff in fall 2023. This addition to our staff will help us do more thorough analysis of programs and investments university wide. Due to budgetary constraints, we are not yet ready to launch the search for a director of sponsored research.

In addition, it will be important to develop a clear strategy for our online programs. We developed a great deal of skill in online instruction during the pandemic, and several of our graduate programs are now fully online to meet the needs of our students. But there are still unanswered questions about what the right balance of online and on-ground instruction should be, and how to best organize preparation for teaching and learning online. It will be important to develop a comprehensive strategy that is data informed and reflective of faculty expertise and student needs. With the hiring of the AVP for Institutional Planning and Research, we will begin the process of defining our next steps in this area.

Finally, when we complete the review of reassigned time (release time) and develop a strategy for moving forward in a sustainable way, it will be important to have better definitions of the uses of reassigned time for administrative purposes. We may be using reassigned time in ways that are inconsistent (in terms of equity) and ineffective. It is likely that in some areas we should be hiring a full-time person to take on the administrative tasks. While we continue to face budget constraints, it will be important to plan for more effective practices, with a better understanding of the actual costs of roles that keep shifting between full-time faculty members.

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

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

If your institution does not submit IPEDS, visit this link for information about how to complete this form:
https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior (FY 21)			2 Years Prior (FY 22)			1 Year Prior (FY 23)			Current Year (FY 24)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	213	377	590	204	381	585	194	348	542			0
Research Staff	0	0	0	0	0	0	0	0	0			0
Public Service Staff	0	0	0	0	0	0	0	0	0			0
Librarians	8	10	18	7	9	16	5	11	16			0
Library Technicians	6	0	6	6	0	6	6	0	6			0
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0			0
Student and Academic Affairs	31	0	31	31	0	31	32	0	32			0
Management Occupations	39	0	39	39	0	39	36	0	36			0
Business and Financial Operations	29	0	29	32	0	32	31	0	31			0
Computer, Engineering and Science	29		29	28	0	28	27	0	27			0
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	28	31	59	28	34	62	26	73	99			0
Healthcare Practitioners and Technical	6	0	6	6	0	6	5	0	5			0
Service Occupations	88	0	88	77	0	77	59	0	59			0
Sales and Related Occupations	0	0	0	0	0	0	0	0	0			0
Office and Administrative Support	56	0	56	55	0	55	49	0	49			0
Natural Resources, Construction, Maintenance	28	0	28	27	0	27	24	0	24			0
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0			0
Total	561	418	979	540	424	964	494	432	926	0	0	0

Please enter any explanatory notes in the box below

WCSU does not anticipate any growth in staffing over the next fiscal year.

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (6 / 30)	2 Years Prior (FY2020)	1 Year Prior (FY2021)	Most Recent Year (FY2022)	Percent Change 2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)					
Cash and Short Term Investments	$22,426,861	$20,305,007	$24,548,631	-9.5%	20.9%
Cash held by State Treasurer	$0	$0	$0	-	-
Deposits held by State Treasurer	$10,231,627	$8,688,464	$15,421,498	-15.1%	77.5%
Accounts Receivable, Net	$3,049,773	$3,969,004	$4,262,602	30.1%	7.4%
Contributions Receivable, Net	$0	$0	$0	-	-
Inventory and Prepaid Expenses	$49,176	$118,531	$188,257	141.0%	58.8%
Long-Term Investments	$0	$0	$0	-	-
Loans to Students	$0	$0	$0	-	-
Funds held under bond agreement	$1,126,462	$953,267	$735,371	-15.4%	-22.9%
Property, plants, and equipment, net	$239,864,523	$232,385,821	$235,753,157	-3.1%	1.4%
Other Assets	$13,531	$12,000	$269,481	-11.3%	2145.7%
Total Assets	**$276,761,953**	**$266,432,094**	**$281,178,997**	-3.7%	5.5%
LIABILITIES (in 000s)					
Accounts payable and accrued liabilities	$13,762,967	$14,067,919	$21,307,029	2.2%	51.5%
Deferred revenue & refundable advances	$3,497,808	$3,132,765	$4,977,614	-10.4%	58.9%
Due to state	$0	$0	$6,947	-	-
Due to affiliates	$0	$0	$0	-	-
Annuity and life income obligations	$13,384,468	$14,178,477	$12,055,252	5.9%	-15.0%
Amounts held on behalf of others	$448,224	$585,129	$412,040	30.5%	-29.6%
Long-term investments	$0	$0	$0	-	-
Refundable government advances	$1,441,641	$1,080,956	$902,606	-25.0%	-16.5%
Other long-term liabilities	$374,786	$213,843	$1,171,847	-42.9%	448.0%
Total Liabilities	**$32,909,894**	**$33,259,089**	**$40,833,335**	1.1%	22.8%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	**$251,933**	**($2,274,358)**	**$1,365,831**	-1002.8%	-160.1%
Foundation				-	-
Total	**$251,933**	**($2,274,358)**	**$1,365,831**	-1002.8%	-160.1%
Temporarily restricted net assets					
Institutional	**$3,735,603**	**$3,061,542**	**$3,216,674**	-18.0%	5.1%
Foundation				-	-
Total	**$3,735,603**	**$3,061,542**	**$3,216,674**	-18.0%	5.1%
Permanently restricted net assets					
Institutional	**$239,864,523**	**$232,385,821**	**$235,753,157**	-3.1%	1.4%
Foundation				-	-
Total	**$239,864,523**	**$232,385,821**	**$235,753,157**	-3.1%	1.4%
Total Net Assets	**$243,852,059**	**$233,173,005**	**$240,335,662**	-4.4%	3.1%
TOTAL LIABILITIES and NET ASSETS	**$276,761,953**	**$266,432,094**	**$281,168,997**	-3.7%	5.5%

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

Fiscal Year ends - month& day: (6 / 30)	3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY2022)	Current Year (FY2023)	Next Year Forward (FY2024)
OPERATING REVENUES (in 000s)					
Tuition and fees	$59,843,575	$57,239,067	$52,246,689	$50,679,288	$50,679,288
Room and board	$18,289,404	$13,211,127	$15,015,446	$14,564,983	$14,710,632
Less: Financial aid	-$8,214,982	-$6,563,208	-$7,269,827	-$7,342,525	-$7,415,951
Net student fees	$69,917,997	$63,886,986	$59,992,308	$57,901,746	$57,973,970
Government grants and contracts	$2,562,464	$3,964,265	$7,187,555	$2,477,574	$2,047,000
Private gifts, grants and contracts	$57,664	$57,351	$0	$0	$0
Other auxiliary enterprises	$0	$0	$0	$0	$0
Endowment income used in operations	$0	$0	$0	$0	$0
Other revenue (specify):	$1,074,850	$855,964	$765,273	$772,926	$780,655
Other revenue (specify):					
Net assets released from restrictions					
Total Operating Revenues	**$73,612,975**	**$68,764,566**	**$67,945,136**	**$61,152,245**	**$60,801,625**
OPERATING EXPENSES (in 000s)					
Instruction	$74,541,599	$72,510,343	$71,835,470	$74,870,801	$61,243,720
Research	$1,115,958	$896,232	$919,314	$954,915	$853,349
Public Service	$482,115	$371,386	$594,735	$619,570	$529,561
Academic Support	$12,871,149	$12,558,574	$12,883,983	$13,417,689	$11,268,084
Student Services	$24,231,278	$21,792,683	$23,137,904	$24,096,239	$19,552,623
Institutional Support	$18,881,914	$19,005,674	$19,627,114	$20,422,347	$17,871,676
Fundraising and alumni relations					
Operation, maintenance of plant (if not allocated)					
Scholarships and fellowships (cash refunded by public institution)	$13,605,117	$13,024,491	$20,596,770	$9,586,548	$8,561,297
Auxiliary enterprises	$12,158,043	$12,003,891	$12,077,418	$12,500,953	$11,530,811
Depreciation (if not allocated)					
Other expenses (specify):					
Other expenses (specify):					
Total operating expenditures	**$157,887,173**	**$152,163,274**	**$161,672,708**	**$156,469,062**	**$131,411,121**
Change in net assets from operations	**-$84,274,198**	**-$83,398,708**	**-$93,727,572**	**-$95,316,817**	**-$70,609,496**
NON OPERATING REVENUES (in 000s)					
State appropriations (net)	$51,971,203	$54,423,997	$68,024,461	$82,087,913	$44,550,870
Investment return	$463,232	$22,481	$66,220	$68,869	$71,624
Interest expense (public institutions)			-$10,126	-$10,531	-$10,952
Gifts, bequests and contributions not used in operations	$62,257	$3,214	$36,495	$37,955	$39,473
Other (specify): Pell	$7,492,005	$7,047,359	$6,524,509	$6,487,939	$6,500,000
Other (specify): Emergency Funds	$3,965,874	$12,150,423	$14,083,841	$14,726,672	$0
Other (specify): Other	$433,758	$68,579	$117,691	$122,399	$127,295
Net non-operating revenues	**$64,388,329**	**$73,716,053**	**$88,843,091**	**$103,521,215**	**$51,278,309**
Income before other revenues, expenses, gains, or losses	**-$19,885,869**	**-$9,682,655**	**-$4,884,481**	**$8,204,399**	**-$19,331,187**
Capital appropriations (public institutions)	$1,920,537	$1,687,971	$14,481,050	$1,872,892	$1,900,000
Other (specify):	$10,055,369	-$2,684,370	-$2,433,912	-$6,068,791	$772,740
TOTAL INCREASE/DECREASE IN NET ASSETS	**-$7,909,963**	**-$10,679,054**	**$7,162,657**	**$4,008,500**	**-$16,658,447**

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (6 / 30)	3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY2022)	Current Year (FY2023)	Next Year Forward (FY2024)
Long-term Debt					
Beginning balance					
Additions					
Reductions					
Ending balance	$0	$0	$0	$0	$0
Interest paid during fiscal year					
Current Portion					
Bond Rating					
Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)					
Debt to Net Assets Ratio Long-tem Debt / Total Net Assets					
Debt to Assets Ratio Long-term Debt / Total Assets					

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the instituiton). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

Debt is held at the System Office

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

Future borrowing plans (please describe).

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY20)	2 Years Prior (FY21)	Most Recently Completed Year (FY 22)	Current Year (FY 23)	Next Year Forward (FY 24)
NET ASSETS					
Net assets beginning of year	$251,762,022	$243,852,059	$233,173,005	$240,355,662	$244,552,725
Total increase/decrease in net assets	($7,909,963)	($10,679,054)	$7,162,657	$4,197,063	($16,658,446)
Net assets end of year	**$243,852,059**	**$233,173,005**	**$240,335,662**	**$244,552,725**	**$227,894,279**
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$6,247,939	$5,083,200	$5,967,268	$5,111,005	$7,011,773
Federal, state and private grants	**$10,514,040**	**$10,051,203**	**$10,055,746**	**$10,861,963**	**$9,907,214**
Restricted funds	**$1,967,043**	**$1,480,008**	**$1,302,559**	**$1,076,767**	**$1,065,560**
Total	**$18,729,022**	**$16,614,411**	**$17,325,573**	**$17,049,735**	**$17,984,547**
% Discount of tuition and fees	31.3%	29.0%	33.2%	33.6%	35.5%
% Unrestricted discount	28.0%	26.4%	30.7%	31.5%	33.4%
Net Tuition Revenue per FTE	$10,945	$11,442	$11,202	$12,120	$13,624
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					

Please indicate your institution's endowment spending policy:

Please enter any explanatory notes in the box below.

Federal Financial Responsibility Composite Score not applicable to publics

Standard 7: Institutional Resources
(Liquidity)

FISCAL YEAR ENDS month & day (6 /30)	3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY2022)	Current Year (FY2023)	Next Year Forward (FY2024)
CASH FLOW					
Cash and Cash Equivalents beginning of year	$26,685,872	$23,553,323	$21,258,274	$25,284,002	$41,148,061
Cash Flow from Operating Activities	($65,576,398)	($71,112,005)	($74,456,458)	($81,157,539)	($83,592,265)
Cash Flow from Investing Activities	$463,232	$22,482	$56,094	$1,200,000	$1,200,000
Cash Flow from Financing Activities	$61,980,617	$68,794,474	$78,426,092	$95,821,598	$57,777,916
Cash and Cash Equivalents end of year	**$23,553,323**	**$21,258,274**	**$25,284,002**	**$41,148,061**	**$16,533,712**
LIQUIDITY RATIOS					
Current Assets	$24,492,483	$31,532,864	$42,300,640	$58,164,699	$33,550,350
Current Liabilities	$19,061,449	$19,381,331	$28,438,568	$29,860,496	$31,353,521
Current Ratio	1.28	1.63	1.49	1.95	1.07
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)	0.00	0.00	0.00	0.00	0.00

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations?   If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

Please enter any explanatory notes in the box below.

Standard 7: Institutional Resources
(Information Resources)

	3 Years Prior	2 Years Prior	Recently Complete	Current Year	t Year Forward (g
	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)	(FY 2025)

Total Expenditures

Materials	$620,159	$619,159	$714,185	$714,185	$814,000
Salaries & wages (permanent staff)	$1,659,157	$1,551,227	$1,490,121	$1,500,000	$1,575,000
Salaries & wages (student employees)	$83,442	$137,681	$134,400	$135,000	$141,750
Salaries & wages (adjuncts)	$233,416	$267,450	$291,512	$314,820	$340,000
Other operating expenses	$97,342	$95,842	$85,400	$95,000	$95,000

Expenditures/FTE student

Materials	$142	$153	$198	$220	$271
Salaries & wages (permanent staff)	$379	$382	$414	$463	$525
Salaries & wages (student employees)	$19	$34	$37	$42	$47
Salaries & wages (adjuncts)	$53	$66	$81	$97	$113
Other operating expenses	$22	$24	$24	$29	$32

Collections

Percent available physically	40%	30%	28%	26%	25%
Percent available electronically	60%	70%	72%	74%	75%
Number of digital repositories	4	5	5	5	5

Personnel (FTE)

Librarians - main campus	8	6	5	4	4
Librarians - branch /other locations	1	1	1	1	1
Other library personnel - main campus	14	13	13	13	13
Other library personnel - branch/other locations	4	4	4	4	4

Availability/attendance

Hours of operation/week main campus	0	85	81	77	77
Hours of operation/week branch/other locations	48	40	32	32	32

Consortia/Partnerships

Connecticut State Colleges and Universities
Council of Connecticut Academic Library Directors
Connecticut's Archives Online
Connecticut State Library
Lyrasis and the Connecticut Library Consortium

URL of most recent library annual report: https://drive.google.com/file/d/1V91Xir3cq6EhbDYd1wvFp9NuGmhcm3gh/view?us

Please enter any explanatory notes in the box below

See Form 4.5 for data about Information Literacy

7.6

Standard 7: Institutional Resources
(Technological Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 21)	(FY 2 2)	(FY 2 3)	(FY 2 4)	(FY 2 5)

Course management system Blackboard Learn

Number of classes using the system	1,982	1,831			

Bandwidth

On-campus network	10Gbps	10Gbps	10Gbps	10Gbps	10Gbps
Off-campus access					
commodity internet (Mbps)	10Gbps	10Gbps	10Gbps	10Gbps	10Gbps
high-performance networks (Mbps)	None	None	None	None	None
Wireless protocol(s)	802.11g/n	802.11g/n	802.11g/n	802.11g/n	802.11g/n

Typical classroom technology

Main campus Computer(s), projector, integrated sound system, screen, laptop connectio

Branch/other locations

Software systems and versions

Students	Banner Web
Finances	Banner INB
Human Resources	CORE CT
Advancement	Blackbaud
Library	ALMA
Website Management	WP Engine (Word Press)
Portfolio Management	Live Text
Interactive Video Conferencing	Cisco Webex, Microsoft Teams
Digital Object Management	Kaltura

Website locations of technology policies/plans

Integrity and security of data	https://www.wcsu.edu/iti/security/ OR https://www.ct.edu/it/policy
Privacy of individuals	Not applicable
Appropriate use**	
Disaster and recovery plan	Contains non-public info, on file in ITI department
Technology replacement	Technology is refreshed every 8 years or as needed

Please enter any explanatory notes in the box below

Wireless protocol for FY 25 will be WiFi6 if a proposed upgrade is funded.
  ** chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.wcsu.edu/iti/wp-content/uploads/
  sites/66/2018/07/WCSU-Security-Policy-February-20151.pdf

Standard 7: Institutional Resources
(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	32	2,500
Other U.S. locations		
International locations		

Revenue ($000)	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 20)	(FY 21)	(FY 22)	(FY 23)	(FY 24)
Capital appropriations (public institutions)	$1,100	$0	$0	$1,750	TBD
Operating budget	$5,469,464	$5,525,906	$6,087,159	$7,125,843	TBD
Gifts and grants	$0	$0	$0	$0	$0
Debt	$5,811,694	$5,360,257	$4,317,623	$5,370,486	$5,391,599
Total	$11,282,258	$10,886,163	$10,404,782	$12,498,079	$5,391,599
Expenditures ($000)					
New Construction	$744	$266			
Renovations, maintenance and equipment	$8,525	$3,453	$8,163	$23,092	$14,165
Technology	$100			$390	$71
Total	$9,369	$3,719	$8,163	$23,482	$14,236

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	64,533		64,533
Laboratory	104,177		104,177
Office	154,004		154,004
Study	56,768		56,768
Special	94,902		94,902
General	136,365		136,365
Support	673,951		673,951
Residential	298,349		298,349
Other	315,908		315,908

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

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Visual & Perf Arts Center	Classrooms/Faculty Office	137	$84,269	2014
Police Dept	Police Facility	11	$6,030	2017

		Assignable Square Feet	Cost (000)	Year
Alumni Pavilion	Covered Outdoor Dining	2	$60	2015
Westside Restroom Facility	Restroom for Athletics	1	$937	2020
Golf Cart Shed	Shed/store/charge carts	1	$34	2020

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

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
None				

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

The list below includes renovations costing 114,290 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Berkshire Hall to Stud Ctr - Phase 1	Student Center	29	$27,002	2022
Berkshire Hall to Stud Ctr - Phase 1A	Fitness Ctr	3	$1,289	2023
Berkshire Hall to Stud Ctr - Phase 1B	Gym	12	$735	2023
Centennial Hall Roof	Dorms	0	$333	2023
Central Steam Plant - Chimney	Boiler House	0	$475	2022
Fairfield Hall - Exterior	Dorms	0	$370	2016
Fairfield Hall - Lobby/Lounges	Dorms	2	$240	2022
Fairfield Hall - Site Impr	Dorms	0	$447	2022
Fifth Ave Garage -CCTV/Mass Not	Garage	0	$123	2018
Grasso Hall - HVAC	Dorms	0	$521	2019
Grasso Hall - Roof	Dorms	0	$709	2023
Haas Lib & Maint Bldg Elevators	Library & Mtn Bldgs	0	$899	2018
Higgins Renovation & Annex	Academics	55	$31,562	2019
Litchfield Hall - Reno	Dorms	54	$14,064	2017
MidTown Repaving	Roads	73	$270	2016
MidTown Student Center - A/C	Student Center	0	$615	2018
MidTown Student Center - Roof	Student Center	0	$711	2015
Newbury Hall - Elevator	Dorms	0	$939	2023
Newbury Hall - Energy Upgrade	Dorms	32	$316	2016
Newbury Hall - Wellness Center	Dorms	10	$3,640	2023
Old Main - A/C	Admin	0	$773	2018
O'Neill Ctr - Feldman Arena Roof	Ath & Rec	0	$862	2015
O'Neill Ctr - HVAC	Ath & Rec	45	$825	2023
O'Neill Ctr - Pool Roof	Ath & Rec	0	$206	2020
Pinney Hall - Envelope Repairs	Dorms	127	$10,421	2023
Pinney Hall - Fitness Center	Dorms	5	$609	2017
Pinney Hall - Wallpaper Removal	Dorms	127	$326	2019
WCSU - Stand by Generators	General	0	$1,035	2019
Westside Campus Ctr - Cafe Addition	Student Center	1	$871	2018
Westside Campus Center - UST	Student Center	0	$698	2020

Westside Class Bldg - 3rd Flr Lounge	Classrooms	3	$100	2016
Westside Class Bldg - Roof & HVAC	Classrooms	0	$1,757	2019
Westside Gas Line	General	0	$906	2019
White Hall - 2nd & 3rd Floor	Academics	64	$6,635	2020
White Hall - Ceramics	Academics	3	$455	2019
White Hall - ED / Psych	Academics	4	$554	2020
White Hall - ENG / HPX	Academics	3	$314	2020
White Hall - Media	Academics	4	$444	2020
White Hall - NUR Sim Labs	Academics	4	$221	2017
White Hall - Roof	Academics	0	$1,018	2021

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

The list below includes renovations costing 91,431 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Westside Ath Complex	Turf, Fields, Improve	449	$15,500	2024
Westside Classroom Bldg	Demo	96	$7,057	2025
Berkshire Hall - Phase 2	Classrooms - Gym	28	$68,874	2026

Please enter any explanatory notes in the box below

Note: Equipment and technology require additional data/review from other departments. CHEFA and CSUS2020 allocations are not on WCSU balance sheet. Operating budget includes salary for part-time and student staff. FY 19, 20, and 21 were impacted by the COVID pandemic.

STANDARD SEVEN: INSTITUTIONAL RESOURCES

Western Connecticut State University (WCSU) is currently struggling to meet this standard. The persistent faith in growth strategies, rather than responding to the demographic changes in the region, resulted in the depletion of our reserves over a ten-year period, which became a crisis in 2021-2022. Responding to that crisis has been in pieces, rather than in a fully developed plan. With an external report as a catalyst, our last president left the university in 2022. Our interim president has helped to address some of the organizational problems identified in the National Center of Higher Education Management Systems (NCHEMS) report, through reconfiguring the cabinet, reducing some management roles, and working with the vice presidents to find additional efficiencies in their areas. Hiring freezes helped us balance the budget last year and for much of this year, but we are at a point where positions must be filled for programs and offices to function. Despite some overall reductions in personnel and spending, contractual obligations have continued to raise the cost of doing business. In short, we are working hard to become more efficient and effective, but the fiscal and demographic contexts remain a challenge.

Description

Human Resources
As of May 2023, WCSU employed 353 administrative faculty and staff. This is down from 429 in 2018. These reductions reflect a wave of retirements and a rigorous review process for replacement. The change reflects our efforts to adjust to lower overall student enrollment now and projected going forward.

Statistic	2018 - 19	2019 - 20	2020 - 21	2021 - 22	2022 - 23
Number of Employees (as of 1st May Payroll):					
- Managerial Unclassified	14	15	15	16	15
- Confidential Unclassified	10	10	11	10	10
AAUP (Coaches & Trainers)	16	16	16	16	16
AAUP (Counselors)	2	2	2	2	1
- SUOAF	137	140	132	126	132
- Clerical	52	51	42	39	40
- Maintenance	104	97	90	72	65
- A & R	7	7	6	6	6
- Connecticut Police & Fire Union	21	18	18	14	14
- Re-Employed Retirees	0	0	0	0	0
- University Assistants	66	57	59	61	54
Subtotals					
Permanent Staff	363	356	332	301	299
Contingent Staff	66	57	59	61	54
Total Employees (Excluding Faculty & Students)	429	413	391	362	353

WCSU has clear guidelines regarding personnel qualifications, which ensure that those hired meet expectations in education and experience in their area. These are outlined in our collective bargaining agreements, with regular input from hiring committees as to a position's specific needs.

As part of all hiring, the Chief Diversity Officer (CDO) helps to review recruitment plans, the membership of search committees, and the diversity training necessary to have an inclusive, equity focused search. The CDO is charged with the following: Provide guidance and leadership for the university in its commitment to a campus environment that fosters respect for the dignity, rights, and aspirations of each member of the university community.

1. Coordinate the university's efforts to develop and support a culturally diverse community by providing detailed, result-oriented procedures that blueprint a strategy to foster a climate conducive to the equal treatment of all people as prescribed by federal and state laws.
2. Guide the university community in the implementation of affirmative action programs and various diversity and recruitment strategies.
3. Present various trainings and resources on the cultural and generational diversity, affirmative action regulations for campus searches, and awareness/prevention of sexual harassment and violence on and off campus for students, faculty, and staff.
4. Investigate all filed complaints of discrimination.
5. Develop, monitor, and maintain an active campus response team, resources, and services as it pertains to complaints of sexual harassment and violence against students, faculty, and staff.

As an equal opportunity educator and employer in Connecticut, WCSU must file an Affirmative Action Plan (AAP) to the Connecticut Commission of Human Rights and Opportunities (CHRO) every year. The AAP is a written tool and program guide in which an employer details the steps it has taken and will take to ensure the rights of all persons to advance based on merit and ability without regard to race, color, religion, sex, national origin, age, disability, genetic information, veteran's status, or other factors which cannot lawfully be the basis for employment actions. CHRO is authorized, under CGS Chapter 814c, to adopt, administer and regulate the affirmative action regulations for the State of Connecticut, in accordance with Chapter 54 of the Connecticut General Statutes, for all state agencies. CHRO has adopted the affirmative action regulations which relate to the submission and review of the Affirmative Action Plan. Our approved affirmative action plans help WCSU set goals and monitor progress toward them annually.

As a public institution, WCSU follows human resources policies that are codified in state law and in our collective bargaining agreements. Human resources policies are current and if any changes are made, they are revised immediately and uploaded to our website. Grievance procedures for each union are detailed in their contracts. The terms of employment are clearly identified in the collective bargaining agreement for each group of employees. We currently have seven groups of employees including the American Association of University Professors (AAUP), State University Organization of Administrative Faculty (SUOAF), Administrative & Residual (A&R), Maintenance, Clerical, Protective Services, and Management & Confidential.

The university has been successful in attracting and retaining qualified administrators, faculty, and staff. Although we have faced some challenges in recruiting in high-demand faculty areas, in most cases WCSU is characterized by highly qualified faculty, administration and staff who remain at the university for most of their careers. Most personnel employed by WCSU have collective bargaining agreements

that guide all practices from hire to tenure or permanent appointment. These are aligned with state and federal laws for good labor practices.

Newly hired faculty and staff have varied kinds of support. Until the beginning of the pandemic in March 2020, we continued with our Welcoming Committee, which assigned mentors to all new hires upon their date of hire. This provided new hires with a point of contact, outside of their department, with the goal of them navigating the university, and a [website](#) with the employee guide. We are now looking at restarting this program since the university has mostly returned to normal operations. For faculty, the Committee for Excellence in Learning and Teaching (CELT) collaborates with the provost to host a day-long orientation and a follow up lunch with the provost to discuss overall resources and the path from hire to tenure.

In fall 2018, the university successfully moved the process for evaluation of faculty to an electronic platform (Blackboard). The previous process involved faculty preparing massive binders of papers to support their works for their renewal, promotion, and tenure process, which were passed between the Department Evaluation Committee (DEC), dean, promotion and tenure committee, and the provost. It was a very outdated process. The revamped process shifted this entire process to an electronic one via Blackboard. We are in our fourth year of this revamped process, and it has been positively received. The Human Resources department continues with its efforts to digitize its record keeping and processes. All our files slated to be housed electronically have been converted, and we are now reviewing many of our processes to see which ones we cannot convert from a manual process to an electronic process flow. This will be something that we will be doing over many years to come.

For AAUP there are clearly defined professional development opportunities (funding for research, conference participation, and retraining). For SUOAF there are also funds, but these are less well-defined. For faculty and staff from under-represented groups, there are additional resources supported by AAUP, SUOAF, and the Office of Diversity & Equity. This review suggests opportunities to expand and clarify these opportunities for all employees.

Financial Resources
WCSU is funded by a combination of state appropriations, student tuition, fees, and several construction funding sources. Spending plans are submitted to the Board of Regents (BOR) for review each year and the CFO collaborates with colleagues within the system to discuss funding formulas and any projected gaps. In addition, WCSU submits a mid-year update so that the BOR is fully informed of our budget and, as part of normal practices, our finances are routinely audited. All building plans are part of a campus master plan reviewed by state offices. Library resources are controlled at the campus level but are often shared system wide through consortium agreements. Information technology is also administered at the campus level but contracts large and small are overseen at the system office. Similarly, decisions about contracts and human resources are locally managed but with leadership and decision-making at the system level.

The university has been on a downward trajectory in terms of enrollment, and this has led to a heavy reliance on our reserves.

University Enrollment	2019F	2020F	2021F	2022F
Grand Total Headcount	5,631	5,246	4,802	4,417

Despite continuous student recruitment efforts, particularly outside of Connecticut, we have been unable to stop that downward trend. The arrival of the pandemic disrupted the beginning of a positive impact in the out-of-state initiative, and the reduction in enrollment, particularly students in housing, led to WCSU to a negative Unrestricted Net Position (UNP). In 2021, the system office hired the NCHEMS to help develop a plan to reorganize, focus our programs, and stabilize our finances. Drawing on their recommendations we have made some inroads in stabilizing our finances. In particular, the 2022-2023 spending plan resulted in reducing the negative fund balance. Unfortunately, much of that was built on hiring freezes and a one-time state appropriation that all CSU campuses received to help support the post-pandemic recovery. We are now working with the system office to secure additional support for our campuses, not a one-time outlay but a long-term increase in appropriation. WCSU will have a better picture of the size of the projected funding gaps when the biennium budget is completed.

Because of dwindling enrollments from demographic shifts, decreasing and inconsistent state support, along with the unsustainable practice of using reserves to balance its budgets over the years, the UNPs dropped from +$24.5M for FY12 to -$2.3M for FY21, a decrease of 109% over a 10-year period.
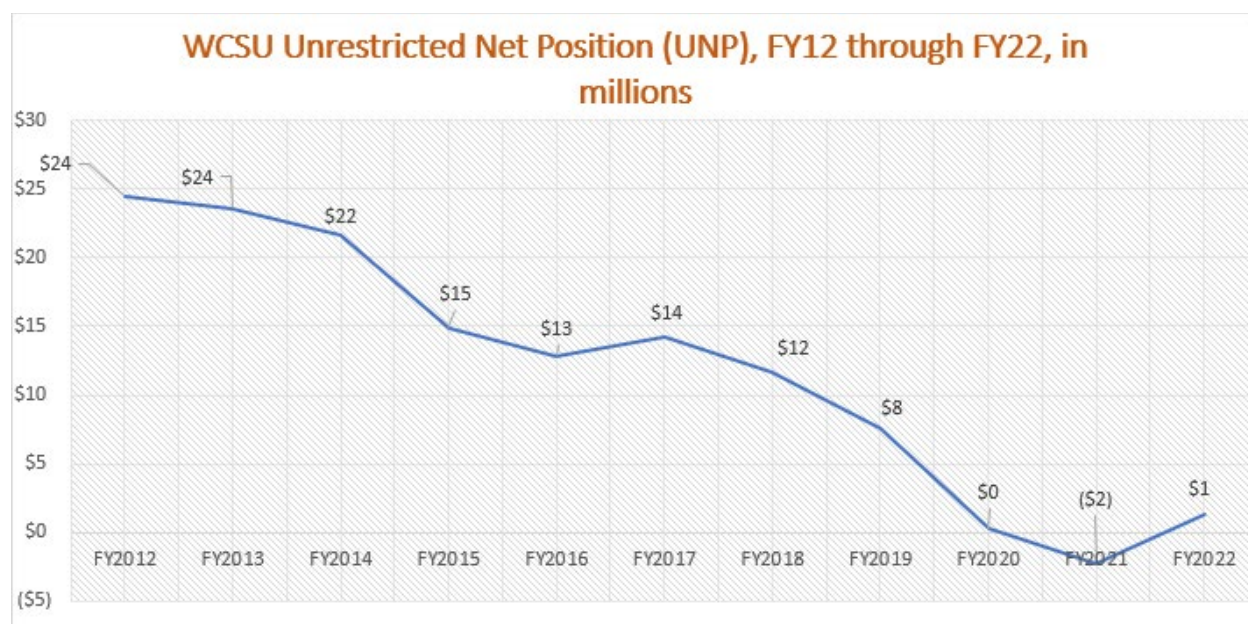
Despite our best efforts in 2022-2023, which helped us to start the process of replenishing our UNP (reserves), our financial situation is still unstable. Funding from federal and state COVID-19 resources are now being phased out, which creates a significant gap in resources for WCSU (@ $19,000,000). The state legislature has not yet completed the biennium budget, but the current proposal from the Governor's office would not be sufficient to close that gap. With the high cost of personnel and facilities, and the projected demographic downturn in Connecticut and in neighboring states we are facing tough decisions.

WICHE Projections: High School Graduates, New England, Connecticut, and New York

Year	New England	Connecticut	New York
2022-23	169,920	43,530	207,770
2031-32	156,330	38,230	198,790

www.knocking.wiche.edu.

In the spring of 2022, WCSU received a report from NCHEMS that detailed some of the ways in which our own practices could be contributing to our financial situation. Among areas identified as problematic were our organizational structure (particularly administration), a general education program that was not a "cash cow," and an imbalance in our schedules given that sections were running with part-time faculty, when the enrollment numbers were dropping. This report (which was then revised and finalized in the fall of 2022) led to the establishment of six work groups with representation from faculty, staff, and administrators. These groups were focused on the following:

- Group 1: Development of a tool for the evaluation of academic programs
- Group 2: Evaluation of the general education program
- Group 3: Evaluation the first-year program and retention initiatives
- Group 4: Evaluation of the course schedule and related practices
- Group 5: Development of a tool to evaluate administrative programs.
- Group 6: Worked to produce a report on the decisions that led to the university depletion of our reserves, and to improve the communication of financial information with the university community. Additional tasks moved into the fall semester.

Each of these groups helped to identify critical issues in these areas and work has taken place as a result. For example, the university is currently evaluating a new general education program per the insights of Group 2. We are reconfiguring the structure of the First-Year program and leadership in response to the work of Group 3. WCSU has contracted to purchase CourseLeaf to assist with the scheduling. In addition, we are reconsidering the structure of our overall schedule.

In response to NCHEMS we have worked to reduce the number of low-enrolled courses and majors. Most of this work has been done through a more rigorous evaluation of the overall schedule, resulting in a reduction of the number of sections in most departments. In addition, during the fall 2022 semester, the university considered closing several programs (Meteorology, Social Sciences, Economics, Anthropology/Sociology, Political Science). The result of that dialogue was only one closure (the general social sciences degree), but the remaining are now revising their offerings, reducing the numbers of courses offered each year and on a path for growth or closure in three to four years.

Related to the review of programs, there has been some reconfigurations of departments and schools. These changes are meant to stimulate growth in recruitment programs and to reduce the total number of departments (particularly those with two people in them). Thus far we have been reduced by one department chair, but with several mergers we no longer have two-person departments.

Finally, the NCHEMS report suggested that a) the president's cabinet was too large for effective decision-making and b) the budget authority/reporting lines needed to be reconsidered, and c) the university needs an AVP for Institutional Planning and Assessment. In response to the budget authority recommendations, the Vice President for Finance and Administration now oversees the full range of departments appropriate to the role (see next page) and has created planning and collaboration protocols that will improve the budget decision-making processes. We are currently searching for the AVP role to help improve our data resources for all university planning.

According to CGS Section 10a and its bylaws, the BOR maintains control over all financial and budgetary matters. WCSU submits an annual original spending plan to the BOR in the spring and a mid-year budget update in January, which includes the actual revenue and expenditures from the prior fiscal year. The

BOR reviews and approves the CSU's spending plan in June before the new fiscal year begins. WCSU uses the approved spending plans to manage its budget and its annual budget. The BOR also reviews and approves tuition, fees, multi-year capital projects, and receives quarterly updates on capital project spending and progress. While the BOR has control over revenue and expenditure plans, a portion of some labor contracts related to wages and fringe benefits are negotiated and approved at the state level for all state employees. For example, the content and pricing of health care and retirement benefits are negotiated and priced at the state level. The remainder of the contracts are negotiated at the system level and approved by the BOR.

Various aspects of responsibility for debts are assumed by the state, the CSCU system, and the universities. Education-related facilities debt is approved by the BOR but issued through the state and remains the state debt. The debt service for these projects is fully planned and covered at the CSCU system level but fully planned through student fees at the campus level. Auxiliary enterprises debts (residences and dining facilities) are based on BOR approval and issued through the Connecticut Health and Education Facilities (CHEFA), which provides dedicated, non-profit, tax-exempt financing. Such debt is the responsibility of the CSCU system but is fully planned and covered at the campus level. Funds for smaller capital projects are funded by debts through new and replacement equipment bond funds overseen by the BOR.

As shown in chart below, WCSU dedicated significant financial resources in the areas of academic support, instruction, student services, and research during fiscal year 2021. WCSU does not have side operations that could drain resources from the educational, research, and public service mission of the institution.

WCSU FY22 Expenses by Functional Classification

- Academic support
- Instruction
- Scholarships, loans and refunds
- Student services
- Other Core Expenses
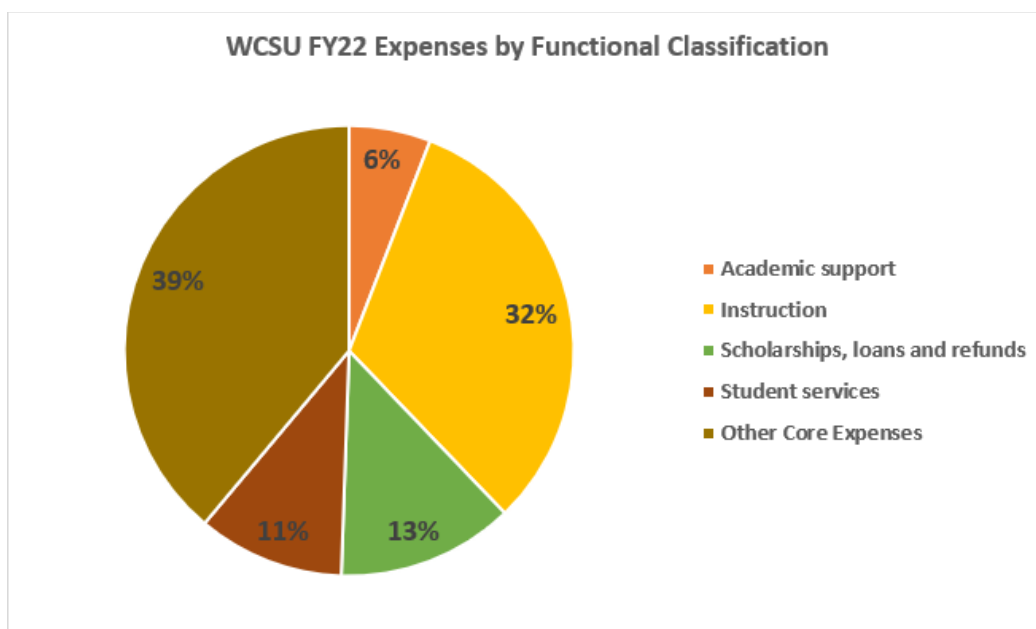
WCSU's financial aid model has evolved to better support enrollment, retention, and student needs. As part of the annual spending plan, the university determines a base of financial aid support in excess of the state required minimum of 15% of tuition. For example, the FY23 original spending plan allocated over $5.5M in financial aid to students compared to the required minimum tuition set aside of $3.9M, an excess of $1.6M or 41% more than required. A recent analysis suggests, however, that to truly

improve our enrollment outcomes we need to invest at least another $1 million in financial aid annually. This still puts our funding sources below the other three CSUs, but it is a step in the right direction. We are currently investing those expanded funds in the recruitment for 2023-2024. Using an enrollment model developed by Othot, we are being more tactical in who receives the aid (likeliness to enroll) and hope to improve our yield rate as a result.

WCSU's finance team is led by the vice president of finance & administration who reports directly to the university president. The finance team is well-defined with appropriate segregation of duties: accounting, accounts payable, administrative services (oversees card services and purchasing), bursar/cashier, payroll, and budget, information technology & innovation, facilities, auxiliary services, and public safety. These departments are staffed with long-term professionals, well-versed in their respective functions, with job descriptions clearly articulated and based on the relevant bargaining agreements.

In FY23, WCSU started implementing the line-item budgeting approach in the face of its fiscal challenges, replacing the long-term "lump sum" approach (see example below for comparison between the two approaches). This novel approach empowers the cost units to plan for their respective operations more efficiently and provides meaningful data points as the university works to search for efficiencies across the board.

Account	Account Description	Prior to FY23 "lump-sum" approach	Starting FY23 "line-item" approach
700000	General & Admin OE	$5,000	
701404	Honoraria		$500
701501	Subscriptions		$1,000
705000	Travel - InState		$200
705100	Travel - OutState		$2,000
705600	Virtual Conferences		$250
707300	Supplies - Office		$400
707301	Supplies - Food/Bev/Meals		$450
707350	Printing & Binding		$200
	Total	**$5,000**	**$5,000**

This approach has transitioned WCSU from a top-down to a bottom-up approach to budgeting. Annually, in the early spring semester, the budget office disseminates three years of historical data and current expenditures to division and college heads to prepare a detailed budget proposal by line-item with justifications. After review by the respective vice presidents, the budget proposals are compiled into the overall university budgets and reviewed by the VP of Finance and Administration and university president before submitting to the CSCU system office. Training is available to new employees with budget management responsibility and current employees who need a refresher. The budget analyst also meets with division and college budget managers monthly (for areas with less significant budget size the meetings are on quarterly basis) to review actuals against budget, communicate any unexpected events that would require budget reallocation to minimize "surprises."

With about 80% of the university's expenditures being salaries and fringes, WCSU was able to balance its FY23 budget by freezing 73 full-time vacant positions, saving over $11.2M. The Position Review

Committee (PRC), composed of the VP for finance and administration, provost/VP of academic affairs, chief human resources officer and the VP for enrollment management and student affairs assistant vice president for enrollment management, is charged with reviewing all full-time position requests and recommends actions to the university president. The formation of the committee in 2021 has improved the deliberation process for new positions, with greater scrutiny of the budget impact than in prior years.

Contingency planning and frugal spending are essential in balancing the budgets given uncertainty around enrollment, state appropriation, and contributions to the cost of fringe benefits. For example, when seeing its fall 2022 headcount was 4,417, a decrease of 385 or 8% compared to fall 2021 census headcount 4,802 (the original enrollment assumption was the fall 2022 enrollment would be 4,760, 42 or 1% down from fall 2021 census), WCSU was still able to balance its budgets with its contingency budget of about $1M and 10% operations and expenses reduction that generated savings of over $1.8M. These practices, now in place, have helped WCSU reverse the downward trend in our UNP.

When a new academic program is proposed, the requesting departments are required to provide program financials to the director of financial planning and budgets which include projected enrollment and projected administrative, instructional, and operating expenses over a 3-year period. After the pro forma budget is finalized, it is submitted to the University Planning & Budget Committee (UPBC), a sub-committee under Senate, for review and approval. The provost then presents the approved program proposal including the pro forma budget to the BOR. If the BOR approves the proposal, university representatives return to the BOR in the fourth year to present actual performance data.

WCSU's accounting office is responsible for ensuring the integrity of financial data through the efficient recording of fiscal transactions in accordance with Generally Accepted Accounting Principles (GAAP) as well as state and federal internal control and reporting guidelines. We monitor transactions through reconciliations, assisting with reporting platform Web FOCUS setup and maintenance, and other internal control measures. WCSU is subject to state and public audits including annual audits by Grant Thornton and biennial, cumulative, internal control audit by State of Connecticut Auditors of Public Accounts, the results of which are reported to WCSU's president, the CFO, and to the BOR Audit Committee. The university also undergoes annual A-133 sponsored programs and financial aid audit, periodic financial aid program audit, VA (Veteran Affairs) annual audit, NCAA annual reporting and reviews, and annual CSU 2020 bond-funded projects currently audited by Cohn Reznick, CPAs.

WCSU does its fundraising activities through the WCSU Foundation, a nonprofit, tax exempt 503(c)(3) organization to supplement the resources that are available to the university in support of their programs. The foundation is directed by a volunteer Board of Directors composed of alumni, business leaders, and community members. Ex officio members of the board include the university president, provost, CFO, as well as a student representative (president of the Student Government Association) and a faculty member. The assets of the WCSU Foundation are not available to WCSU for use at its discretion. The University, through its Controller's office, receives a copy of the Foundation's audited financial statements. As of end of FY22, WCSU Foundation has 1) $2,057,235 for net assets without donor restrictions, and 2) $24,986,335 net assets with donor restrictions for total net assets of $27,043,570. A recent evaluation of this area has pointed to a need for more focused strategies for fundraising. The Foundation Board has agreed to hire a consultant to help address some organizational issues that will prepare them for a new VP for Institutional Advancement.

The foundation conducts its fundraising activities in compliance with foundation bylaws and policies and the Uniform Prudent Management of Institutional Funds Act. Top priorities include raising money for the institution's endowed scholarships, special programs, and athletics. The university's office of institutional advancement oversees all philanthropic efforts while working collaboratively with WCSU's mission and institutional goals. All foundation appropriations are reviewed and approved by the Board of Directors, and the board employs an independent CPA firm, Cohn Reznick, to conduct annual audits, made available to the public along with the foundation's most recent Form 999 tax returns. The State of Connecticut Audit Division also receives copies of the certified audit reports for its review and comments.

As a public institution, WCSU is subject to the fiscal affairs policies and procedures set forth by the BOR and the Office of the State Comptroller. All fiscal policies including purchasing, travel, p-card, and fixed-asset manuals are clearly written and consistently implemented to ensure compliance with the state and CSCU system policies. WCSU is also subject to state and public audits to ensure fiscal integrity and uses audit reports such as State of Connecticut Auditors of Public Accounts policy and procedure review to ensure ethical oversight of its financial resources and practices.

Information, Physical, and Technological Resources

Facilities
WCSU's campuses are comprised of 32 buildings with just over 2.5M total gross square footage. Approximately 65% of this is net serviceable square footage (which applies to visible services such as cleaning) but all building maintenance both external and internal in addition to "hidden from view" mechanical servicing (heating, cooling, plumbing, electrical) falls under the responsibility of our facilities division. Our buildings range in age from 2 to 118 years old.
Western is a two-campus university consisting of the Midtown Campus (39 acres) and the Westside Campus (369 acres). Midtown is compact and landlocked for development purposes. Westside has a large acreage overall, with a core campus size of 68 acres, but most of the area is either protected wetlands, or not conducive to development due to the topographical make-up.

In alignment with BOR and state requirements, WCSU develops a campus master plan every ten years. The most recent plan was completed in 2016, but most planned projects are not yet funded by the state. We have moved forward with the renovation of Berkshire Hall, with phase 1 scheduled to be completed in summer 2023. We also completed a renovation of the nursing labs and office spaces in White Hall in 2020, updated or added several student landing spaces in White Hall, the West Side Classroom Building and as part of the Higgins Renovation, completed in 2018.

In addition to the classrooms and specialized lab and studio spaces for instruction, the university has provided student lounges in each academic building to provide students with landing spaces to study and collaborate in between classes. In addition, the university provides academic support services such as the Math Clinic, Writing Center, Tutoring Resource Center, the Ancell Learning Commons, and the Academic Advisement Center in locations that are convenient to students seeking help. Since COVID-19, we have transitioned many of these student support services to hybrid delivery, so that students can access services remotely. This continues to be important for traditional undergraduates moving between campuses and from work to campus to home. It is also essential for many graduate students now completing their education online. Facilities are renovated and constructed under the Department of Administrative Services' direction with building efficiencies, energy conservation, and LEED certifications in mind. Currently, the university utilizes solar power, fuel cells, natural gas, and

participates in a demand response program. Use of heating oil has been eliminated, electric/hybrid vehicles have been deployed in the fleet and charging stations are installed on campus. The university utilizes life safety and security systems in its buildings. All life safety systems are maintained and tested at regular intervals to ensure proper working order. Code compliance officials, such as the fire marshal, conduct routine inspections.

WCSU has seen steep drops in facilities staffing in several areas. At this point, the staff in facilities is not sufficient to sustain the campus properly. While the university does designate a sizable portion of the overall operating budget to facilities, resources to maintain and enhance the facilities are less than adequate. These resources include both personnel and operating funds.

Vacancies are proving difficult to fill when we can recruit, and we do not have the resources to fill all that we need. As of September 2022, the following vacancies existed in facilities:

1. HVAC – 10 vacant budgeted positions, 14 historical vacant positions
2. Grounds – 6 vacant budgeted positions, 12 historical vacant positions
3. Trades – 16 vacant budgeted positions, 23 historical vacant positions
4. Custodians – 31 vacant budgeted positions, 56 historical vacant positions

The gaps in staffing have led to a reduction in cleaning services in both the academic and residential spaces. Recently, the university has taken steps to mitigate these concerns, such as implementing a snow removal service contract for the Midtown Campus grounds maintenance. The university is looking at the feasibility of utilizing other contracts to supplement cleaning services. Also, the university is working on a long-term plan for personnel levels across the university. Once those plans are in place, the facilities division will have a better understanding of how to supplement its personnel resources.

WCSU has approximately $51 million dollars in deferred maintenance. The university has many older buildings, which require infrastructure upgrades to systems such as HVAC, roof, water heaters, and building automation. The capital funding model does not provide enough resources to maintain a routine deferred maintenance program. As a result, many systems are past their functional end-of-life, and the university does not have operational funds to replace them. In fall 2022, this led to a crisis in the residence halls when air conditioning units failed. In addition, plans to reorganize spaces are hampered by leaking roofs and missing generators. The capital funding gap must be addressed by the BOR and the state legislature.

With the recent and projected reductions in enrollment, WCSU has asked the system office for permission to revisit the 2016 plan and realign our priorities. Although there is general agreement from the CSCU Vice President for Facilities and Infrastructure that this should occur, we do not yet have a start date for this analysis.

Libraries
Library and information resources are provided to students and faculty by two libraries (Ruth A. Haas Library – including the WCSU Archives and Special Collections Library – and the Robert S. Young Library) and the Information Technology & Innovation Department (IT&I). The Libraries, IT&I, and Media Services work in concert, where IT&I supports the infrastructure, and the libraries provide the curation of the information resources. The library faculty and staff develop the virtual and in-person pedagogy in ways users wish to consume them. Professionally qualified librarians and support staff support the libraries.

Personnel are managed by the director of library services and associate dean of academic success programs, who reports to the provost. Full-time librarians have faculty status and are active in the university's governance. Staff includes a mix of five full-time librarians, 17 adjunct librarians and library technicians, students, a full-time instructional designer (384 hours of faculty assistance in the last year) who supports online teaching and pedagogy, and the full-time manager of the Tutoring Resource Center.

The Ruth A. Haas Library is a six-floor facility. It houses around 235,000 titles. Students are met with an information desk upon arrival where they can be routed to a reference librarian, computer lab (on the first floor), the Tutoring Resource Center (on the second floor), the Writing Center (on the third floor) or the Center for Excellence in Learning and Teaching (on the fifth floor). Placing academic support services in Haas Library has helped us leverage the natural flow of our commuter and residential students through the library, as a landing space and study space, and driving them to tutoring and peer mentor supports.

Student assistants and staff manage the information desk during library operation hours to create a welcoming environment for those who enter. A café occupies part of the first floor and is a popular stop for students. The stacks in the library occupy the lower level (archives and special collections), the second floor (music scores and CDs), the third floor (print serials, microfilm, DVDs, and government documents), and the fourth and fifth floors (the circulating book collection). There are areas for study on all floors and designated quiet study areas with bookable study rooms. Additionally, classrooms are available on the third and fourth floors. The focus of the Young Library is to support the degrees offered by the Ancell School of Business and to provide library services to residential students on the Westside campus. It houses around 6,600 titles and is home to the Ancell Learning Commons which is a tutoring center for the school of business. The Archives and Special Collections (A&SC) Library, with its 9,200 titles, primarily serves students enrolled in history courses, the administration, alums of the university, and the public. The holdings include archival collections that document the university's history and an equal amount of material that documents the history of the community. A&SC also manages the art department's collection of art (more than 150 pieces) and some gifts of art to the university (more than 50 pieces). A&SC's book collections include rare and Connecticut related titles.

The main engine of cooperation between IT&I and library services is through the Library Services Policies Committee (LSPC), with representation from Media Services, IT&I, the libraries, faculty, and students. The LSPC reviews, develops, and recommends to the university senate and administration policies concerning the academic, administrative, and public role of the university libraries and academic success programs, including instructional design, the Tutoring Resource Center, and the First-Year peer mentor program. The LSPC advises the associate dean of library services and academic success programs on matters concerning the delivery of services to students, faculty, administration, and any others that may utilize them.

The libraries' two main content delivery platforms are its ILS (ALMA - a widely implemented system that has been adopted by our CSCU system), and its OPAC (Primo - the public facing interface for searching books and for circulation) also adopted by the CSCU system. WCSU brands their interface as WestSearch, and a content management system for website infrastructure called LibGuides. Regular training is available for all these tools when upgrades are rolled out as part of the subscription agreements. A&SC staff developed and administer Connecticut's Archives Online (CAO) allowing users to search over 8,000 archival collections in Connecticut repositories.

The libraries strongly advocate for Open Educational Resources (OERs) and together with the university administration have made inroads so that students are not overburdened with textbook cost and that materials are easily accessible to all students. They have worked closely with the CSCU leadership in promoting grants for faculty who are using, developing, or evaluating OER texts. To support this effort, the libraries pursued grant funding in FY22 to purchase $5,000 in textbooks for the Ancell School of Business and will make these texts available on reserve at the Young Library.

Information Technologies

The Division of Information Technology & Innovation (IT&I) maintains the technical infrastructure on which student communication and university web presence is maintained. The mission of IT&I is "to provide reliable, innovative, and sustainable technology to support teaching, learning and collaboration." IT&I supports instructional technology, including Blackboard Learn and information systems for managing student records, student life, campus events, and recruitment tools such as Target X. The Media Services Department supports digital video and technology to support instruction and promotion of the university, playing a vital role during COVID-19, and continuing to do so as the campus adapts to hybrid meeting and classroom protocols. IT&I, in collaboration with the Center for Excellence in Learning and Teaching (CELT), provide online resources to support students and faculty using these tools.

Both IT&I and the libraries have seen decreases in staff, which has presented challenges. While it is recognized that a drop in staff from eight to four librarians at the Haas Library from FY21 to FY24 will mean some attenuation in service, an increased reliance on pre-recorded video tutorials, virtual reference, and a reimagining of the libraries' liaison librarian paradigm have served to soften the impact of this change. However, further cuts to full-time staff would have detrimental effects on services. IT&I has addressed its diminished staffing by increasing use of technology support subscriptions (with Blackboard Learn, in particular), and on demand, pre-recorded tutorials to trouble shoot everything from log-in issues to instructional design. This approach was essential to the management of the campus during the pandemic, as people scrambled to learn how to use new technologies. It remains essential now as we adapt to a smaller campus community and adjust to new enrollment realities. At the same time, IT&I expanded the hours that the help desk was staffed, largely reliant on student interns. This has become an effective model with improved response times when compared with the pre-COVID environment. IT&I also supports the network, server, and telecommunication services, and manages all information security strategies. The diminished staffing has hit these areas harder than the user support structures. While IT&I has capably managed several issues that have been the result of power outages in the area, their staff has put in long hours to make up for lack of personnel. Additional staff will be necessary soon.

The libraries' budgets, while seeing some fluctuations due to the university's overall financial outlook, has been relatively consistent. With a 14% increase in the libraries' materials budget from FY22 to FY23, a similar increase is projected for FY24 to FY25 with an average expenditure per full-time equivalent student is projected to be around $190. The libraries' digital collections are supplemented with subscription purchases by CSCU and by ICONN, the Connecticut digital library program. It is projected that a similar percentage allocation will be maintained in the coming years and there will be a continued decrease in physical resources.

For IT&I, purchasing and support decisions and costs are partially centralized – all CSU campuses have Banner, Blackboard, and Degree Works, for example – and partially campus-determined. While it has been helpful to bring greater uniformity to system tools and technologies, there have been some

tensions around these decisions and the fiscal responsibility for the common tools. WCSU continues to collaborate with the System Office on these decisions to ensure that technology decisions do not exceed our ability to sustain them after the initial system investment. At the same time, campus-based decisions are sometimes complicated by centralized approval and contract rules. These scenarios can delay implementation of tools and technologies for important WCSU outcomes. Most recently, WCSU experienced a delay in securing CourseLeaf, which was identified as a valuable tool for scheduling and the catalog, which have both financial and student success implications. We are now working to catch up after that delay, as scheduling is essential to our financial recovery.

Students, faculty, and staff have access to Office365, Adobe, Blackboard, and Microsoft Teams with sufficient on-demand tutorials to provide user support. Specialized software for majors including editing tools for the arts, and analytic tools such as SPSS for many degree programs are also widely available online and in campus labs. WCSU continues to review policies to ensure that all students have access to the tools they need when they need them. Twenty-four-hour labs and remote access offer those opportunities.

WCSU has clearly defined data security, policies, and disaster recovery protocols. The security policies are also coordinated with the input of the system office, where information sequestering protocols were implemented approximately five years ago. Information Security Policy can be found on the website. The disaster recovery information is protected information and overseen by the IT&I Department. WCSU works to replace equipment in an eight-year rotation.

Appraisal

Human Resources
WCSU has well established practices, codified in collective bargaining agreements and in state regulations, which support the recruitment of and continued support for highly qualified personnel. Recent financial challenges have strained our ability to support the total number of staff necessary, particularly in facilities areas, to efficiently run our two campuses. In the face of these challenges, Human Resources has worked with the division heads, department supervisors, and union leadership to either redeploy or share resources where needed most. This has allowed us to continue the vital services that students require. This has also led us to reevaluate the things we do to determine if they can be performed more efficiently or eliminate some tasks.

In addition, the goals for hiring diverse faculty and staff are still lagging. The work done to ensure that the make-up of our search committees is diverse is important, as is the move to feature a statement more prominently on our commitment to diversity in our advertisements. However, as noted in Standard Two, WCSU has not yet fully developed a campus plan for diversity, equity, and inclusion. This gap may be hindering stronger progress toward our diversity goals.

Financial Resources
Although WCSU has always complied with state, federal and system-wide rules for managing its financial resources, the responses to sinking enrollments were not sufficient. Under the leadership of the former president, WCSU focused on improving recruitment rather than reducing expenses. Although those recruitment strategies (particularly the out of state initiatives) did bring in new students, they could not stem the tide of decreasing enrollments from students in Connecticut.

Enrollment by State 2016-2021

	2016	2017	2018	2019	2020	2021
NY	245	440	653	797	853	816
NJ	11	11	25	33	61	64
CT	4,687	4,364	4,119	3,846	3,454	3,074

The university missed enrollment targets nearly every year in the last ten years. At the same time, labor costs, including the costs of fringe benefits, continued to increase due to inflation, contract negotiations, and hiring needs. This led to a pattern of budget reconciliations, which were approved by the BOR, that relied on our operating reserves. This proved to be an unsustainable practice as it drained reserves from $24 million in 2012 to a negative $2.3 million in FY 2021. In FY 2022 and 2023, we have been successful in starting the process of restoring those reserves, ending with a UNP of approximately $1 million in FY 2022 and on track to reach $4 million in FY 2023.

In addition, the organizational structure contributed to a lack of centralized oversight of the total budget. When the former vice president for finance and administration left in 2013, the interim appointee was redefined as a chief financial officer. The departments reporting to the CFO were limited to fiscal affairs and the budget office. Decisions about facilities budgets rested with the chief facilities officer and the vice president of student affairs oversaw contracts for auxiliary services. This led to a lack of coordination and information about spending and contracts in the CFO's office. At the same time, the cabinet was expanded to include 12 representative members, which hampered decision-making.

Recent input from NCHEMS has led to a restructuring of these offices, returning the CFO to the vice president level, and restoring the appropriate reporting lines to that office. This centralization and coordination have already resulted in savings through new contract negotiations, line-item budgeting practices, and the hiring of a capable bursar. We anticipate greater efficiencies as we review the campus facilities plans with the CSU system vice president for facilities planning and real estate.

Unfortunately, although the reorganization of departments under fiscal affairs has led to greater oversight of financial decisions that allowed for these gains in our reserves, the last two years have seen significant funds allocated from HEERF funding. Most of this will be gone in the FY 2024 budget, leaving us with an estimated $12 million gap in funding. Strategies for deficit mitigation are now underway with the System office.

Information, Physical, and Technological Resources
The university has more than sufficient classroom and office space to support its academic mission. Despite budget challenges, WCSU has managed to refresh those areas as needed and extensively uses in-house talent to do minor capital improvements. Working closely with faculty, the Library and IT&I staff have been collaborative and forward thinking in their support for open education resources and shared support for instructional design. In addition, they continuously look for ways to streamline processes to avoid duplication of resources. Nevertheless, the current fiscal situation has strained our capacity to keep up with efforts to maintain resources, both physical and virtual.

Projections

Despite the depth of analysis completed at the university over the last two years, the reality is that our financial future is still of great concern. Recommendations from NCHEMS have provided some guidance, but their overall recommendations for focusing on our local recruitment area do not suggest we can count on a significant increase in enrollments in the near or even medium term. Although Danbury Public Schools are growing, and we have many connections with them to keep us front of mind, there are financial challenges for students there that often lead to delayed college enrollment or opting for the free community college option first.

Implementation of data driven decisions around financial aid awards will help our yield rate, which is encouraging. This is an excellent step toward improving our use of data to make strategic recruitment decisions. We anticipate increasing that focus going forward as we work to continue to mitigate the demographic challenges we are facing.

Our efforts to move graduate programs online has been a positive strategy, but we are facing challenges in this market from our peers in the CSCU system, regional private schools who have graduate rates comparable to ours, and online universities with a strong foothold in CT (Arizona State University and Southern New Hampshire University). Our efforts to develop two undergraduate degree completion programs are important for students who have stopped out over the years, but they are unlikely to become substantial portion of our enrollments given the plethora of online providers in the region.

We have been successful in reducing our course schedules to better reflect actual demand. Next year we will implement new course scheduling software to create even greater accuracy in section projections, while also addressing the balance of the schedule. Steps so far have reduced the over number of courses scheduled by 23%, effectively reducing part-time faculty staffing as a result. We have reduced overall staffing from a total of 1,074 in FY18 to 961 in FY 23. These changes have helped reduce the overall cost of operations, which is a step in the right direction. Unfortunately, it is still not enough to create a sustainable budget. Given all these factors, WCSU will need additional investment from the state to sustain us.

WCSU serves a student population that comes from working-class families. Many of them are first-generation students who look to college as a path to upward mobility. They will stay in Connecticut, work here, pay taxes here, raise their children here, and buy goods and services here. In other words, WCSU students are the economic engine of the Danbury community and the state of Connecticut. It is imperative that we work with the state to ensure that we can continue to provide an affordable education for the students we serve.

At the same time, we will need to redesign operations for a smaller university. This design is likely to include some program closures, reconsideration of the configuration of the two campuses and strategic investments in both infrastructure and new degree offerings. There is likely to be some reduction in staffing as we make these decisions, but such reductions must be done with a plan, not just to close a budget gap.

With the approval of the state budget as of June 6, 2023, we are now clear on the true scope of our budget gaps for the next three years, and we are working closely with the CSCU System Office to develop strategies for achieving financial sustainability. We anticipate that a fully developed plan will be ready by the end of the fall 2023. The campus community eagerly awaits our next steps.

Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)
IPEDS Retention Data					
Associate degree students *(fewer than 5 cohort members)*					
Bachelors degree students	73.7%	75.5%	69.9%	74.5%	76.0%
IPEDS Graduation Data (150% of time)					
Associate degree students *(fewer than 5 cohort members)*					
Bachelors degree students	52.3%	51.1%	52.9%	51.2%	53.0%
IPEDS Outcomes Measures Data					
First-time, full time students					
Awarded a degree within six years	43.3%	48.4%	50.6%	51.5%	54.0%
Awarded a degree within eight years	46.2%	52.1%	53.9%	53.7%	57.0%
Not awarded within eight years but still enrolled	2.6%	4.7%	0.4%	1.6%	3.0%
First-time, part-time students					
Awarded a degree within six years	14.3%	5.3%	11.8%	23.5%	24.0%
Awarded a degree within eight years	19.0%	5.3%	17.6%	23.5%	25.0%
Not awarded within eight years but still enrolled	0.0%	0.0%	5.9%	5.9%	6.0%
Non-first-time, full-time students					
Awarded a degree within six years	45.9%	56.9%	47.8%	57.3%	60.0%
Awarded a degree within eight years	57.9%	59.0%	49.1%	57.3%	62.0%
Not awarded within eight years but still enrolled	1.0%	2.8%	0.5%	1.2%	2.0%
Non-first-time, part-time students					
Awarded a degree within six years	36.4%	44.4%	40.7%	46.5%	48.0%
Awarded a degree within eight years	47.0%	47.1%	43.2%	46.5%	51.0%
Not awarded within eight years but still enrolled	3.0%	2.6%	0.0%	1.4%	2.0%
Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1 First-time, full time students with HS GPA of 85 or higher	81.6%	83.2%	76.5%	80.0%	82.0%
2 First-time, full time students with HS GPA below 85	63.1%	69.3%	64.2%	65.4%	68.0%
3					
4					
5					
Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1 First-time, full time students with HS GPA of 85 or higher	65.6%	62.3%	64.6%	66.2%	67.0%
2 First-time, full time students with HS GPA below 85	41.2%	40.9%	42.4%	36.0%	40.0%
3					
4					
5					
Definition and Methodology Explanations					
1 We measured high school GPA on a 100-point scale, where 85 indicates "B" or better.					
2					

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

Source: IPEDS Outcome Measures (after 8 years)	Bachelor-Seeking Cohort Entering			
Category of Student/Outcome Measure	8 years ago	9 years ago	10 years ago	11 years ago
First-time, Full-time Students				
Degree from original institution	54%	54%	52%	46%
Not graduated, still enrolled at original institution	2%	0%	5%	3%
Transferred to a different institution	31%	33%	31%	37%
Not graduated, never transferred, no longer enrolled	13%	13%	12%	14%
First-time, Part-time Students				
Degree from original institution	24%	18%	5%	19%
Not graduated, still enrolled at original institution	6%	6%	0%	0%
Transferred to a different institution	35%	53%	63%	5%
Not graduated, never transferred, no longer enrolled	35%	23%	32%	76%
Non-first-time, Full-time Students				
Degree from original institution	57%	49%	59%	58%
Not graduated, still enrolled at original institution	1%	0%	3%	1%
Transferred to a different institution	25%	32%	25%	36%
Not graduated, never transferred, no longer enrolled	17%	19%	13%	5%
Non-first-time, Part-time Students				
Degree from original institution	46%	43%	47%	47%
Not graduated, still enrolled at original institution	1%	0%	3%	3%
Transferred to a different institution	31%	35%	35%	9%
Not graduated, never transferred, no longer enrolled	22%	22%	15%	41%

Measures of Student Achievement and Success/Institutional Performance and Goals

	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 b					
1					
2					
3					
4					

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

1					
2					
3					
4					

Definition and Methodology Explanations

1
2

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

	3-Years Prior		2 Years Prior		1 Year Prior		Most Recent Year	
	(FY 2)2019		(FY 2)2020		(FY 2)2021		(FY 2)2022	

State Licensure Examination Passage Rates

Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
Foundations of Reading	11	11	15	12	11	10	14	13

National Licensure Passage Rates

Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
BCBA exam pass rates 2019,20,21	22	14 64%	28	23 83%	17 T.LV	15 88%	021 TLIV-39	23- 59%
NCLEX	66	61	70	64	68	62	68	62
Praxis	68	51	84	66	118	74	68	49
edTPA	7	n/a	0	n/a	33	n/a	39	34

Job Placement Rates

Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)

Completion Rates

Placement Rates

Please enter any explanatory notes in the box below

Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Next Year Forward (goal) (FY 2024)
Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	80.8	86.5	80.1	90.2	85
Graduation rates @ 150% time	74	82.3	78.3	62.3	75
Average time to degree	2.5	3	2.9	2.6	2.7
Other measures, specify:					
Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year	77.8	71.4	85.7	75	80
Graduation rates @ 150% time	52.6	70	61.5	33.3	65
Average time to degree	5.1	4.7	5	4.3	4.4
Other measures, specify:					
First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates					
Retention rates	77.1	80.6	84	76.9	80
Graduation rates	68.8	78.8	84.4	72.9	80
Average time to degree	2	2.3	2.2	2.1	2
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations					
All on-ground and hybrid masters programs.					
Ed.D, Instructional Leadership and Ed.D Nursing Education					
Not applicable.					
MFA Creative & Professional Writing and MS Applied Behavior Analysis					
Not applicable.					

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

Western Connecticut State University (WCSU) has robust assessment practices that guide decision making regarding academic outcomes and student success. All academic programs have published learning outcomes which are regularly assessed, and many programs carry specialized accreditations. We routinely analyze data related to retention and graduation rates and have implemented practices to improve those outcomes. Our co-curricular programs have established goals and outcomes, and in recent years, we have routinely assessed those goals.

Since our fifth-year report, WCSU has fully assessed its new general education curriculum and found important gaps in the goals of that program (See General Education Assessment Reports). In addition, our recent engagement with the National Center for Higher Education Management Systems (NCHEMS) identified the cost of the curriculum as an area to review. In summer 2022, one of several summer working groups focused on that curriculum and, as a result, we are discussing significant revisions to that program. We have also adopted a new model for our education access programs that are now under review. Several programs have secured specialized accreditation (ABET, CEPH, NASAD), and we have implemented a peer mentor program to improve retention.

In recent years we have improved our reporting of institutional data, both through the university Assessment Committee and the Office of Institutional Research and Assessment (OIRA). In addition, we have increased the focus on student outcomes at the academic department level. Reflection on student learning outcomes and enrollment patterns are part of department annual reports. Starting in AY 2023-2024, those reports will include a focus on equity in those outcomes. After revising the charge of the University Assessment Committee, that body led the project of defining university outcomes. These outcomes will play a significant role in creating a better alignment between curricular and co-curricular activities. This alignment process flows from our experience with NCHEMS and recent university reorganizations. We anticipate the development of an action plan from that alignment that will support both recruitment and retention. Since our review in 2013, WCSU has developed a culture of assessment.

Description

Institutional Outcomes Assessment
The OIRA is staffed by a director (hired in 1996) and a student worker (2019-20 and 2021-22). The office staff respond to federal, state, other external surveys, and internal requests for information. The mission of OIRA is to improve the quality of information for problem solving, decision making, assessment, and effective management of the university. A variety of data instruments, forms, surveys, and reports are produced on a regular basis. The OIRA director gathers and reports data on the state and national level which helps us better understand not only our institution but also to see how we are doing compared to other similar institutions. Below is a description of the institution-wide data collection managed by OIRA.

During each year, from August through April, the federal government requires the university to respond to the Federal Integrated Post-Secondary Data System (IPEDS) Surveys. The director serves as the key holder for the dozen IPEDS reports by coordinating the timely submission of reports, with assistance from the library, finance, and human resources staff. IPEDS data forms include: 12 Month Enrollment, Admissions, Degrees Conferred (Completions), Fall Enrollment, Finance, Student Financial Aid, Graduation Rates (6-year and 8-year), Human Resources, Institutional Characteristics, Outcome Measures, and Academic Libraries. To respond to IPEDS and other data requests, it is essential for the

director to save third week and end-of semester data at the student level. This unit level data repository also facilitates retention tracking and calculation of graduation rates by matching student identification numbers over time.

The director maintains longitudinal data files of students, degree recipients, course outcomes, and admissions applicants. These data sources are used for mandatory CSCU system and other state reports, including a seven-page Semiannual Statistical Report (SASR). For example, after the third week of classes in fall and spring semesters, the director completes the SASR, summarizing data on headcount and FTE enrollment, faculty counts and FTE, admissions applicants, students with disabilities, and credit hour production. SASR profiles may be compared with previous semesters to reveal declining enrollment and changing disposition of applicants. The director sends data on degree recipients to the system office, and, with the assistance of the US Census Bureau, data are matched by name and birthdate with employment and earnings data from one to ten years after graduation. The director receives data summaries and makes comparisons between WCSU and other state universities. This collaboration is called the Postsecondary Educational Opportunity (PSEO) initiative. A census bureau website displays an interactive dashboard called the Post-Secondary Employment Outcomes Explorer.

The National Survey of Student Engagement (NSSE) has been administered to first year and senior students every other spring semester. The director has access to market forecasts and occupational data from external data sources such as JobsEQ (maintained by Chmura Associates). For a particular academic program, he can produce a report for the surrounding geographic area that shows the other universities and colleges that have graduates in the program. The foundation of the university's assessment procedures is the academic program review process which involves a cycle of up to seven years by which each department reviews its effectiveness. This process ensures the program's mission, goals, and objectives align with the university mission and strategic goals. It also includes direct and indirect assessment measures, student enrollment, retention, and graduation rates. The process also ensures that programs gather and assess data yearly and use this data to inform programmatic changes, as necessary. The data collected include student learning outcomes through direct and indirect measures; student enrollment, retention, progress, and graduation rates; and review of compliance with federal standards. A review of data is to determine the curriculum is aligned with learning outcomes, sequenced appropriately, and cognate courses support course sequencing. This process is reviewed by the Department Program Review Committee and at least two external evaluators from New England Commission of Higher Education (NECHE) institutions or practitioners from appropriate fields. The data are used to develop an action plan which includes projected improvements. This process is codified in the Faculty Handbook.

Accredited programs collect data annually per the academic program review process, but do not require the inclusion of peer external evaluators because of their existing external reviews by their accrediting bodies. There are currently 12 accrediting organizations which regularly review programs at the university (adding four since our last self-study). These programs are subject to rigorous review by outside experts in the field and must meet standards set forth by these bodies to maintain their accreditation. These accreditation organizations include the Accreditation Board for Engineering and Technology (ABET), National Association of Schools of Music (NASM), National Association of Schools of Art and Design (NASAD), National Association of Schools of Theatre (NAST) Council of Accreditation of Counseling and Related Educational Programs (CACREP), American Chemical Society (ACS), Commission on Collegiate Nursing Education (CCNE), Council on Education for Public Health (CEPH), Council on Social Work Education (CSWE), Council for the Accreditation of Educator Preparation (CAEP), Council on

Education for Public Health Accreditation (CEPH), and the Association to Advance Collegiate Schools of Business (AACSB).

Some accredited programs use standardized instruments to assess student learning. For example, the business programs, accredited by AACSB, use the Peregrine Programmatic Assessment, Watson Glaser Critical Thinking Assessment, and the Capsim TeamMate Assessment. These tools help the faculty adjust their curriculum, support services, and assure they are meeting their AACSB accreditation benchmarks. Standardized and department developed tools are used to facilitate the assessment feedback loop which includes goal setting, data collection, timeline and task assignment, data analysis, closing the loop activities, and plans for the next assessment cycle. The assessment process, tools, and graduation rates are posted on the [Ancell School of Business website](#). The business school is accredited by AACSB International, the premier accreditation institute for programs offering degrees in business and accounting, with a notation that less than 6% of global business schools have earned AACSB accreditation.

 In the Macricostas School of Arts and Sciences, a standardized exam developed by the American Chemical Society and the Diagnostic of Undergraduate Chemical Knowledge (DUCK) are used to assess chemistry majors. The Computer Science Department assesses students with the Major Field Test of Computer Science (MFT). The Education Department, as well as subject-related departments such as mathematics (for the BS Secondary Education Math), use the Praxis exam to measure subject-specific knowledge and teaching skills. Nursing students are measured by the NCLEX licensing exams and examine the year-to-year passing rates. Other accredited programs use assessment methods which best fit the standards set forth by the accrediting body. For example, both the Department of Social Work and the Department of Health and Promotion and Exercise Sciences utilize advisement surveys to assess student access to and satisfaction with advisement experiences (an important part of the accreditors' expectations). Advisement is particularly important with our student population which includes 30% transfer students and 33% first generation students. The surveys of both programs are like Likert scale instruments which examine access to, assistance from, and satisfaction with the advisor and advisement process. The work of these departments has been shared with the deans of the other three schools and there is currently discussion about developing a tool to distribute more widely than just two departments.

Programs not assessed by accrediting bodies either use standardized instruments or guide their evaluation protocol by professional organization standards. For example, the Psychology Department's assessment standards, which measure the application of five content areas of psychology, are based on the American Psychological Association's Guidelines for the Undergraduate Psychology Major (version 2). The Psychology Department has developed a Psychology Breadth Assessment, then evaluated the scale reliability, item difficulty, and item discrimination of the measurement tool. They are currently gathering data during successive semesters to determine changes in the student scores from first-year student to senior year.

 Other programs use professional organization and association guidelines to establish their assessment process. For instance, the math department's BS in Applied and Computational Math learning outcomes are guided by reports from the Society for Industrial and Applied Mathematics (Education Committee Report on Undergraduate Degree Programs in Applied Mathematics), the National Science Foundation (Ten Big Ideas – Harnessing the Data Revolutions), and the Park City Math Institute's Curriculum Guidelines for undergraduate programs in data science. The World Languages and Cultures Department uses an assessment plan that is guided by the American Council on the Teaching of Foreign

Languages (ACTFL) proficiency outcomes. The Justice and Law Department participated in the Self-Assessment Employability Study, which was part of a two-year grant funded by a Lumina Grant and part of a larger CSCU grant to improve equity results and the program review process. The employability self-assessment project focused on five categories, graduation preparation, career support services, employer engagement, student and alumni engagement, and public information. The results of that project have resulted in greater focus on assessment overall, and several revised courses.

General Education Assessment
The development of the current general education program provided another opportunity for the assessment of university outcomes. Our 2013 decennial report to NECHE (then NEASC) pointed out that our general education program lacked learning outcomes and therefore was not assessable. As a result, the university embarked on a general education revision process that addressed that gap. Through the work of the General Education Committee and the University Senate, the new general education identified 13 competencies (categories) and learning outcomes for each competency were established. Courses that met the learning outcomes were then assigned to corresponding competencies using a vetting process established by the General Education Committee. (See Gen Ed Designation Application in the Faculty Handbook). When courses are approved for inclusion in the General Education Program, faculty understand that they should be prepared to supply examples of student work for assessment as indicated on the application:

> *All competency courses will be assessed on a rotating basis. Faculty teaching these courses should identify an artifact (papers, tests, video recordings, portfolios, etc.) that represents the student's ability to demonstrate the outcomes described. The form of the artifact is entirely up to the person teaching the course, but faculty teaching general education courses should be prepared to supply samples of student work when the particular competency is being assessed.*

Our earliest assessments of the General Education Curriculum focused on asking for faculty feedback about the learning outcomes and the development of evaluation processes or rubrics. These retreats and workshops resulted in several minor adjustments over the last five years. These conversations were followed up with assessments of selected competencies (First Year Navigation, Quantitative Reasoning, Intercultural Competency, Information Literacy, Writing Tier 1), as we worked to understand the impact of this new curriculum. A broader review of the rest of the competencies took place in 2020-21 and 2021-2022. We piloted an approach in 2020-21, amended it for the following year, with a published rotation of assessments and a fully developed process. This process included:

1. Published rotation of the competencies to be assessed.
2. Random selection of the courses to be included in the assessment.
3. Notification of the faculty teaching courses included in the assessment.
4. Distribution of the rubric and the expectations for the instructor's evaluation of the outcomes.
5. Distribution of the same work samples to ad hoc committees serving as second evaluators of the general education outcomes.
6. Ad hoc committees submitted their reports to the provost, who summarized all findings for distribution to the General Education Committee and the Assessment Committee. Those bodies were charged with determining the need for any next steps.

Sample rubrics, memos, and reports are included in the document folders for this standard.

Over the past five years, the nascent general education has had its benefits and challenges. One benefit was the development of universal learning objective rubrics for courses associated in each competency. This ensures that students taking SOC309 Food, Justice, & the Environment or SW220 Diversity, Equity & Inclusion are measured using the same intercultural competence standard. Using 13 competency rubrics for evaluating student learning provides the assessment committee with a broader perspective of how students are achieving competence in each area. Instead of evaluating students in each course, we can now see how well our students are meeting expectations in each of the competencies.

Some of the challenges we are experiencing are that some faculty are still learning the evaluation process and are unclear on how to complete the assessment. Other faculty have not provided adequate artifacts to the *ad hoc* committees. In some cases, we are discovering that some faculty were not fully aware of the learning outcomes their courses were supposed to support. In the most recent assessment, some faculty have offered feedback on the way the learning outcomes are written.

Despite these challenges, the recent assessments provided evidence of the need for some revisions to our general education curriculum and some reconsideration of which courses should be included in each competency category. At the same time, WCSU received input from NCHEMS that the current General Education curriculum is not as cost-effective as more typical general education programs. As a result, we are considering a major revision to this approach which is currently being evaluated through our shared governance processes.

Co-Curricular Assessment
In 2016, the vice president for student affairs assembled an assessment team to elevate assessment as a priority within the division, to make assessment an integral and routine part of our work, and to align assessment practices with the university's strategic plan. Professionals working in the division understand that student engagement and retention are the responsibility of everyone, and that student affairs offices play a unique role in contributing to the overall success of our students. The student affairs assessment committee was charged with guiding and managing evaluation within the division, aligning assessment practices across various departments, and creating an assessment report for the division. Data were collected and analyzed within the Division of Student Affairs and was used to drive data-informed decisions to promote student success.

While the student affairs division had always been concerned with student success and regularly sought student feedback, the creation of an assessment team helped create a more systematic approach. The division recognizes that assessing student learning outcomes (SLOs) promotes a culture of continuous improvement within the division, and allows us to develop and align services to support student success and retention, and on-going, rigorous assessment allows us to identify emerging trends and gaps in services that may contribute to attrition rates, and finally, our assessment efforts should link research to practice allowing us to continuously evaluate what is working, what's not working, and make changes accordingly. Assessment is now part of the student affairs administrative cycle, with directors outlining their assessment plans annually and working with the committee as they progress through the 2-year cycle. This approach demonstrates commitment to measuring our impact, improving services, and accountability. The assessment process for each department consisted of identifying where SLOs were practical and possible. Each area identified SLOs adopted from their respective professional standards (CAS, NACE, NASPA), developing an assessment plan and methodology, collecting, and analyzing relevant data, describing the impact of the assessment and evaluation of their department, and next steps or how the assessment will inform changes for each department.

Departments not assessed by accrediting bodies (which are most departments within student affairs) use standardized instruments within their field or developed their evaluation protocol using their professional organization standards. For example, the Alcohol and Drug Prevention office has administered the Core Survey Alcohol and Drug survey seven times over 15 years. The Core survey is a nationally normed survey used to assist universities in obtaining accurate information about the effectiveness of their efforts to prevent substance abuse. The SkyFactor Benchmark surveys were administered in 2018 by three separate departments, Housing and Residence Life, Center for Student Involvement, and Recreation. Skyfactor Benchmarks (formerly EBI) provides market-leading assessments and benchmarking that empower programs across the university to identify areas of improvement for maximum impact on student outcomes. The Counseling Department administered the Healthy Minds Survey in fall 2021. This baseline assessment will allow various departments to track improvements in overall mental health indicators and wellness. SkillSurvey was administered to student employees across division departments in 2019. SkillSurvey allowed us to provide a uniform evaluation to student employees and measure proficiency levels using the National Association of Colleges and Employers (NACE) competencies. The Athletics Department administered a campus climate survey in 2020.

Institutional Outcomes Assessment
Headcount, Retention and Graduation Rates: In the last 10 years, the university enrollment (heads) has declined from 5,631 in fall 2019 to 5,246 in fall 2020, and 4,802 in fall 2021 (see Data First form 5.2). This significant decline is worse than the changes at the other CSCU campuses, 2020 and 2021 was only .8%, but in line with the declines predicted by the larger demographic shifts in the region. These changes have required us to rethink our program offerings (with some program closures and other program additions, as detailed in Standard Four) and to address our scheduling practices (particularly, online vs. on ground programs) to reduce the number of sections offered and still meet the needs of our students.

Despite these obvious challenges, WCSU has worked hard to improve outcomes for the students we serve. We are pleased to report improvements in both retention and graduation rates since our last report to NECHE.

Six Year Graduation Rates for First-Time Full-Time Students

2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort
48.5%	52.3%	51.1%	52.9%	51.2%

First Year Retention Rates for First-Time Full-Time Students

2017 Cohort	2018 Cohort	2019 Cohort	2020 Cohort	2021 Cohort
73.7%	73.67%	75.46%	69.9%	74.5%

We attribute improvements in these areas to several factors including the general education curriculum, the first-year program, the peer mentor program, published four-year plans and the adoption of pre-major pathways (meta majors).

WCSU is becoming more data-driven in our retention efforts. For example, after consistently evaluating the students we lose each year, we found that the greatest predictor of retention was the high school GPA (Grade Point Average). We explored several other factors (socio-economic, first generation, for example) but found that nothing was as strong as high school GPA. Looking at the data, we found that there is a significant difference in outcomes for students whose high school grade point averages were

above or below B (85 on a 100-point scale). There is a retention gap of 12.8 to 18.4 percentage points between students with HS GPA above and below B. For the last three years, one-year retention rates were 81.5%, 83.6%, and 75.1% for students with B or better, compared to 63.1%, 68.5%, and 62.3% for students below B. To address this gap, we have developed mentoring and tutoring programs for regular-admit first-year students whose high school GPAs were below 85%. The impact of the pilot peer mentoring program was that students who had peer mentors had a 9% higher retention rate than those in this group that did not. We are continuing to examine this strategy as we revise our overall first year experience.

Looking at retention data over a five-year period (2016-2020), we determined that of those 3,648 undergraduates who left our university, 52.7% continued to receive their education at other postsecondary institutions. Many of those students (33.4%) moved on to a broad range of institutions, 47.6% went on to attend local community colleges, 9.7% attended other Connecticut state universities, 4.7% attended the University of Connecticut, and 4.5% attended five private universities. The substantial number who go to community college are likely linked to the HS GPA variable identified earlier. In other cases, they may be seeking various kinds of programs or certificates or seeking a more affordable first two years of college. For those not in the high-risk category some may be seeking occupational-specific programs or lower costs may draw students to community colleges. Some students may see our institution as a regional steppingstone school to other institutions.

To gain greater insight into our retention percentages, we also examined students who left by major. During the same five-year period, a WCSU undergraduate had a 15.2% chance of disenrolling, but the probability was markedly higher for Liberal Arts (42.9%), A&S Exploratory/Undeclared (30.9%), Business Undeclared (24.3%), and Interdisciplinary Studies (20.8%). This is not surprising given the unfocused nature of these majors. Although the number of students who leave from Justice & Law Administration and Psychology is large, the chance of disenrolling was lower than average. As the largest majors at the university, it is likely that the reasons students leave the university are like the whole: preparation, finances, or an interest in a more elite program.

To address these retention challenges, over the past three years we have instituted more focused first-year courses to help students engage in their major and the institution. This has yielded some improvement, but there is more to do. We are now working to strengthen the engagement piece of our first-year program and enhance our first year advising strategies through the strategic deployment of professional advising staff.

While the undergraduate degree programs have been a focus of our retention and graduation rate initiatives, our graduate programs have performed well in these categories. This is likely due to the professional focus of the programs, making completion not just about the learning experience but also the potential impact on our students' careers. It is also the case that graduate students are already successful students. Having completed their undergraduate degrees with GPAs of 3.0 or higher, they are ready to learn.

Degree Title	17-18	18-19	19-20	20-21	21-22
MBA Business Administration	75%	73%	89%	62%	83%
MHA Health Administration (Online as of 2020)	80%	75%	88%	73%	100%
MS Homeland Security (Online) Just launched					
MS Integrative Biological Diversity (Joint Program)			64%	43%	100%

MFA Creative and Professional Writing (Online)	93%	75%	79%	67%	65%
MA History	100%	33%	80%	80%	75%
MA Mathematics (Parked)	50%	100%	67%	100%	100%
MS Addiction Studies			88%	100%	94%
EdD Instructional Leadership (Online as of 2020)	92%	100%	71%	100%	75%
MAT Secondary Education		67%	78%	100%	88%
MS Applied Behavior Analysis (online)	87%	77%	81%	87%	80%
PMC Applied Behavior Analysis (online)	50%	89%	100%	75%	50%
MS Counselor Education (online as of 2020)	93%	88%	92%	84%	100%
MSED Literacy & Language (Online as of 2020)		80%	100%	85%	75%
MSED Special Education (online as of 2020)		100%	100%	67%	100%
MS Human Nutrition					80%
EdD Nursing Education (Online) (Alternate Year admission)		75%		80%	
CAS Adv. Practice Nursing	92%	88%	88%	87%	86%
MS Nursing	92%	88%	88%	87%	86%
MFA Visual Arts	100%	100%	100%	100%	100%
MS Music Education (Parked)	100%	100%	100%	100%	50%

It should be noted that some of the variability is the result of small cohort sizes. If a program is listed as parked, it means we are not admitting students while we review enrollment strategies. Looking over the outcomes, there appears to be no significant difference in student retention if a program is online or on the ground. Six-year graduation rates are between 65-100%. We use the six-year range because most students attend part-time and occasionally pause to address life issues. Most programs see those rates at 78-90%, but there is some variability stemming from some small class sizes. Overall, the outcomes of our graduate programs are strong.

We are also concerned with the potential economic benefits of earning a WCSU degree. Using U.S. Census data, we compared income outcomes of our bachelor's degree recipients with our sister schools in the Connecticut State University system. Our graduates out-earn, on average, students from our sister schools.

CSCU Post Bachelor's Income Comparison

	Western	Eastern	Central	Southern
At 1 year	$37,976	$34,039	$39,097	$36,018
At 5 Years	$55,260	$51,016	$57,104	$52,705
At 10 Years	$68,836	$62,984	$69,511	$63,723

Post-Secondary Educational Outcomes (PSEO)

Our analysis of NSSE data reveals that, in general, engagement indicators of WCSU seniors are like the comparison group drawn from public master's universities. For most items, WCSU seniors' levels of engagement are like those of their counterparts, except for peer collaborative learning. In contrast, WCSU first-year students often appear less engaged in learning than the comparison group. The WCSU first-year students mean scores are for Quantitative Reasoning (effect size ($h^{2)}$ less than .3 in magnitude), Collaborative Learning (h^2 ³ .3), Student-Faculty Interaction (h^2 ³ .3), Quality of (campus)

Interactions (($h^2 ³ .3$), and Supportive Environment ($h^2 ³ .3$). Since these data are cross-sectional rather than longitudinal, one can only speculate to what extent the WCSU first year to senior year differences are attributable to excellent WCSU teaching, advising, and mentoring, maturation, disenrollment of disengaged first-year students, and unknown peculiarities. Nevertheless, we find them compelling enough to merit our attention. We are piloting some changes to the FY course in the fall, and we have invested in professional advisors for all first-year students, who will come on board for the fall. The impact of these changes will be closely monitored.

Evidence of Continuous Improvement

Academic Programs
The academic review process in all departments allows each department to assess their students and curriculum regularly. The process results in specific changes to course content and development to ensure students are meeting the learning goals set by the department which align with the university mission and strategic goals and in some cases, the general education competency. These changes are seen consistently across departments. For example, the Computer Science Department assesses on a three-year cycle using the Major Field Test for Computer Science (MFT) from the Educational Testing Service (ETS) to measure student knowledge. Based on the results of previous assessments, and of the advice from the external evaluators, they changed the computer language used for the teaching of CS 140 and changed the organization of CS 170. Similarly, the Math Department's BS Secondary Education Assessment Committee using limited data from a piloted rubric which aligned with National Council of Teachers of Mathematics 2020 standards, determined students were weak in an element of the rubric related to positive mathematical identities. The committee identified the ED 449 course as where this could be addressed to better prepare candidates for student teaching.

Nationally Recognized Exams
Examining year over year data from standardized tests used by departments to demonstrate how changes in course content and curriculum have been efficacious. In the Applied Behavioral Analysis (ABA) graduate program all course revisions were designed to meet the Behavioral Analysis Certification Board (BACB) five requirements. The benchmark set was for 80% of students to reach a score of at least 80% on each content area test and to pass the competency exam in EPY 653 Capstone for Applied Behavior Analysis. In addition, a goal was to increase the first-time examination passing percentage for the BCBA certification examination for WCSU students by a minimum of 5%. Pass rates were significantly higher during the most recently completed year (2020). Pass rates increased from 64% (2019) to 82% (2020) which represented a 28.13% increase. These rates were the highest pass rates of all the Verified Course Sequences (VCS) in Connecticut (out of 4 BCBA VCS programs) and were the 6th highest of all online programs (out of 57 programs; top 11%), and 73 of all programs with published data from the 2020 examination (out of 203 programs; top 36%). The current goal is to maintain pass rates within 5% of the highest pass rate (82% in 2020).

Year to year data of nursing testing have shown consistently high passing rates for the National Council Licensure Examination - Registered Nurses (NCLEX-RN) exam. From 2017-2021, undergraduate graduates taking the NCLEX-RN from the National Council of State Boards of Nursing (NCSBN) scored as follows each year: 87.8, 93.88, 94.42, 91.43, and 91.28. A score of over 80% indicates the school is in good standing, and the department has reflected on how to further increase the NCLEX-RN passing rates. The faculty has reviewed the NCSBN producers of NCLEX-RN feedback to identify student difficulties, including enhanced course content/delivery based on results to help improve scores,

provided a variety of NCLEX-RN preparation tools, reviewed admission criteria, and discussed potential for other changes.

National exams can track both areas that need support and program successes. Chemistry majors are assessed by the Diagnostic of Undergraduate Chemical Knowledge (DUCK) and the American Chemical Sociate (ACS) national exam. Students who do not meet the proficiency on the ACS exam will be monitored for completing Senior Research (CEH 430) or CO-OP (CHE 297) projects for improvement in their skills. Due to this diligence, all WCSU chemistry graduates over the past 11 years consistently achieved a 100% rating of "proficient" or "superior" in the DUCK ACS exam. This is a comprehensive, cumulative exam that encompasses both advanced subject knowledge and fundamental theories for the lab skillset that a chemistry graduate should possess. To achieve a high score, the student not only has to grasp a vast amount of basic chemical information, but also must possess strong integration skills to use his or her knowledge to solve complex application problems.

In 2014-2015, assessment data indicated that initial teacher candidates were struggling to pass the new Praxis exams with higher cut-off scores. A Praxis Task Force was created consisting of program coordinators and faculty from Arts & Sciences. The department collaborated with Central Connecticut State University to create study modules for the Praxis multi-subject exam and posted them on a shared Blackboard site. Additionally, information to access this support is posted in the Elementary Education: Interdisciplinary Major (IDM) and Secondary Education Program handbooks, disseminated during advising, and shared at information sessions hosted by program faculty. Specific study plans per certification exam were created and practice exam vouchers were provided. These study plans were launched in 2016-2017 with the then newly created Blackboard Organization Praxis site. However, candidates were not using these resources and the department consulted with a colleague at the University of Texas that experienced a comparable situation. The WCSU Education Department created a Praxis Study Center led by Dr. Jeanette Moore to ensure that candidates prepare for the exams. Praxis Study Center services include tutoring, practice tests, and access to support materials. This resulted in an overall pass rate of 100%.

Examination of Data from the Self-Assessment Employability Study by the Justice and Law Administration (JLA) faculty uncovered curricular areas needing development. The skills students reported themselves to be least ready for were applying quantitative and qualitative data analysis skills and synthesizing information from multiple sources to solve problems. They also reported challenges with applying critical and creative thinking skills to identify and address complex problems. The JLA faculty are making efforts to promote readiness in these areas by focusing on preparedness for the upper-level courses that concentrate on data analysis and advanced critical thinking (i.e., research methods, data analytics, and research seminar in JLA). Program revisions are currently underway.

Both the MBA and the MHA program found a weakness in presentation skills among their students. They moved to embed more instruction in this in several courses, including PitchVantage (a rehearsal and presentation tool), Negotiation Simulations, adding "How to be a Good PowerPoint Presenter" guides, and require case presentations. The result has been improved outcomes in this category for both degree programs.

Benchmarks
Many of our programs have set assessment benchmarks to measure subject competency. For example, the World Language and Culture Department has demonstrated 100% of students show an improvement in proficiency outcomes from the intermediate level (100/200) to the advanced level

(300/400) for students in upper division Spanish courses. Data from the Biology Department indicates that most students are "meeting" or developing" skills in departmentally defined learning outcomes, However, departmental data indicate that there are some areas in which the data indicate a need for improvement. For example, department data indicate that a low percentage of students are "meeting" expectations including criteria related to experimental design (17.6%) data visualizations (23.5%) and placing findings into a broader context (29.4%). The department assessment committee is developing an improvement plan for those outcomes.

The assessment targets for the Department of Social Work are linked to students' performance scores from their field evaluation and scores from their capstone assignment. Relative to the field evaluation, the department expects that 90% of our students will achieve overall ratings, which will fall within the "competent" to "highly competent" range. This benchmark is higher than the benchmark established by the department's accrediting body. The Council on Social Work Education (CSWE) expects that 85% of our students will achieve "competent" to "highly competent" ratings. Analysis of 2021 assessment data reveals that about 94% of our graduating students reached this assessment goal.

The assessment committee in the Ancell School of Business documented two consecutive semesters of not meeting their AACSB established benchmark for oral communication. In spring 2018, 44% of students failed to meet the standard for communications delivery as did 33% of students the following fall. The school responded by offering oral presentation tutoring in January 2019 and revising their cognate requirements to include a course in the communication program that focuses on oral communication.

Recent assessments in the psychology program helped drive a change in their approach to teaching psychological statistics. Already a strong program with good outcomes in students' capacity to do research in psychology, their review found that having three courses leading up to the program capstone was a barrier to timely degree completion and to transfer students. To address this the curriculum was revised to include two courses, but in one the contact hours were increased from 3-4. This change was implemented two years ago, and we are monitoring the impact on graduation rates.

The Department of Biology completed their program review in 2022 and as part of that process made several changes to the structure of their programs. In response to analysis of their students' performance on the Major Field Test (MFT) for Biology, the department has added a required course in animal physiology to address a weakness in the organismal-animals scores. They also revised the required plant biology course to address a weakness in organismal-plants scores. As part of this review, the department also revised course sequences to try to improve the scaffolding of student learning. In addition to the MFT, there has been a concerted effort to strengthen the research writing outcomes. While at acceptable levels (70-80% meeting expectations), there was still room for improvement.

Data Beyond Graduation
The Health Promotion and Exercise Sciences Department (HPX) utilized the Health Promotion Studies program exit survey results and alumni tracking results and uncovered a substantial increase in the proportion of students and graduates pursuing careers and graduate study in the allied health professions: physical therapy, occupational therapy, speech therapy, chiropractic, and physician assistant. Feedback also revealed the need for a program that provided a general background and relevant skills in health promotion so that students had the option for entry-level employment in health promotion directly after graduation, with the flexibility and preparation for graduate study in the allied

health professions. As a result, the HPX Department added an Allied Health Professions option to the program in fall 2016.

A post graduate survey of former music majors from AY 2018-2019, confirmed that more practical, job-related training is needed in music degrees, and has affirmed the faculty's plan to add courses, such as Music Entrepreneurship, as requirements in some music degrees. Most recently, the department has examined the interests of potential students who do not qualify for admission in the current programs. Responding to evolving interests, WCSU has moved to add a BA in Popular Music. This degree introduces theory and sight reading to students after admission, rather than requiring it in advance. It also makes room for alternative instruments that are now regular parts of composition for students interested in popular music forms. This initiative not only opens the door to students interested in music who have little formal training, it also addresses an equity gap, by acknowledging that not all school districts and families can afford that early training. We will launch this degree in fall 2023 and look forward to continuous analysis of its impact.

The Marketing Department in the Ancell School of Business introduced a course that allows our students to compete on an international level with more than 100 schools affiliated with the AMA (American Marketing Association) (including top business schools such as Wharton at UPENN) through the AMA Case Competition. Our students have made the finals twice, earning second and third place and have been recognized several other times in the honorable mention category with just our small team, usually less than 10 students, competing against large classes at other schools with multiple teams. The deliverable for the case competition is a comprehensive marketing plan for a major organization that sponsored the event that year. Sponsoring organizations over the years included Amazon, Hershey, PODS, the *Wall Street Journal*, and the Cotton Trade Organization.

We are also proud to report success in our pre-med/pre-health pathways programs. In biology and chemistry, faculty mentor students through the process of preparing for and applying to professional programs. The most recent outcomes are below.

MD/DO
WCSU students accepted into MD/DO programs during the last 5 years:
- undergraduate students (8 of 15) 60%
- non-matriculated students (2 of 4) 50%
- total students (11 of 19) 58%
For reference, nationwide students accepted into MD programs in 2022 was (22,712 of 55,188) 41.2%

Dental
WCSU students accepted into Dental programs during the last 5 years (4 of 8) 50%
For reference, nationwide students accepted into Dental programs in 2021 was (6,327of 11,759) 53.8%

Veterinary
WCSU students accepted into Veterinary programs during the last 5 years (2 of 2) 100%
For reference, nationwide students accepted into Veterinary programs in 2020 was (3,719 of 8,152) 45.6%

In addition, our Health Promotion Studies Program includes and Allied Health Option and outcomes for the class of 2022 included acceptances to Physical Therapy, Physician's Assistant, Occupational Therapy programs at University of Bridgeport, Sacred Heart, Springfield College, NY Medical College, Marist

College, and Mercy College. These successes are compelling evidence of the caliber of the undergraduate education our students receive.

General Education Assessment
As described in Standard Four, WCSU completed a comprehensive evaluation of the General Education curriculum between 2020-2022. These evaluations examined the strengths and weakness of our "competency" Gen-Ed (better described as learning outcomes across the curriculum model). While several of the ten competencies were working as planned, like writing, scientific inquiry, and quantitative reasoning, others showed real weaknesses like critical thinking, information literacy, and oral communication. As a result of those assessments, and a lingering concern that history and social science disciplines were not appropriately reflected in the Gen-Ed, several recommendations were moved forward to the General Education Committee.

Despite the uneven outcomes in some of the General Education Competencies, there were two that showed a great deal of promise. The assessment of Intercultural Competency found more than 80% of the students met or exceeded expectations for their ability to:

- Investigate diverse perspectives using discipline-specific qualitative or quantitative methods;
- Compare and analyze differences and similarities among and within cultural and/or historical contexts;
- Interpret and translate complexities of social, economic, and/or political systems and processes.

These are essential capabilities in the emerging workplace and the world around us and it will be important to continue to create opportunities for our students to build these competencies in our revised curriculum.

In addition, the evaluations of Scientific Inquiry had positive results with more than 90% of students met or exceeded expectations. Evaluators noted some weakness in describing variables clearly and fully explaining results. We anticipate holding a workshop on this with SI faculty to develop strategies for growth.

The positive findings in these categories are partially attributable to a more constrained number of courses in these categories (as opposed to the sprawling number of courses labeled Critical Thinking). This should help inform decisions in our revised curriculum.

Co-curricular Assessment
Assessment outcomes for the co-curricular activities are documented in the Student Affairs Impact Report. The information provides excellent evidence of the embrace of assessment in the co-curricular programs. Among the important developments were:
- Accessibility Services set a goal of parity with students who do not need academic support. "Students who are registered with AccessAbility Services will have comparable retention rates (goal = 75% or above) and GPAs to students without disabilities at WCSU." Results indicate that their retention rates are exceeding this target (average of 89%) and that the GPA goals are improving annually.
- Athletics staff develop and implement academic support services for student-athletes to ensure their academic success from the first year through graduation. Study hall, grades review, tutoring, and ongoing monitoring by coaches and captains serve to ensure our student-athletes'

success both on the field and in the classroom. These efforts are part of the reason that athletes have an overall retention rate that is higher than non-athletes (82.4% vs 73-4%).

- Student Employment in the Division of Student Affairs supports Career Readiness. Skill Survey was employed to measure student workers employed in various departments in the Division of Student Affairs. This instrument measures the following National Association of Colleges and Employers (NACE) Competencies: Professionalism/Work Ethic, Oral/Written Communications, Digital Technology, Teamwork/Collaboration, Critical Thinking/Problem Solving, Career Management, Leadership and Global/Intercultural Fluency. In spring 2020, SkillSurvey was administered to 97 student employees within the Division of Student Affairs. We have identified overall growth as students mature in their roles in the program, with WCSU juniors and seniors rating three times higher than first-year students and sophomores on SkillSurvey scores. The data also identified the Teamwork/Collaboration competency as the greatest strength of student employees. Critical Thinking/Problem Solving competency was identified as the greatest opportunity for improvement among those surveyed. Over 74% of the Event and Conference Management (ECM) student workers were rated either "advanced" (highest) or "accomplished," and the NACE competency of Teamwork/Collaboration found 91% of ECM students in the "advanced" and "effective" category for their overall results.
- Students see benefits of participating in club activities. Skyfactor Survey data from randomly selected students involved with clubs and activities in the Center for Student Involvement revealed that 90.4% of students said they were exposed to new and different ideas and 79.7% said that they expanded their cultural understanding or awareness. Students, at 91.6%, said that they were provided leadership training and 87.5% said that they were given opportunities to assume leadership roles.

As assessment becomes more routine in the co-curricular programs, we anticipate seeing continuous improvements based on the insights gleaned from these assessments. The development of the student affairs assessment team has been highly effective.

Appraisal

The preceding sections demonstrate that WCSU has a strong commitment to using assessment for continuous improvement. Guidelines for annual reports, program review, and department assessment plans ensure that assessment is an active and continuous process. Since our last NECHE visit, we have improved our use of institutional outcomes to inform our practices. We have worked to improve retention and graduation rates through the development of a First Year Navigation course, published four-year plans, adoption of Degree Works for advisement and transcript auditing, and the development of a peer mentor program to support students at an elevated risk of stopping out after the first year. All these efforts have had a positive impact on our outcomes.

Despite this good news, we are not yet satisfied by these outcomes. We are striving to meet a higher standard, with first year retention at 78% and six-year graduation rates at 60%. These are high bars for a campus that is primarily commuter (76%), serving students who often find it necessary to take a break from their studies for a variety of reasons. Nevertheless, we keep revising our strategies and are excited to see some gains since our last self-study. As we face dwindling resources, it will be important to coordinate all our efforts in support of quality learning experiences in curricular and co-curricular programs. NCHEMS evaluations of our operations suggest that we must work to weave together student affairs, enrollment management, and academic affairs more closely. We need to address this coordination of services and goals to improve both recruitment and retention.

In addition, we have not yet paid close enough attention to Diversity, Equity, and Inclusion (DEI) in these outcomes. Although there have been efforts in curriculum, teaching, and student affairs to be more inclusive, a truly data-focused approach is still missing.

Finally, while we have worked hard to leverage WCSU's talent, we need more support for tracking our university assessments and outcomes. We are continuously trying to catch up, rather than having time to ask questions and design responses. This gap hampers the quality of our interventions and our campus-wide knowledge of assessment practices. This must be addressed.

Projections

WCSU will work to align co-curricular and curricular learning outcomes with the recently approved university learning outcomes. Working in cross-divisional teams, we will develop action plans to meet these outcomes in meaningful ways. Recent reorganizations that resulted in combining Enrollment Management with Student Affairs and moving the Career Success Center to Academic Affairs have created an opportunity to redesign how we are coordinating our efforts. We anticipate that these new organizational structures will lead to some revisions in our approved university outcomes and then a much more focused plan to achieve them.

Starting in AY 2023-2024, all annual reports will include a review of outcomes from an equity perspective. Institutional Research will distribute data to departments for their review and action. Some areas are already incorporating this kind of analysis into their annual reports. Including them in the standard templates will help us create university focus on these outcomes.

A new or revised general education curriculum will be launched in 2025, with learning outcomes and assessment plans clearly defined.

We will centralize oversight of First Year and Student Success Programs to better coordinate experiences and interventions for our students. This should result in improved retention and graduation outcomes and address some of the gaps in experiences for first year students reflected in the NSSE scores.

Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty		https://www.wcsu.edu/faculty-handbook/policies-pertaining-to-students/academic-honesty-policy/	University Senate
Intellectual property rights	2021	https://www.wcsu.edu/hr/labor-relations/	Collective Bargaining BOR
Conflict of interest	2017	https://www.wcsu.edu/hr/policies-procedures/	CSCU Code of Conduct
Privacy rights		https://www.wcsu.edu/student-	Enrollment Management
Fairness for students			
Fairness for faculty		https://www.wcsu.edu/hr/labor-relations/	CBAs/HR
Fairness for staff		https://www.wcsu.edu/hr/labor-relations/	CBAs/HR
Academic freedom		https://www.wcsu.edu/hr/labor-relations/	CBAs/HR
Research		https://www.wcsu.edu/hr/policies-	HR Policies
Title IX		https://www.wcsu.edu/diversity/what-is-title-ix-and-cart/	CDO/HR
Other; specify		wcsu.edu/divhttps://www.wcsu.edu/diversity/policies-procedures/ersity/discrimination-	CDO/HR

Non-discrimination policies

Recruitment and admissions		https://www.wcsu.edu/diversity/search-	CDO/HR
Employment		https://www.wcsu.edu/hr/labor-relations/	CDO/HR
Evaluation		https://www.wcsu.edu/hr/labor-relations/	CDO/HR
Disciplinary action		https://www.wcsu.edu/hr/labor-relations/	CDO/HR
Advancement		https://www.wcsu.edu/hr/policies-	CDO/HR
Other; specify		https://www.wcsu.edu/faculty-	CDO/HR

Resolution of grievances

Students		https://www.wcsu.edu/registrar/policies/	VP Enrollment and Student
Faculty		https://www.wcsu.edu/faculty-	CDO/HR
Staff		https://www.wcsu.edu/suoaf/grievance-	CDO/HR
Other; specify		https://www.wcsu.edu/accessability/acade	Accessability Services,
Student Grievances		https://www.wcsu.edu/judicial-	Judicial Affairs

Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure
(Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.wcsu.edu
Notice of availability of publications and of audited financial statement or fair summary	https://www.wcsu.edu/financeadmin/audited-financial-statements-supplemental-information/
Processes for admissions	https://www.wcsu.edu/admissions/
Processes for employment	https://www.wcsu.edu/hr/
Processes for grading	https://catalogs.wcsu.edu/ugrad/academic-services-procedures/
Processes for assessment	https://www.wcsu.edu/assessment/
Processes for student discipline	https://www.wcsu.edu/judicial-affairs/
Processes for consideration of complaints and appeals	https://catalogs.wcsu.edu/ugrad/accreditation-and-policy/

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	**Website location and/or publication where valid documentation can be found**
Accredited programs are our only direct promise.	https://catalogs.wcsu.edu/ugrad/accreditation-and-policy/

Date of last review of:	May-23
Print publications	Annual Review - Limited Use of Print
Digital publications	Annual Review of Catalogs

Please enter any explanatory notes in the box below

Over the last year a plan for overhaul of our website was developed by the Director of Marketing and Communications and implementation is ongoing. In addition, promotional materials - viewbooks, etc. - have been refreshed by that team. Grade appeal policies are listed in multiple places including student handbook, faculty handbook, and the catalog.

Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)

Information	Website location
Institutional catalog	https://catalogs.wcsu.edu/ugrad/ https://catalogs.wcsu.edu/grad/
Obligations and responsibilities of students and the institution	https://www.wcsu.edu/studenthandbook/ CODE OF CONDUCT
Information on admission and attendance	https://www.wcsu.edu/admissions/ (UG) https://www.wcsu.edu/graduate/ (GR)
Institutional mission and objectives	https://www.wcsu.edu/president/vision-principles/
Expected educational outcomes	https://catalogs.wcsu.edu/ugrad/ https://catalogs.wcsu.edu/grad/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.wcsu.edu/academics/consumer/
Requirements, procedures and policies re: admissions	https://www.wcsu.edu/admissions/
Requirements, procedures and policies re: transfer credit	https://www.wcsu.edu/admissions/transfer/
A list of institutions with which the institution has an articulation agreement	
Student fees, charges and refund policies	https://www.wcsu.edu/cashiers/tuition/ AND https://www.wcsu.edu/registrar/policies/
Rules and regulations for student conduct	https://www.wcsu.edu/studenthandbook/ CODE OF CONDUCT
Procedures for student appeals and complaints	https://www.wcsu.edu/studenthandbook/
Other information re: attending or withdrawing from the institution	https://www.wcsu.edu/registrar/policies/
Academic programs	https://www.wcsu.edu/ admissions TAB OR catalogs
Courses currently offered	https://www.wcsu.edu/registration/
Other available educational opportunities	
Other academic policies and procedures	https://www.wcsu.edu/registrar/policies/
Requirements for degrees and other forms of academic recognition	https://catalogs.wcsu.edu/ugrad/ https://catalogs.wcsu.edu/grad/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://catalogs.wcsu.edu/ugrad/
Names and positions of administrative officers	https://www.wcsu.edu/president/staff/
Names, principal affiliations of governing board members	https://www.ct.edu/regents/members
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	
Programs, courses, services, and personnel not available in any given academic year.	Program Closures are posted in the admissions pages
Size and characteristics of the student body	https://www.wcsu.edu/president/facts-figures/
Description of the campus setting	https://www.wcsu.edu/president/facts-figures/
Availability of academic and other support services	https://www.wcsu.edu/ Academics TAB lists all support options
Range of co-curricular and non-academic opportunities available to students	https://www.wcsu.edu/csi/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.wcsu.edu/ STUDENT LIFE TABS https://www.wcsu.edu/admissions/virtual-experience/#virtualtour
Institutional goals for students' education	https://www.wcsu.edu/assessment/
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/
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.wcsu.edu/academics/consumer/
Expected amount of student debt upon graduation and loan payment rates	https://www.wcsu.edu/academics/consumer/
Statement about accreditation	https://www.wcsu.edu/admissions/accreditations/

STANDARD NINE: INTEGRITY, TRANSPARENCY, and PUBLIC DISCLOSURE

Western Connecticut State University (WCSU) strives to meet the highest ethical standards in all its actions. We are guided by state, federal, and CSCU system policies, follow accreditation guidelines, and continuously work to improve communication regarding our opportunities and outcomes. In addition, our institutional values make specific mention of our commitment to respect:

> **Respect.** *We value the right of all people to be treated with dignity and fairness and expect this in our policies, classrooms, and community*.

That commitment is realized through our honesty, integrity, and continuous work toward creating an environment where all members of our community have access to appropriate support, opportunities, and the information necessary to succeed.

Description

Integrity
WCSU is guided by Section 1-83(a)(2) of the Connecticut General Statutes to adhere to the Connecticut State Colleges and Universities (CSCU) Ethics Statement with an assigned ethics officer for compliance. There are several publications, handbooks, catalogs, and websites that outline ways the board, administration, faculty, staff, and students should conduct themselves ethically and with integrity in accordance with public guidelines that are made transparent to the university community. Students can refer to the Student Handbook, which includes the Code of Conduct, the Student Government Association (SGA) rules for club behavior, and the undergraduate and graduate catalogs. University personnel are guided by union handbooks, state ethics training, human resources webpages, rules of governance, Robert's Rules of Order, the Board of Regents (BOR) policy, including the Code of Conduct, Faculty Handbook, Diversity, Equality, and Inclusion (DEI) training, the Office of Diversity webpage, and the Ethics Policy.

WCSU adheres to FERPA (Family Educational Rights and Privacy Act). The FERPA form was moved into a Microsoft form to link to an active student's Microsoft account to ensure the student is submitting the release. Also, with the new Degree Works upgrade, there is a FERPA indicator available on the student's view and available to faculty.

WCSU is committed to academic freedom for all members of our community. This commitment is codified in the collective bargaining agreements for teaching and administrative faculty. It is also evident in the breadth of topics in our courses, diversity of faculty research, and presentations from internal and external constituencies.

We are also committed to clear and fair processes for conflict resolution. When disagreements occur between student and instructor on a grade's accuracy, the university regards it as important for the matter to be settled within a reasonable period. A specific procedure is in place that ensures students will get an impartial hearing of such a complaint.

Academic grading reflects careful and deliberate judgment by the course instructor. Academic evaluation of student performance requires expert consideration of cumulative information and is somewhat subjective. The university recognizes that in rare instances there may be "palpable injustice(s)" in the determination of a final grade. Students may use the appeal process when they

believe there is evidence to show that 1) a final grade was determined by methods and criteria different from those used for determining final grades for others in the same class or 2) the evaluation was made as the result of bias or caprice.

The university elects an ombudsman, a member of the AAUP (American Association of University Professors) bargaining unit, by the AAUP membership and the university administrative faculty. The ombudsman works with and has direct access to the university president to resolve complaints which cannot be settled through normal channels, and confidentially reports to the Senate, provides appropriate and adequate reports, including one at the last meeting of each semester, and accepts appropriate Senate recommendations. The ombudsman has a two-year term, is not eligible for a consecutive second term, and represents AAUP members, administrative faculty, and students.

WCSU helps to ensure that students have access to course materials through a variety of resources including open source, multiple formats and price points offered for textbooks, and the WCSU Cares Student Emergency Fund that offers bookstore vouchers for eligible students. State policy dictates that WCSU list all required textbooks and materials when publishing course schedules. WCSU has been uneven in meeting this requirement and/or communicating expectations clearly. It should also be clear if there is no textbook requirement. It is not sufficient to list that "no order has been placed."

In addition to NECHE, WCSU programs are accredited by the BOR and have several specialized accreditations (AACSB (Advance Collegiate Schools of Business) and ABET (Accreditation Board for Engineering and Technology) among others). A full list of accreditations can be viewed on the WCSU website.

Recent expansions into online education have required WCSU to be attentive to the limits of our authority across state lines. WCSU is part of the State Authorization Reciprocity Agreement (SARA), which permits us to operate in most states in the nation. Program directors closely monitor the rules for certification or licensure across state lines to ensure that students are fully informed of any limitations that may exist. Instructions on filing complaints are listed in the catalogs.

WCSU regularly communicates with the BOR, the Connecticut Department of Higher Education (CT DOE), the Federal Office of Higher Education, and NECHE regarding new and updated programs. During the pandemic, this meant regular review of online offerings and communication of our strategies to both NECHE and the Federal Office of Higher Education. When the university decided to permanently move several degrees to an online format, a substantive change application was submitted to the BOR, CT DOE, and NECHE. The Office of Student Financial Services regularly updates the Federal Office of Higher Education on any pertinent changes.

The university provides annual updates to NECHE as proscribed by their Data First forms. In addition, WCSU has applied for substantive changes where appropriate (most recently for online learning and for the Doctor of Nursing Practice) and submitted its five-year report. Finally, WCSU continuously consults the NECHE standards as it works to revise programs, conduct assessment, and create an environment focused on continuous improvement.

WCSU is in an historically diverse municipality, is committed to a policy of affirmative action and equal employment and access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the university's mission. Under the WCSU

Affirmative Action Policy Statement, the university recruits, employs, retains, promotes, and provide benefits to employees (including paid and unpaid interns) and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth and related conditions), sexual orientation, gender, gender identity and expression, marital/partnership status, disability, genetic information, alienage, citizenship, military or veteran status, status as a victim of domestic violence/stalking/sex offenses, or any other legally prohibited basis in accordance with federal and state laws. Details are provided in WSCU Affirmative Action Policy Statement and on the website supported by the Office of Diversity and Equity (ODE). On the ODE site are instructions for filing discrimination complaints as well as instructions on grievance processes. In most cases, collective bargaining agreements also include guidance on grievances.

Despite these clearly codified practices, there has been concern about the campus climate in reference to DEI. In 2020, the Racial Justice Coalition (RJC) formed in response to the Black Lives Matter student **p**rotest at WCSU. Students outlined specific concerns, regarding academic affairs and student affairs, which were investigated by the then Vice President for Student Affairs and the Provost and Vice President for Academic Affairs. Although the Provost was successful in addressing some of the initial concerns expressed by the students (particularly around scheduling more courses addressing diverse histories and stories), there was not a consistent or strategic response to those concerns from administration. In response to this, RJC formed and is inclusive of people campus-wide (teaching and administrative faculty, and clerical staff). RJC has coordinated a variety of events involving students of color, affording them opportunities to share their voices, concerns, and to represent their authentic selves on campus. Events have included: a town hall following the Derek Chauvin verdict; a student open forum on racial justice concerns on campus; the presentation of WCSU Black Students Matter at an RJC meeting; and two successful Juneteenth celebrations which are now collaborative efforts with the greater Danbury area. RJC has also been working on anti-racism training, working toward a shift in curriculum, as well as assisting students and employees with guidance and support related to complaints regarding racial justice.

During that same period, the Minority Recruitment and Mentoring Committee (MRMC) of SUOAF-AFSCME, though long established, became active in the 2020 academic year. MRMC initiated the invaluable "Speak Your Truth, Own Your Truth" discussion series campus wide, providing an open forum addressing racial dynamics as experienced by people on our campus. The UndocuAlly Task Force (UATF) works continuously with Western Beyond Borders and the broader community, especially with Connecticut Students for a Dream, a statewide organization of "Dreamers" and allies that seek to empower undocumented students and their families advocating for their rights and raising awareness about issues they face.

Each of these efforts reflects genuine concern for diversity, equity, and inclusion at WCSU. Nevertheless, there is a need for a more comprehensive strategy.

Admissions publishes admissions requirements for all programs. In cases where there are criteria beyond standard admission (program specific criteria, for example), these are published on admissions and department websites. WCSU Admissions publishes processes for reconsideration of merit scholarship. However, the requirements for initial consideration for the various merit-based awards are not listed. Publications made available to prospective students include faculty/student ratios, affordability, programs, estimated aid amounts, sports and clubs available, student population, and estimated costs. Interactions with prospective students include open houses, orientations, campus tours, high school visits, college fairs, on-site decision days, and shadow days with departments. The

Office of Financial Aid (OFA) provides [instruction](#) on the application process, deadlines, processes for reconsiderations, and available sources of aid.

In 2017, the UndocuAlly Task Force (UATF) was formed. Since then, it has worked diligently on a revision of the campus-wide approach to undocumented students and mixed-status families. WCSU's focus has been given to financial aid, scholarship access, campus-wide awareness training, and ongoing engagement through a variety of events including speakers, workshops, and common reads.

[Event & Conference Management](#) strives to provide diverse entertainment, educational programming, and customer service. This group plans, develops, and manages events, certain Wolves Athletic events and activities for the university's students, staff, faculty, and the local and regional communities.

The campus police publish an annual [Uniform Crime Report](#) which includes Clery Act Statistics, which is readily available to the public.

Transparency
WCSU strives to provide accessible and accurate information for all interested parties. Data from the [Office of Institutional Research and Assessment](#) includes links to IPEDS (Integrated Postsecondary Education Data System) reports, retention and graduation rates, post-graduate employment data, and the Common Data Set. In addition, there is a link to a summary page called [Western Facts & Figures](#) that provides enrollment data, summaries of recent degree conferrals, and student/ faculty ratios. The same area includes a [Consumer Information](#) page that details enrollment, retention, degrees awarded, costs, and default rates. Finally, the catalogs publish degree requirements and four-year plans for every program, and the provost's office publishes [program summaries](#) as well.

This plethora of information reflects our commitment to transparency but is overlapping and sometimes out of date. WCSU is currently redesigning our website and will address some of this duplication as we complete that process.

All criteria for admissions, grading, assessment, discipline, complaints, and appeals are detailed on the admissions pages, in the graduate and undergraduate catalogs, on department websites where appropriate, and in the student handbook. Employment criteria are codified in state laws, collective bargaining agreements, and in any advertisements for positions. These processes are overseen by human resources.

All audits are posted in the [Finance and Administration Websites](#). Human Resources posts contact information for freedom of information requests on the [department page](#).

WCSU edits information about programs, policies, and outcomes of the university annually to ensure timely and accurate information. [Archives of catalogs](#) are available on our website, so students have access to the catalogs of record for their year of admission. It must be noted that with our reduced staffing in the registrar's office, there have been delays in the publication of these materials in recent years. We are now in conversation about staffing and the adoption of CourseLeaf to support better scheduling and catalogs going forward.

In 2022, WCSU reorganized its communications efforts into the [Division of Communications and Marketing](#). This has led to great improvements in our recruiting materials, but also an overhaul of our

website. The work here is underway and should make finding information much easier over the next few years. Our legacy website is too cumbersome for users. This is an area we are focused on improving.

Learning outcomes are defined for each program on its individual catalog program page in the undergraduate catalog, as are the listings for accredited programs. Outcomes for licensure, Praxis, and NCLEX are maintained by the departments overseeing these and they are placed on the department pages. These are verified by the organizations of record.

Public Disclosure
The university defines the institution and mission in the undergraduate catalog and includes policies and requirements for successful degree completion. The catalog includes detailed information regarding degree requirements, grade/GPA calculations, honors definitions, and all other policies and services available to students. In addition, the Student Handbook provides guidance on behavioral responsibilities, grade appeals, and where to get support as needed.

The catalog also includes descriptions of the physical campus, including details of the specialized spaces (labs and buildings). WCSU is a single university spanning two campus locations in Danbury (3 miles apart). There is shuttle service between the two sites and students routinely travel between the campuses to complete their coursework. This can be problematic for some students when required courses offered are limited and they are scheduled close together, one on each campus. We have worked to address this through better scheduling practices. However, in our recent Summer Working Groups, the schedule was identified as a barrier to student engagement and success. We are reviewing the schedule design again, as we prepare to add a new tool for course-scheduling.

The undergraduate catalog also includes a comprehensive list of faculty and staff, with department listings and degrees earned. The members of the Board of Regents are also listed there.

Course rotations have been a focus of the curriculum process and more departments have updated their courses to include rotation schedules. The rotation schedule is now a required part of a course proposal through the curriculum process. This helps ensure that the catalog is an accurate representation of what a student can expect to enroll in during their time at WCSU. We anticipate that the adoption of CourseLeaf will help us be more effective in monitoring the catalog listings so that no courses fall through the cracks.

In addition, WCSU has recently reviewed all the academic programs offered as part of our Summer Working Groups (2022). The results of these have pointed us in the direction of some program reductions and streamlining of offerings. This work is currently under way and the result should make a more manageable portfolio of offerings.

Undergraduate and graduate catalogs include the learning goals for students in each major, and the most recent strategic plan includes specific areas of focus to improve the student experience and university outcomes. Information on retention and graduation rates and further study after graduation is accessible on the WCSU Student Consumer information page.

The Net Price Calculator is intended to provide info regarding the estimated cost of attendance and related expenses. The student consumer website page also provides information regarding the expected amount of student debt upon graduation.

Information about the institution's accreditation is current and accessible in the university undergraduate and graduate catalogs 2022-2023 and on the admissions website. While the information is accurate, this self-study reveals that there should be more detail for greater transparency. In addition, with multiple pages, there are sometimes gaps in updates in one area or another.

Appraisal

The descriptions above include several observations about the effectiveness of our practices. The material described and evidence provided make it clear that WCSU is committed to transparency and integrity. We have strong policies in place to support best practices, many derived from state and federal laws, others through our collective bargaining agreements, catalogs, and an ethos that demands transparency.

Integrity

While this self-study makes clear that our policies regarding integrity are strong, including our commitments to free speech, academic freedom, and clear opportunities to address grievances, there is still room for improvement. As noted in Standard Three, the status of WCSU's financial situation, thought always available in public documents, was not thoroughly discussed with the campus community. Since the experience with the NCHEMS report, we have worked to increase communication about financial questions. There are more frequent updates in the relevant public forums. It is important that this communication continues and even grows so that all stakeholders are fully informed of the state of the university and active participants in developing the plan forward.

Similarly, our policies that address title IX and equity provide avenues for support and pathways for resolution should there be a grievance. Where there is room for growth is in the development of a coherent plan for Diversity, Equity, and Inclusion. Doing so will help all members of the WCSU community feel that they are part of a community that is not just compliant with the principles of equity, but also committed to continuous examination of policies and practices that may exclude.

Transparency

Our commitment to transparency is clear and materials are easily secured when requested. The last year have shown significant improvement in both the presentation and the updating of information. New staff in Communications and Marketing and a new Registrar have devoted countless hours to making sure our materials are available and accessible. Similarly, the Human Resources offices and Student Financial Services are continuously updating their materials so that everyone has access to accurate information when they need it. This work will continue as we strive for greater consistency, but we are on a good trajectory here.

Public Disclosure

WCSU meets this standard and strives to improve the navigation of our website to make all information easy to find. The new Division of Communications and Marketing has made great strides in improving the consistency of our messages and image in the last year. There are clear guidelines for our branding initiatives that are now visible to the whole community. The complexity of our website makes these changes important but also challenging. Despite the significant efforts over the last year, there is still not a comprehensive plan for transitioning out of the old website and governing the new. The single largest problem is the duplication of information that then leads to conflicting messages.

Finally, as noted several times, our updated processes are fine, but our staffing has not been. This has caused delays in publications and sometimes inaccuracies. We are working hard to address this, but there is much to be done.

Projections

WCSU is in the process of purchasing CourseLeaf for catalog management and course scheduling. Adopting this tool will help us build a better, more sustainable process for updating the information we provide. We expect to add the curriculum approval tool in another year, tying these processes into a single workflow. This should be more effective and efficient for everyone involved.

As we continue the website update project, it will be important to create clear guidelines for the presentation of and location of information. Not only should there be a style guide, but there must be protocols that help avoid duplication of information. We will work to develop those guidelines.

Appendix A: Affirmation of Compliance

AFFIRMATION OF COMPLIANCE WITH
FEDERAL REGULATIONS RELATING TO TITLE IV

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

1. **Credit Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	https://www.wcsu.edu/admissions/transfer/
Print Publications	
Self-study/Fifth-year Report Page	p. 32

2. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	https://www.wcsu.edu/studenthandbook/ https://catalogs.wcsu.edu/ugrad/academic-services-procedures/; https://www.wcsu.edu/registrar/policies/
Print Publications	
Self-study/Fifth-year Report Page	p. 57, pp. 94-95

3. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . . The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Two-step authentication upon admission. https://www.wcsu.edu/cashiers/ferpa/
Self-study/Fifth-year Report Page Reference	p. 34

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

URL	https://www.wcsu.edu/neche/2023-institutional-accreditation/public-comments/
Print Publications	
Self-study Page Reference	Appendix

The undersigned affirms that <u>Western Connecticut State University</u> meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____ Date: July 13, 2023 _____

Appendix B: E-Series Forms

E-Series Forms: Making Assessment More Explicit

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

Accounting Department Assessment Plan

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1. Accounting- Financial and Managerial Options	Website for Admissions: UG Catalog https://catalogs.wcsu.edu/ugrad/asb/programs/accounting/	ACC 410 (Fraud Examination Course)	An Accounting Committee interprets the evidence. A sample of ACC 410 papers were evaluated by committee members to identify strengths and weaknesses and to make recommendations. Evaluations conducted every 3 years.	We have added a new Data Analytics course to the curriculum and begun offering a revised Accounting Information Systems course to further strengthen students' technology skills.	Spring 2020

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

Please submit a copy of your department assessment plan with this form as the cover page. These documents will be forwarded to the Assessment Committee for record keeping for NECHE. The E-Series form should be reviewed as part of your annual report every year. If there are any changes, an updated form and report should be part included in the annual report. If there no changes, simply submit the E-Series form with a note that it is still accurate and list the date.

Assessment reports are due to the Dean's office by the end of the spring semester (May 31) every year. If your schedule of assessment alternates years, please inform your Dean that it is an off-cycle year where appropriate.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
Applied Behavior Analysis Assessment Plans

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (Please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
MS and Cert ABA	1. Department website https://www.wcsu.edu/education/graduate/bacb/	**Assessment #1**: Pre/Post Test Comparison in EPY655, 656, 657, 658, 659, & 660.	Data retreats are held each January and May. Program coordinators and faculty review semester data/ yearly data. Program improvements are adopted, as needed.	Pre/post tests added to each course. Posttest course percentage increased. Comprehensive Exam added to complete program.	Verified Course Sequence renewed April 2021 Academic Program Review – Fall 2021
	2. Listed learning objectives in each course syllabus	**Assessment #2** EPY 659 Measurement Project	Academic Program Review evaluates the assessment process of the program.	Curriculum modifications were made to focus virtual learning environments	
		Assessment #3: EPY 653 Comprehensive Examination	Verified Course Sequence Renewed every year with ABAI. Course Sequence evaluated by ABAI for approval as a VCS.		
		Assessment #4: Completer Surveys		.	
		Assessment #5: Pass rates on Certification Examination			

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

Please submit a copy of your department assessment plan with this form as the cover page. These documents will be forwarded to the Assessment Committee for record keeping for NECHE. The E-Series form should be reviewed as part of your annual report every year. If there are any changes, an updated form and report should be part included in the annual report. If there no changes, simply submit the E-Series form with a note that it is still accurate and list the date.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
Art Department Assessment Plans

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1. **BA in Art**: Concentrations in Graphic Design, Illustration, Photography and Studio Art: Painting	http://www.wcsu.edu/catalogs/undergraduate/svpa/programs/art Undergraduate Catalog	Class and individual critiques in each class plus final capstone portfolio review and exhibition	Faculty member assigned to each class. If there are any questions, the department chair also reviews	Over the past two years, old courses have been reviewed and revised to better serve Art students in required discipline-specific competencies. Additionally, new courses have been added to better prepare students in digital technology	October 2017-April 2019: NASAD self-study, site visit, optional response and NASAD accreditation has served as the Program Review
2. **MFA in Visual Arts:** Concentrations in Painting, Illustration and Interdisciplinary	https://catalogs.wcsu.edu/grad/master-of-fine-arts-in-visual-arts/ Graduate Catalog	Thesis Paper and Thesis Exhibition. Thesis Artist Talk. Mandatory bi-monthly group critiques with all MFA faculty & students. Individual critiques with MFA faculty. Mid-term and final group critiques each semester.	All MFA faculty attend Thesis Exhibition and Thesis Artist Talks in gallery. The Coordinator schedules mid-term and final meetings each semester with all MFA faculty to grade and assess students & program.	Individual and group critiques are mandatory for all MFA students. Written component added to Art 510. MFA Thesis Exhibit and Brochure now organized and designed by graduating MFA students.	October 2017-April 2019: NASAD self -study, site visit, optional response and NASAD accreditation has served as the Program Review

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

Please submit a copy of your department assessment plan with this form as the cover page. These documents will be forwarded to the Assessment Committee for record keeping for NECHE. The E-Series form should be reviewed as part of your annual report every year. If there are any changes, an updated form and report should be part included in the annual report. If there no changes, simply submit the E-Series form with a note that it is still accurate and list the date.

May 2016

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION El: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each
List each degree program: 1. Biology B.A. All options	Departmental website: https://catalogs.wcsu.edu/ugrad/sas/programs/	-Content knowledge: Standardized test (Major Field Test-Biology) -Skills: Apply the process of science: Assessment of senior research papers Use quantitative reasoning, including statistics, modeling, and simulation: Standardized test (Major Field Test-Biology)	Departmental Assessment Committee reviews the evidence annually	None since fall 2019, when B10106 stopped being accepted as a substitute for B10205 (decision based on MFT results)	September 2015

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: https://cihe.neasc.org) for more information about completing these forms.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1. *B.S. Chemistry*	*University Catalog*	*Senior research project, presentation, and thesis. "Diagnostic of Undergraduate Chemical Knowledge" standard exam by ACS.*	*ACS exams compared to national results. Entire faculty contributes to senior project evaluation.*	*We update curricula in courses to conform to ACS standards.*	*2017 Periodic Report to ACS.*
2. *B.S. Chemistry, ACS*	*University Catalog*	*Senior research project, presentation, and thesis. "Diagnostic of Undergraduate Chemical Knowledge" standard exam by ACS.*	*ACS exams compared to national results. Entire faculty contributes to senior project evaluation.*	*We update curricula in courses to conform to ACS standards.*	*2017 Periodic Report to ACS.*
3. *B.S. Chemistry, Biochemistry*	*University Catalog*	*Senior research project, presentation, and thesis. "Diagnostic of Undergraduate Chemical Knowledge" standard exam by ACS.*	*ACS exams compared to national results. Entire faculty contributes to senior project evaluation.*	*We update curricula in courses to conform to ACS standards.*	*2017 Periodic Report to ACS.*
4. *B.S. Chemistry, Biochemistry, ACS*	*University Catalog*	*Senior research project, presentation, and thesis. "Diagnostic of Undergraduate Chemical Knowledge" standard exam by ACS.*	*ACS exams compared to national results. Entire faculty contributes to senior project evaluation.*	*We update curricula in courses to conform to ACS standards.*	*2017 Periodic Report to ACS.*

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

Please submit a copy of your department assessment plan with this form as the cover page. These documents will be forwarded to the Assessment Committee for record keeping for NECHE. The E-Series form should be reviewed as part of your annual report every year. If there are any changes, an updated form and report should be part included in the annual report. If there no changes, simply submit the E-Series form with a note that it is still accurate and list the date.

E-Series Forms: Making Assessment More Explicit

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

Communication & Media Arts Assessment

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1.Communication and Media Arts	On our assessment report and on our course syllabi	Capstone course	Senior Thesis papers are analyzed during fall and spring semesters. Data is collected bi-annually by Department Assessment Lead	We have been exploring other ways to harvest assessment data	2016

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

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Assessment reports are due to the Dean's office by the end of the spring semester (May 31) every year. If your schedule of assessment alternates years, please inform your Dean that it is an off-cycle year where appropriate.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
Counselor Education Assessment Plan

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1.MS Counselor Education	Graduate Catalog https://catalogs.wcsu.edu/grad2021/sps/programs/master-of-science-degree-program-in-counselor-education/ Student Handbook https://www.wcsu.edu/education/wp-content/uploads/sites/38/2020/08/Counselor-Education-Student-Handbook-2020.pdf They are also included in every syllabus.	Please see attached document that shows all our assessments and alignment with program goals.	Counselor Education Faculty participate in a data retreat once per semester where data from our assessments are reviewed in both aggregate and disaggregate from.	Request was made for an additional faculty line to address high student to faculty ratios. Line was approved for Spring 2021. Most of the data helps us identify individuals who are struggling, and we develop an individual plan for each student as necessary.	CACREP Accreditation Site Visit- March 2018. Program received the full 8-year accreditation without any conditions.

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

Please submit a copy of your department assessment plan with this form as the cover page. These documents will be forwarded to the Assessment Committee for record keeping for NECHE. The E-Series form should be reviewed as part of your annual report every year. If there are any changes, an updated form and report should be part included in the annual report. If there no changes, simply submit the E-Series form with a note that it is still accurate and list the date.

Assessment reports are due to the Dean's office by the end of the spring semester (May 31) every year. If your schedule of assessment alternates years, please inform your Dean that it is an off-cycle year where appropriate.

May 2016

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
Elementary Education Assessment Plan

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (Please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
BS Elementary Education: Interdisciplinary Grades 1-6	1. Elementary Education Handbook	**Assessment #1**: Licensure Assessment: Praxis Multisubject Assessment	1.Data retreats are held each January and May. Program coordinators and faculty review semester data/ yearly data. Program improvements are adopted, as needed.	Praxis Study Center was implemented to help candidates pass certification exams.	April 25-27, 2021 CAEP visit.
	2. Listed learning objectives in each course syllabus	**Assessment #2**: edTPA Portfolio Assessment	1.Assessment and Accreditation Committee oversees the assessment process of the program.	Curriculum modifications were made to focus more on assessment.	
	3. Undergraduate Catalog https://catalogs.wcsu.edu/ugrad/sps/programs/education-and-educational-psychology-elementary-education/	**Assessment #3**: Student Teaching Evaluation Instrument (STEI)		Modules on family engagement and classroom management were implemented.	
		Assessment #4: CAEP Initial Programs Disposition Instrument		CSDE Next Generation program was launched to provide financial assistance to candidates to improve retention rates.	
		Assessment #5: Post completion Alumni and Employer Surveys			

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

Please submit a copy of your department assessment plan with this form as the cover page. These documents will be forwarded to the Assessment Committee for record keeping for NECHE. The E-Series form should be reviewed as part of your annual report every year. If there are any changes, an updated form and report should be part included in the annual report. If there no changes, simply submit the E-Series form with a note that it is still accurate and list the date.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *		(6) Date and nature of next scheduled review.
NCATE/CAEP	April 2021	None	**Assessment Name and Number**	**Type of Assessment**	Spring 2028
			Assessment 1: Praxis Multisubject and Pearson Foundation of Reading	Licensure Exam	
			Assessment 2: **edTPA**	Content Knowledge	
			Assessment 3: **Student Teaching Evaluation Instrument**		
			Assessment 4: **CAEP Initial Programs Disposition Instrument**	Internship Instrument	

May 2016

			Assessment 5 Employer and Alumni Survey	Post-completion	

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION El: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY Degree program•	(I) Where are the learning outcomes for this level/program published? (Please specify) Include URLs where appropriate.	(2) Other than GPA. what data/ evidence is used to determine that graduates have achieved the stated outcomes for the subject? (e.g., capstone course. portfolio review. licensure examination)	(3) Who interpret• the evidence? What is the process? (i.e., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (For general education and each degree program)
I. BA/BS in English	Undergraduate catalog https://catalogs.wcsu.edu/ugrad/sas/programs/writing-linguistics-the-creative-process/	Capstone course	All department faculty participate in assessment based on department adopted assessment plan/methodology	We've talked about how to improve students' ability to write cogent research papers- including perhaps convert the 5 foundational courses ENG 209/210/211/212/213) to writing intensive. This would have to go through governance.	April 4-9. 2021

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

Finance Department Assessment Plan

An Assessment Committee is formed every three years. All full-time and part-time faculty members are eligible to serve on it. The instructor of the capstone course, FIN 490 Cases in Managerial Finance, provides a sample of student assignments to the committee members. Each member reviews and comments on them. The comments are shared at a meeting and recommendations are made.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (please specify)Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process?(e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Financial Investments and Markets	Undergraduate catalog. https://catalogs.wcsu.edu/ugrad/asb/programs/finance/	FIN 490 Cases in Managerial Finance (Senior Capstone Course)	The Finance Assessment Committee interprets the evidence. A sample of FIN 490 PowerPoint slides and papers are reviewed by committee members to identify strengths and weaknesses and to make recommendations. Evaluations conducted every 3 years.	We combined two courses with overlapping content into one and added a new Data Analytics course to the curriculum to further strengthen students' technology skills.	Spring 2022

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

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Assessment reports are due to the Dean's office by the end of the spring semester (May 31) every year. If your schedule of assessment alternates years, please inform your Dean that it is an off-cycle year where appropriate.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
Health Promotion Studies Assessment Plans

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (Please specify). Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1. Bachelor of Science Health Promotion Studies	https://www.wcsu.edu/ hpx/healthpromotionstu dies/ https://catalogs.wcsu.ed u/ugrad2021/sps/progra ms/health-promotion- and-exercise-sciences/	• HPX 490/491 capstone internship • HPS Internship Preceptor Entrance and Exit Surveys[1] • HPX 200-470 service-learning project portfolio[2] • HPS Graduate Exit Survey[3]	• Faculty members in charge of accreditation review the data annually and present it to full-time faculty • Data reviewed with full-time faculty, part-time faculty, internship preceptors and invited alumni bi-annually as part of the strategic planning meeting	• 2017-2018: added new course HPX 301[4] • 2018-2019: Revised the Fitness and Wellness option (former Wellness Management)[5] and added new courses – HPX 314 and HPX 318[6] • 2019-2020: Added new courses - HPX 113[6], HPX 244[7], HPX 348[5] and HPX 369[7]; revised HPX 352[4]	• CEPH accreditation approved October 2018 • Yearly reports submitted to CEPH Dec 2019 and Dec 2020 • Reaccreditati on scheduled 2023
2. Bachelor of Science Health Education PreK-12	https://www.wcsu.edu/ hpx/healtheducation/ https://catalogs.wcsu.ed u/ugrad2021/sps/progra ms/health-promotion- and-exercise-sciences/	• HPX 460/464 Student teaching Seminar • Praxis II • Student teaching assessment • LiveText portfolio review • Application of content and pedagogy as reflected in GPA	• Program Coordinator and Program Faculty review and interpret the data • Praxis exams are taken according to the CT SDE guidelines – these must be passed in order for the student to enter their professional development semester	• Revised HPX 311 course description[8] • Proposal submitted for curriculum development funds to review the current curriculum according to the 2018 National	• CAEP accreditation currently in progress

			• Portfolios are reviewed as they are completed each semester • Student teachers are evaluated at least 2 times during the semester and at the end of the semester by the Program Coordinator and Cooperating teacher	Health Education Standards and the 2020 CT SDE Health Education Standard	
3. Master of Science in Human Nutrition	https://catalogs.wcsu.edu/grad2021/master-of-science-in-human-nutrition/	• Written examination • Thesis or capstone project	• New program, 1st cohort expected fall 2021	• N/A	• N/A

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

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Part A Footnotes

[1]All HPS internship preceptors are asked to complete an electronic HPS Internship Preceptor Survey at two points during the internship semester. Both preceptor surveys are administered through Microsoft Office Forms. The HPS Internship Preceptor Pretest Survey is emailed to all current internship preceptors during the first two weeks of the internship semester. The HPS Internship Preceptor Exit Survey is emailed to all current internship preceptors during the last week of the internship semester. Both surveys are designed to collect information on the HPS students' level of preparedness for the internship and then for entry-level employment. The pretest survey asks the preceptors to rate how prepared the current HPS intern is on 19 general competencies related to performing a field-based internship. It also asks the preceptor to rate their level of satisfaction with the internship placement process (internship interviews and the communication with the HPS Internship Coordinator). The preceptors are invited to provide qualitative feedback for improving the internship placement process and/or the intern's level of preparedness for the internship. The preceptor exit survey asks the preceptors to assess the HPS intern on the same competencies as the pretest survey, but this time as it relates to the level of preparedness for entry-level employment. The purpose of assessing these competencies a second time is to see if the internship furthers the student level of preparedness, as perceived by the internship preceptor. The exit survey also assesses the preceptor's level of satisfaction with the HPS Internship Coordinator during the internship semester, whether they would hire the current intern, and qualitative feedback on ways to improve the HPS program and better prepare the students for entry-level position at their organization.

[2]All HPS major complete a series of coursework that spans four semesters and includes five courses: HPX 200, HPX 270, HPX 370, HPX 371, and HPX 470. These courses include an on-going service-learning project. While learning these health promotion skills in the classroom, students conduct a health needs assessment and then develop, implement, and evaluate a theory-based health promotion program to address identified needs in an assigned community organization. Each semester, students hand-in documentation of

E-Series Forms: Making Assessment More Explicit
Option E1: Part A. Inventory of Educational Effectiveness Indicators

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1. BA History	Learning outcomes are available in WCSU's undergraduate catalog and on the history department website. https://catalogs.wcsu.edu/ugrad2021/sas/programs/history-and-non-western-cultures/ http://wcsu.edu/history	We have a capstone course, History 490, which synthesizes the skills learned in the degree, and we assess the work product from the capstone course to determine if the goals have been met.	The department's *ad hoc* assessment committee assesses History 490 student papers and compares them to papers from History 100 (Introduction to History) as a benchmark.	Examining these data was critical to our last major reform, which created the HIS 490 capstone in its current iteration. We will consider these data in revising the level structure of our courses this summer.	Our current program review was completed in 2020.
2. MA History	Learning outcomes are available in WCSU's graduate catalog and on the history department website. https://catalogs.wcsu.edu/grad2021/sas/programs/master-of-arts-in-history/ http://wcsu.edu/history	All students in the MA program are required to take a comprehensive exam testing their mastery over advanced secondary literature, key events and figures, and key questions (our outcomes). They do not receive their degree until they pass all elements of the examination.	The examination is interpreted by the faculty members who taught each particular student, in consultation with the graduate coordinator.	Individual faculty sometimes use areas of difficulty on the comprehensive examination to alter their course content in problematic or undercovered areas.	Our current program review was completed in 2020.
3.					
4.					

5.					
6.					

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

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OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

INSTRUCTIONAL LEADERSHIP (EDD) ASSESSMENT PLAN

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Ed.D. in Instructional Leadership	1. The dynamic curriculum prepares educators, such as teachers, curriculum specialists, counselors, school psychologists, and administrators to create innovative learning environments; to respond to reform at the national, state and local levels; and to transform educational organizations. Therefore, program experiences were designed to strengthen the knowledge, skills, and dispositions of Candidates as they lead educational reform efforts. 2. Goals, objectives and learning outcomes are included in the Graduate Catalog:http://www.wcsu.edu/catalogs/graduate/sps/programs/doctor-of-education-	Type and Number of Assessment Assessment #1: Licensure assessment, or other content-based assessment Evaluate candidates' Content Knowledge Assessment #2: Assessment of content knowledge in educational leadership Evaluate candidates' Pedagogical Content Knowledge (PCK) Assessment #3: Assessment that demonstrates candidates'	Name of Assessment 1. Comprehensive Exam for EdD in Instructional Leadership 2. Leadership Portfolio: 2a. Vision for Educational Leadership (ED800) 2c. Leadership Plan (ED800) 3. Planning Portfolio: 3a. Professional Development	1. Data retreats are held each January and May. Program coordinators and faculty review semester data and yearly data to make program improvements as needed. 2. The Assessment and Accreditation Committee oversees the assessment process of the unit. 3. Dissertations are uploaded to the WCSU repository https://repository.wcsu.edu/educationdis/, where they can be more accessible to the community. All dissertations are also uploaded to ProQuest.	1.Key assessments required validation. A schema was implemented for investigating the validity and reliability of all rubrics used as key assessments. Result- All Key Assessments were validated 2. A new set of standards were produced from the National Policy Board for Education Administration (NPBEA). A Revision was needed for all	April 2021 CAEP visit

	degree-program-in-instructional-leadership/ 3. Learning objectives are also in each course syllabus	instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development within the school.	Plan (ED820) 3b. Program Evaluation (ED805) FIELD WORK		key assessments to align with new National Educational Leadership Preparation (NELP) standards. Result- all assessments were aligned.
		Assessment #4: Assessment that demonstrates candidates' leadership skills through school-level internship/clinical practice settings. Candidates' Competence in Clinical Placement	4. Dissertation Defense: 4a. Written Dissertation 4b. Oral Presentation and Defense FIELD WORK		3. Some candidates scored lower on some of the dispositions. Primary Advisors assisted candidates in reflecting on their skills and dispositions.
		Assessment #5: Assessment of ability to support student learning and development Completers' Competence in school setting	5a. Assessment of WCSU Graduates in Leadership Positions		4. Since some data were missing from the data base system, all professors were trained in the use of our data base, and received any needed support to use LiveText.
		Assessment #6: Assessment that demonstrates candidates' organizational management and community relations leadership skills in developing effective school-based	6. Student Learning Portfolio: FIELD WORK 6c. Analysis of Thinking Skills (ED804)		

		management and resource systems and school-community partnerships. (Required)			
		Assessment #7: Dispositions Evaluate candidates' professional behaviors. Link to student growth	7a. Dispositions for Advanced Programs		
		Completers' Satisfaction with preparation	Instructional Leadership Program Survey for Recent Graduates		
		Candidates' understanding of technology and application to instruction	6c. Analysis of Thinking Skills (ED804)		

Institutions selecting E1a should also include E1b.

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: https://cihe.neasc.org) for more information about completing these forms.

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *		(6) Date and nature of next scheduled review.
NCATE/CAEP	April 2021	None	**Assessment Name and Number**	**Type of Assessment**	Spring 2028
			Assessment 1: CAT Exam	Licensure Exam	
			Connecticut Administrator Test		
			Assessment 2: Leadership Portfolio	Content Knowledge	
			Vision for Leadership		
			Develop a Leadership Plan		
			Response to School Crisis		
			Budget & Finance Field Study		

			Assessment 3: Planning Portfolio	Application of Content Knowledge
			Professional Development Plan	
			Program Evaluation	
			Assessment 4: Internship Portfolio	Internship Instrument
			Action Plan (Building & District)	
			Administrative Self-Assessment	
			Internship Log (Building and District)	
			Assessment 5 Mentorship Survey	Internship Instrument
			Assessment 6: Dispositions	Professional Dispositions
			All candidates for the past 3 cohorts who registered for the state licensing test passed the Connecticut Administrator Test (CAT).	

*Record results of key performance indicators in form 8.3 of the Data First Forms.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1. Justice & Law Administration	Website for Admissions: UG Degree Programs JLA https://www.wcsu.edu/admissions/programs/jla/	JLA 405 Research Seminar in JLA (Senior Capstone Course). Senior Exit Survey	The JLA Assessment Committee interprets the evidence. A sample of JLA 405 papers are evaluated by faculty reviewers using a rubric designed to measure SLOs. Senior exit surveys also administered to JLA 405 students. Evaluations conducted every 2 years.	JLA's assessment has led to numerous curriculum changes which are described in the Division's annual report. Target points include improving students' written and oral communication skills and employability.	The JLA Division's Program Review is Fall 2022-2023. External Reviewer site visit Fall 2023 with report due Jan. 2024.

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E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

Management Department Assessment Plans includes graduate programs shared by all Ancell Departments

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1.Master of Business Administration	Graduate Catalog - Link	Capstone course project, ILIAD, Watson Glaser Critical Thinking Appraisal	The Graduate Working Group (LGAC) and the GPCC (Graduate Planning and Curriculum Committee) Continuous Process	Various pedagogical improvements were introduced to different courses. Curriculum map was revised Spring 2022.	Continuous The Graduate LGAC meets twice a semester to discuss results and introduce improvements.
2. Master of Health Administration	Graduate Catalog - Link	Capstone course project, ILIAD, Watson Glaser Critical Thinking Appraisal, Course Summative Assessments.	The Graduate Working Group (LGAC) and the GPCC (Graduate Planning and Curriculum Committee) Continuous Process	Various pedagogical improvements were introduced to different courses.	Continuous The Graduate LGAC meets twice a semester to discuss results and introduce improvements.
3 Bachelor of Business Administration – Management	https://www.wcsu.edu/asb /mission-vision-and-learning-goals-ancell-school-of-business/	Please see attached Curriculum Management Document, AACSB Table 5-1, and https://www.wcsu.edu/asb/wp-content/uploads/sites/12/Assessment-Table-for-Webpage-2020.pdf	The Undergraduate Working Group (LGAC) and the Committee on Undergraduate Curriculum and Standards (CUCAS) Continuous Process	Various pedagogical improvements were introduced. Revised MGT 250 Organizational Behavior description, outline, prerequisites. Revised MGT 415 Strategic Management prerequisites.	Continuous The Undergraduate LGAC meets twice a semester to discuss results and introduce improvements

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

Please submit a copy of your department assessment plan with this form as the cover page. These documents will be forwarded to the Assessment Committee

E-Series Forms: Making Assessment More Explicit

for record keeping for NECHE. The E-Series form should be reviewed as part of your annual report every year. If there are any changes, an updated form and report should be part included in the annual report. If there no changes, simply submit the E-Series form with a note that it is still accurate and list the date.

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E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

Management Information Systems Department Plans

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1. BBA MIS	https://www.wcsu.edu/asb/mission-vision-and-learning-goals-ancell-school-of-business/	Please see attached Curriculum Management Document, AACSB Table 5-1, and https://www.wcsu.edu/asb/wp-content/uploads/sites/12/Assessment-Table-for-Webpage-2020.pdf	Learning Goal Assessment Committees review assessment results, interpret, and make recommendations	Changed the book forMISs260	Fall 2020
2. BBA Cybersecurity	https://www.wcsu.edu/asb/mission-vision-and-learning-goals-ancell-school-of-business/	Please see attached Curriculum Management Document, AACSB Table 5-1, and https://www.wcsu.edu/asb/wp-content/uploads/sites/12/Assessment-Table-for-Webpage-2020.pdf	Learning Goal Assessment Committees review assessment results, interpret, and make recommendations	Changed the book for MIS 260	Fall 2020

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

Please submit a copy of your department assessment plan with this form as the cover page. These documents will be forwarded to the Assessment Committee for record keeping for NECHE. The E-Series form should be reviewed as part of your annual report every year. If there are any changes, an updated form and report should be part included in the annual report. If there no changes, simply submit the E-Series form with a note that it is still accurate and list the date.

Assessment reports are due to the Dean's office by the end of the spring semester (May 31) every year. If your schedule of assessment alternates years, please inform your Dean that it is an off-cycle year where appropriate.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

Marketing Department Assessment Plan

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1. Marketing major	**BBA Learning Outcomes** The Marketing Major is one of the BBA majors. The BBA has learning outcomes. https://www.wcsu.edu/asb/mission-vision-and-learning-goals-ancell-school-of-business/ **Additional Marketing Learning Outcomes** The Marketing major also has learning outcomes for our majors. https://www.wcsu.edu/admissions/programs/marketing/ Click "Learning Outcomes" tab	**BBA Assessment** • All Marketing majors are required to complete the BBA core. The BBA has a comprehensive assessment process which is internally and externally (AACSB) reviewed. The following areas are assessed. • Effective Communication: Students will be effective written and oral communicators. • Core Business Knowledge: Students will demonstrate knowledge of critical functional areas of organizations. • Critical Thinking Skills: Students will demonstrate skills relevant to organizational problem solving. • Global/Ethical Knowledge: Students will demonstrate knowledge	**BBA Assessment** • Learning Goal Assessment Committees review assessment results, interpret, and make recommendations **Additional Marketing Major Assessment** • MKT 490 instructors with the Department Chair review the Marketing Plans developed by students in MKT 490 using a rubric, every semester. • MKT 490 Marketing Plans are also reviewed by the client organization every semester. • External reviewers of	**BBA Assessment** Please see attached Table 5-1 **Additional Marketing Major Assessment** While the basic rubric used to evaluate the marketing plans have common elements, they are constantly adapted based on the needs of the client. See attached. Based on changes in the field and feedback from faculty, clients, advisory boards and external reviewers, more emphasis on the following: • e-marketing • analytics, including relevant platforms (e.g., Google	**BBA Program Review** A curriculum mapping project is currently underway. Results will be compiled Fall 2022. **Marketing Program Review** The Department is currently reviewing course outlines and course objectives. Six courses have been updated within the last two academic years. The remaining courses in the marketing major will be evaluated within the next two academic years.

		of the major factors that directly influence organizations. • Group and Team Skills: Students will demonstrate group and team behaviors. • Note that there is a required capstone course in the BBA core MGT 415 Strategic Management which integrates concepts learned for all the required business discipline courses. MGT 415 is a data collection point for assessment. Please see attached Curriculum Management Document, AACSB Table 5-1, and https://www.wcsu.edu/asb/wp-content/uploads/sites/12/Assessment-Table-for-Webpage-2020.pdf **Marketing Major Assessment** • All marketing majors must complete a senior capstone course: MKT 490. (See course description below.) The course culminates in the development of a comprehensive marketing plan for a real organization. • There is also embedded assessment in MKT 315 and MKT 415. These courses also have a project with a real organization. • American Marketing	the AMA Case Competition, every Fall semester. Example scored rubrics attached. • MKT 490 also incorporates two cumulative objective exams that cover concepts that were taught in other courses in the curriculum and reviewed in MKT 490. This data can be used to track performance over time in the major. • The entire Marketing faculty discuss feedback from our advisory board.	Analytics) • DEI and social responsibility (Also integrated in our AMA Collegiate Chapter activities. • Addition of an "Agency Practicum" course based on feedback from our Advisory Board.	

		Association International Case Competition Course allows us to benchmark our students' performance on developing a comprehensive marketing plan against other schools. See Appendix for scoring rubric examples. • The Marketing Department maintains an Advisory Board of Marketing professionals, including. The Advisory Board provides feedback on changes in the field that we should address in the curriculum. MKT 490 – Marketing Management: Analysis, Planning, and, Implementation. Course Description: This is the capstone course for all marketing majors and serves to consolidate and strengthen the student's knowledge of marketing processes and practices. The marketing planning process is the foundation for the course and students will apply planning processes and practices to situations in real organizations. The course will cover strategy development through to program implementation and control. Emphasis will be placed on the collection, analysis and proper utilization of marketing data. Various types of marketing organizations in both consumer and business markets will be			

		examined including those in direct/interactive marketing, service industries and multi-channel marketers. The course will also examine global, societal and ethical issues and the role of marketing in not-for-profit organizations. Prerequisite: GPA 2.3 or higher. This course must be taken after all other marketing courses required for the completion of the marketing degree, or concurrently with the completion of the remaining marketing courses in the marketing major.			

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

Please submit a copy of your department assessment plan with this form as the cover page. These documents will be forwarded to the Assessment Committee for record keeping for NECHE. The E-Series form should be reviewed as part of your annual report every year. If there are any changes, an updated form and report should be part included in the annual report. If there no changes, simply submit the E-Series form with a note that it is still accurate and list the date.

Assessment reports are due to the Dean's office by the end of the spring semester (May 31) every year. If your schedule of assessment alternates years, please inform your Dean that it is an off-cycle year where appropriate.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

Appendix

Table 5-1
Assessment Plan and Results for Most Recently Completed Accreditation Cycle by Degree Program (Table is Optional for CIR Visits, Mandatory for Initial Visits)

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures						
Written Communication	80%	In 2019, this was a full faculty assessment where each faculty member assesses and then group discusses to find consensus. In Spring 2022, the LGAC members carried out the	MGT 415	Spring 2019 Fall 2021 - Spring 2022	Content = yes Organization = yes Language = no	Fall 2022-Recommended to start developing a new analytical rubric (pedagogy Fall) Fall 2022-Recommend exploring and adopting software tools that check grammar and language (e.g., Grammarly) (pedagogy) Fall 2022-Recommend integrating short written assignments to course syllabi for students to realize their writing skills earlier in each course (pedagogy)

E-Series Forms: Making Assessment More Explicit

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
		assessment online.				
Oral Communication	70%	Faculty LGAC assesses by reviewing recorded presentations as a group and then forming a consensus.	MGT 415	Spring 2018 Fall 2019	Content – yes Organization = yes Delivery = no	1/2019 – Ancell Commons started providing presentation coaching. (process) Fall 2022 – Students will take their choice of COM 160, 161 or 163 as part of the core. This replaces PSY 100. (Curriculum) Spring 2022- Faculty reviewed AI Software from PitchVantage and were interested in adopting. Next steps require faculty commitment and a price quote from PitchVantage. (pedagogy) Developed a new analytical rubric for oral presentations. The new rubric provides clear assessment areas with quantitative metrics under three main categories (Content and Structure, Delivery, and Visual Aids) (pedagogy)
Critical Function		Uniform Exams	ACC 201 and ACC 202	Each Semester		Faculty switched from ETS to peregrine, pilot in f2018 – (Process) (Ongoing) The LGAC has shared and would like to continue to share assessment results with appropriate departments so that each department can evaluate student performance and whether performance is satisfactory, if not, what changes should be made, and then to
	Students should meet or exceed	ETS	MGT 415	Fall 2017		

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Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
	results from F16/S17 Students should perform in the average range (40 -50%) in all areas of the assessment	Peregrine	MGT 415	Fall 2018, Spring 2019		document those changes. Considering use of an MS form to track departmental response to the data and actions taken. –(Process) Fall 2021-LGAC is reviewing next steps. Recommended homegrown assessment over standardized testing and discussions are ongoing for various departments. (curriculum and process) Fall 2017 and forward-The Accounting Department mapped learning goals and then revised the uniform exam based on those learning goals for ACC 201 and ACC 202, both required core courses. A faculty committee reviews exam result data to look for areas of weakness and patterns where student learning could be improved. The committee communicates those recommendations to all department faculty and makes necessary changes – (Curriculum, Pedagogy, & Process)
Critical Thinking	>50% of students are above the mean minus one standard deviation	Watson Glaser	MGT 415	Fall 2017 Spring 2020/ Fall 2021	DC - yes EA - yes RA - no	No improvements have been adopted but this LGAC is planning to align with Gen Ed rubrics once they are approved.

The Results cell contains two small tables:

Topic	Up or down	Target Met?
ACC	-5	no
ECO*	0	yes
MGT	1	yes
QBA	-1	no
FIN	-1	no
MKT	0	yes
Legal/Social Envir.	-3	no
MIS**	-3	no
Global	-1	no

Spring 2019	
Title Indicator	Mean % Correct
ACC	46.25
Ethics	44.75
FIN	40.00
ECO	44.75
Global	42.50
MIS	47.50
Legal	48.75
MGT	50.00
MKT	51.00
Quant.	35.75

E-Series Forms: Making Assessment More Explicit

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Global	80% should perform at the mean minus one standard deviation	Global Competency Aptitude Assessment	MGT 415	Fall 2017 Fall 2019 Spring 2022	Readiness - Yes Global Awareness - Yes Intercultural Capability - Yes Collaboration Across Cultures - yes	2/2018 - Change to course number and prerequisites from: MKT 201 - Sophomore standing with prerequisites -MKT 200 (formerly 301) ACC 201 or ECO 211 (formerly ECO 100). <u>To</u> MKT 305 - GPA >2.3 60 or more credits (Junior standing) MKT 200 Principles of Marketing MGT 250 Organization Behavior FIN 310 Principles of Finance (Curriculum) Fall 2019 – MKT Dept. adopted new textbook for all sections of MKT 305 (Pedagogy) Spring 2022-LGAC discussed creating in-house assessment tool that maps what's taught and what's tested (curriculum, pedagogy, and process)
Ethical						
Groups and Teams Knowledge	80%	Faculty created knowledge acquisition test	MGT 250	Every Semester – Built into course	Goal met on 7 of 12 questions	Spring and Fall 2019) Changes were made to the assessment to better address topics covered in this course (process) (Ongoing) LGAC met with MGT 250 teaching faculty to make sure that all faculty were

E-Series Forms: Making Assessment More Explicit

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
						prepared to properly convey exam topics in class (process and pedagogy) Fall 2021 Results for aggregate are shared with MGT 250 faculty and each faculty member receives breakdown for their section. (process)
Groups and Teams Application	80% of students will be satisfied with group process	Capsim TeamMates	MGT 250	Every Semester – Built into course	Pre – Yes Post - Yes	(Ongoing) Results meet target. No changes at this time.
Indirect Measures						
First Destination Survey	No Target Set	First Destination Survey	Graduates are assessed	Every Year		WCSU students self-report on their job status at graduation. A more effective place to collect data is through the US Census Bureau which looks at our student earning outcomes by major, at 1, 5 and 10 years. https://lehd.ces.census.gov/applications/pseo/?type=earnings&compare=postgrad&specificity=4&state=09&institution=00138000&degreelevel=05&gradcohort=0000-

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
						3&filter=50&program=5212,5208,5214,5203,5202,00
NSSE	No Target Set	NSSE	An email survey is sent to select freshmen and seniors.	Select freshman and senior students are asked to complete a survey during odd years. A special Covid-19 Pulse was deployed in 2020.	Faculty reviewed a selection of the results from the 2021 survey. Results were accepted by faculty as appropriate for our institution.	Based upon the information reviewed in spring 2022, faculty agreed that our students do not have time to participate in clubs or internships as most of our students are already working an average of 30 hours per week (established via a student survey) These were the areas where performance was below comparison schools. A curriculum mapping survey has gone out to faculty regarding our core courses and we are reviewing career readiness activities already occurring in classrooms.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

External Review of WCSU Marketing Students' Performance on Marketing Plan Development

2021

Dear Western Connecticut State University,

Congratulations! Your chapter has earned one of the Top 10 finalist spots for the AMA Collegiate Case Competition sponsored by PODS.

Your chapter will present on Monday, April 5th ahead of the AMA's 2021 Virtual International Collegiate Conference.

Please see the important details and documents below that you should *read in its entirety*. Also see your scoring rubric for your review in preparation for your final presentation:

Western Connecticut State University	
2020-2021 AMA COLLEGIATE CASE COMPETITION (PODS)	**AVG**
Situation Analysis - Secondary Market Research (20 pts)	18.21
Primary Market Research (20 pts)	18.29
Target Market, Positioning, Strategy, and Objectives (20 pts)	18.57
Marketing Tactics (20 pts)	17.21
Measurement and Evaluation (10 pts)	9.38
Presentation (10 pts)	9.51
Deductions for School Identification (minus 5 pts)	
TOTAL (100pts)	**91.17**

2020

Western Connecticut State University,

Congratulations! Your chapter has earned one of the Top 11 finalist spots for the AMA Collegiate Case Competition sponsored by Cotton Incorporated. Your chapter will present in-person on Thursday, March 12th, 2020 at the AMA's International Collegiate Conference in New Orleans. Please see the important details and documents below that you should read in its entirety. Also see your scoring rubric for your review in preparation for your final presentation:

Western Connecticut State University	
2019-20 AMA COLLEGIATE CASE COMPETITION (Cotton Inc.)	**AVG**
Situation Analysis - Secondary Market Research (20 pts)	**18.67**

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Primary Market Research (20 pts)	**19.44**
Target Market, Positioning, Strategy, and Objectives (20 pts)	**18.89**
Marketing Tactics (20 pts)	**17.33**
Measurement and Evaluation (10 pts)	**9.33**
Presentation (10 pts)	**9.22**
Deductions for School Identification (minus 5 pts)	**0.00**
TOTAL (100pts)	**92.89**

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

Sample Rubrics used in MKT 490 Capstone Course

MKT 490 Rubric for On the Mend Final Paper
Housekeeping:
Single space Arial, Calibri or Times New Roman font size 11 or 12.
1. Make good use of charts to explain data.
2. Pay attention to your writing. *Use paragraphs*. A full page of writing with no breaks is impossible to read.
3. Use Headings for all sections.
4. References should be cited within the body of the paper and listed at the end.
5. Use APA format.

Structure:

Executive Summary		5 pts	
Situation Analysis: Customers/Users Company Context Collaborators Competitors	Demographics, psychographics SWOT Analysis(chart and write-up) Economy, politics, legal, technology, societal Relations with other organizations Other choices for users?	26 pts (8) (6) (3) (3) (6)	
Strategic Development Segmentation Targeting Positioning	Current and Non-Users Size and profitability of segments Competitors and location (use positioning maps and write-up)	26 pts 8 8 10	
Market Positioning, Strategies and Tactics Product/Service Price Place Promotion	Benefits & attributes Cost of product Geographic area (include all 3) Mockups, ads, social media	35 pts 5 5 5 20	
References, grammar, formatting		8 pts	
		100 pts	

MKT 490 Rubric for F&M Electric Final Paper

Housekeeping:
Single space Arial, Calibri or Times New Roman font size 11 or 12.
Make good use of charts to explain data.
Pay attention to your writing. *Use paragraphs*. A full page of writing with no breaks is impossible to read.
Use Headings for all sections.
References should be cited within the body of the paper and listed at the end.
Use APA format.

Structure:

Executive Summary		5 pts	
Situation Analysis:		26 pts	
Customers/Users	Demographics, psychographics	(8)	
Company	SWOT Analysis	(6)	
Context	Economy, politics, legal, technology, societal	(3)	
	Relations with other organizations		
Collaborators	Other choices for users?	(3)	
Competitors		(6)	
Strategic Development		26 pts	
Segmentation	Current and Non-Users	8	
Targeting	Size and profitability	8	
Positioning	Position as opportunity	10	
Market Positioning, Strategies and Tactics		35 pts	
Product/Service	Benefits & attributes	5	
Price	Cost of product	5	
Place	Geographic area	5	
Promotion	Mockups, ads, social media	20	
References, grammar, formatting		8 pts	
		100 pts	

E-Series Forms: Making Assessment More Explicit
Option E1: Part a. Inventory of Educational Effectiveness Indicators

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1. BS in Applied and Computational Math	Bachelor of Science In Applied and Computational Mathematics – Math Department (wcsu.edu) & Mathematics – WCSU Undergraduate Catalog 2021-2022	Learning Outcomes 1 and 2, which have 4 and 3 sub-outcomes, respectively, are assessed using course grades in specific classes with a benchmark of 70% of students achieving a grade of C, or better. The benchmark is still being determined for Learning Outcomes 3 through 5 pending the completion of the common rubric that will be used to assess these Outcomes in specific classes. The specific assignment to which the rubric will be applied is left to each individual instructor.	The BS in Applied and Computational Math assessment committee interprets the results biennially.	Not applicable currently.	Not applicable currently.
2. BA Mathematics	Mathematics – WCSU Undergraduate Catalog 2021-2022	Breadth of knowledge: Completion rates by class year in key courses which contribute to breadth of knowledge. Specifically MAT 141, 171/181, 182, 222, 272, 281, 282, 375, 383 Mathematical Communication and depth of knowledge:	Data is analyzed by BA assessment subcommittee annually	Recommendation for Breadth of knowledge: It is advised to focus on advising of entering students to emphasize the need for them to finish these	Spring 2020

		Capstone project from the Senior Seminar Course MAT 453: Senior Seminar Experience		courses earlier in their academic careers. <u>Recommendation for Mathematical Communication and depth of knowledge</u>: It is advised that the department should consider placing emphasis on writing in earlier classes in a way that gives relatively uniform assured experiences for all math students.	
3. BS Secondary Education Program in Mathematics	The learning outcomes are new and are not yet published. In due time, they will be published at: Mathematics – WCSU Undergraduate Catalog 2021-2022	a. Praxis 5161 (licensure exam) and Math Practices Assessment b. edTPA, Math Practices Assessment c. edTPA, Student Teaching Evaluation Instrument (STEI) and the STEI Math Supplement d. edTPA, Student Teaching Evaluation Instrument (STEI) and the STEI Math Supplement e. STEI	a. to b.: A subcommittee of the Math Department, with 3 members. Data is reviewed annually c. to e.: The ERC convenes twice a year (January and May) to review the data for these assessments at a Data Retreat	These learning outcomes have just been created. Prior to this AY, only generic Secondary Education learning outcomes were published	AY 2019-2020 (October 2019 had external evaluators visit)

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

Please submit a copy of your department assessment plan with this form as the cover page. These documents will be forwarded to the Assessment

Option E1: Part A. Inventory of Educational Effectiveness Indicators
Physics, Astronomy, and Meteorology Assessments

CATEGORY	(1) Where are these learning outcomes published? (Please specify.) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
BS Meteorology (undergraduate)	https://catalogs.wcsu.edu/ugrad2021/sas/programs/physics-astronomy-meteorology/	Formative Assessment: semester and final exams, video presentations, class and laboratory assignments. Summative Assessment: senior research papers and presentation; internship paper and presentations, internship host evaluations of students; student self-assessment of learning outcomes (initiated in 2021).	Department faculty and Department Assessment Committee when in session.	Degree program underwent major revision in ~2012. Some new courses have been developed since then.	Program Review: 2021

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
MSED Information Technology Assessment

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
MSED Instructional Technology	1. Department website https://www.wcsu.edu/education/	**Assessment #1**: ED 592 Capstone Project	1.Data retreats are held each January and May. Program coordinators and faculty review semester data/ yearly data. Program improvements are adopted, as needed.	Program was moved to a totally online modality.	April 25-27, 2021 CAEP visit.
	2. Listed learning objectives in each course syllabus	**Assessment #2**EPY 505 Measurement Project	1.Assessment and Accreditation Committee oversees the assessment process of the program.	Curriculum modifications were made to focus virtual learning environments	
		Assessment #3: CAEP Advanced Programs Disposition Instrument			
		Assessment #4: Employer and Completer Surveys		.	

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

Please submit a copy of your department assessment plan with this form as the cover page. These documents will be forwarded to the Assessment Committee for record keeping for NECHE. The E-Series form should be reviewed as part of your annual report every year. If there are any changes, an updated form and report should be part included in the annual report. If there no changes, simply submit the E-Series form with a note that it is still accurate and list the date

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *		(6) Date and nature of next scheduled review.
NCATE/CAEP	April 2021	None	**Assessment Name and Number**	**Type of Assessment**	Spring 2028
			Assessment 1: ED 592 Capstone Project	Content Knowledge	
			Assessment 2: EPY 505 Measurement Project	Content Knowledge	
			Assessment 3: CAEP Advanced Programs Disposition Instrument	Dispositions Instrument	
			Assessment 4 Employer and Alumni Survey	Post-completion	

May 2016

E-Series Forms: Making Assessment More Explicit

MS Education: Literacy & Language Arts 1 Program
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
*MSED in Literacy and Language Arts K-12 *Purpose of the Program: The mission of the MSED in Literacy and Language Arts Program is to prepare educators to become reading specialists, literacy coaches, and professional leaders who are highly knowledgeable in the theoretical and practical foundations of literacy, who recognize access to literacy education and work to impact student learning in culturally diverse populations in PK-12 schools and communities.*	A: Graduates of the program will use their knowledge of cognitive, linguistic, motivation, and socio-cultural foundations of literacy to sustain and connect classroom communities; B: Graduates of the program will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners; C: Graduates of the program will	A-1: Synthesize and apply major theories and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing development, processes, and components as indicated by the design of an action research project in literacy. Related Courses: ED 611; ED 612; ED 613 B-1: Expand his or her professional knowledge base regarding the education and development of exceptional, gifted, talented, and disabled students as indicated by case studies of struggling readers and writers. Related Courses: ED 514; ED 535; ED 607 B-2: Accurately assess and analyze student learning, reflecting on adjustments needed for both instruction and assessment as indicated by the impact on student learning. Related Courses: ED 548; ED 535; ED 607	Evidence is interpreted by course instructors, cooperating teachers/ mentors, and university advisors. Evidence includes evidence-based interventions designed by candidates for fieldwork experiences along with Case Study Reports, Literacy Coaching Portfolios, Action Research Projects, Literacy Coordinator/ Supervisor Portfolios. All scores are based on program rubrics that are utilized by professionals trained in the proper use of the instruments.	Due to the COVID pandemic, modifications have been made to accommodate state mandates for virtual instruction and observations. Professors adapt instruction to meet the needs of their candidates. *Provide support as needed to build the writing skills of some candidates. Make referrals for Writing Center support if improvement is not evident. *Provide resources and reminders regarding the importance of utilizing evidence-based approaches.	Data Retreat: January 2021

E-Series Forms: Making Assessment More Explicit

	demonstrate the ability to use relevant pedagogical skills and educational psychology knowledge in the planning, development, delivery, and assessment of professional services in support of relevant educational goals; D: Graduates of the program will demonstrate the ability to work jointly, collaboratively, and cooperatively with learners, peers, educational professionals, and other community members to meet the needs of all learners.	C-1: Demonstrate the ability to apply their knowledge of theory and empirical research to impact student learning as indicated by clinical performance in the practicum. Related Courses: ED 612; ED 613 D-1: Work collaboratively with administrators, colleagues, parents, and community members to design literacy instruction as indicated by completion of portfolio in the practicum. Related Courses: ED 612; ED 613		*Recognize the individual needs of candidates as they arise and provide direct support as needed for appropriate use of assessment tools.	

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

Please submit a copy of your department assessment plan with this form as the cover page. These documents will be forwarded to the Assessment Committee for record keeping for NECHE. The E-Series form should be reviewed as part of your annual report every year. If there are any changes, an updated form and report should be part included in the annual report. If there no changes, simply submit the E-Series form with a note that it is still accurate and list the date.

Assessment reports are due to the Dean's office by the end of the spring semester (May 31) every year. If your schedule of assessment alternates years, please inform your Dean that it is an off-cycle year where appropriate.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1. B.A. Music	WCSU Catalog https://catalogs.wcsu.edu/ugrad2021/svpa/programs/music/#ba_music	Capstone Course	Music subcommittee, in annual assessment report	N/A	2019 NASM visit and report
2. B.S. Music Education	WCSU Catalog https://catalogs.wcsu.edu/ugrad2021/svpa/programs/music/#bs_musiced	Sophomore Barrier Exam, Professional Program Interview, Capstone Course, Praxis exam, CT Teacher Certification, job placement data	Music education faculty, in annual assessment report; Pearson, in scoring the EdTPA	Changes have been made to the Sophomore Barrier Exam and the Professional Program Interview in the last four years; Additional interview preparation has been added throughout the degree	2019 NASM visit and report
3. B.M. Audio and Music Production	WCSU Catalog https://catalogs.wcsu.edu/ugrad2021/svpa/programs/music/	Sophomore Barrier Exam, Capstone course	Audio faculty, in annual assessment report	Changes have been made to the Sophomore Barrier Exam in the last two years; New courses have been created to better prepare students for the job market	2019 NASM visit and report
4. B.M. Jazz	WCSU Catalog https://catalogs.wcsu.edu/ugrad2021/svpa/programs/music/#bm_jazz	Sophomore Barrier Exam, Junior Recital, Capstone course (Senior Recital)	Jazz faculty, in annual assessment report; Recital committee	Changes have been made to the Sophomore Barrier Exam in the last four years; New courses have been created to better prepare music	2019 NASM visit and report

				students for the job market	
5. B.M. Performance	WCSU Catalog https://catalogs.wcsu.edu/ugrad2021/svpa/programs/music/#bm_performance	Sophomore Barrier Exam, Junior Recital, Capstone course (Senior Recital)	Performance faculty, in annual assessment report; Recital committee	Changes have been made to the Sophomore Barrier Exam in the last four years; New courses have been created to better prepare students for the job market	2019 NASM visit and report
6. M.S. Music Education	WCSU Catalog https://catalogs.wcsu.edu/grad2021/svpa/programs/master-of-science-in-music-education/	Capstone course	Music education faculty, in annual assessment report	Program is under revision	2019 NASM visit and report

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

Please submit a copy of your department assessment plan with this form as the cover page. These documents will be forwarded to the Assessment Committee for record keeping for NECHE. The E-Series form should be reviewed as part of your annual report every year. If there are any changes, an updated form and report should be part included in the annual report. If there no changes, simply submit the E-Series form with a note that it is still accurate and list the date.

Assessment reports are due to the Dean's office by the end of the spring semester (May 31) every year. If your schedule of assessment alternates years, please inform your Dean that it is an off-cycle year where appropriate.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
Nursing Program Assessments

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (Please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1.Ed.D in nursing program	Graduate Catalog	Dissertation Defense	Ed.D. coordinator/chair and Programs and faculty every 5 years and when changes are made	No Changes	No Accreditation Body. NECHE approval
2. Doctorate in Nursing Practice First class admitted Fall 2022	Will be in Graduate Catalog	Evidence Based Research Project Defense	Programs and Faculty- every 5 years and when changes are made	NA- brand new program	NA brand new program
3. MS degree in Nursing	Graduate Catalog	Licensure exam pass rates. NUR 590, Professional Role Course	MS coordinator/chair, programs and faculty every 5 years and when changes are made	All courses were reviewed a few years ago- no new changes	2018 CCNE accreditation
4.. RN BS degree	Undergraduate Catalog	NUR 376 Capstone Project- already licensed. Completed hours of clinical as required.	RN-BS coordinator / chair; programs and faculty every 5 years and when changes are made	HPX 205 removed as requirement for RN-BS degree.	2018 CCNE accreditation
5. UG degree	Undergraduate Catalog	NUR 475 Capstone Project, passing NCLEX, completed level of clinical hours as required.	UG coordinator/chair; programs and faculty every 5 years and when changes are made	No changes	2018 CCNE accreditation + State Board Approval

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

Please submit a copy of your department assessment plan with this form as the cover page. These documents will be forwarded to the Assessment Committee for record keeping for NECHE. The E-Series form should be reviewed as part of your annual report every year. If there are any changes, an updated form and report should be part included in the annual report. If there no changes, simply submit the E-Series form with a note that it is still accurate and list the date.

Assessment reports are due to the Dean's office by the end of the spring semester (May 31) every year. If your schedule of assessment alternates years, please inform your Dean that it is an off-cycle year where appropriate.

May 2016

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
Professional Writing Assessments

CATEGORY Degree Program*	(1) Where are the learning outcomes for this level/program published? (Please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1. BA Professional Writing	Departmental web page: http://wcsu.edu/writing	Capstone course (WRT465 Thesis), Portfolio	Assessment Committee led by Thesis instructor reviews every portfolio annually.	Student feedback from reflective essay in portfolios taken into consideration in recent curriculum revision; uptick in error incidents in portfolios led to plan to review approach to grammar, punctuation, and spelling in curriculum.	May 2021

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

Please submit a copy of your department assessment plan with this form as the cover page. These documents will be forwarded to the Assessment Committee for record keeping for NECHE. The E-Series form should be reviewed as part of your annual report every year. If there are any changes, an updated form and report should be part included in the annual report. If there no changes, simply submit the E-Series form with a note that it is still accurate and list the date.

Assessment reports are due to the Dean's office by the end of the spring semester (May 31) every year. If your schedule of assessment alternates years, please inform your Dean that it is an off-cycle year where appropriate.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

PSYCHOLOGY ASSESSMENT PLANS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
List each degree program: 1. B.A. Psychology	http://www.wcsu.edu/catalogs/undergraduate/sas/programs/psychology/#ba_psy	We have a 3-4 year cycle of assessment tools and data: 1. Knowledge of Psychology (Breadth): Dept. Comprehensive Psychological Knowledge Test, every 3-4 years, validated against the ETS Major Field Test once. 2. Writing in the discipline: Evaluation of a random sample of Advanced Seminar (Capstone) papers by two blind reviewers each, using a department-developed standardized rubric based on APA guidelines. Every 3-4 summers by faculty. 3. Quantitative skills in the discipline: Assessment of statistical knowledge via objective tests every 3-4 years by faculty who teach courses in the research methods sequence.	The department Assessment Committee is responsible for implementing and interpretation of our assessment. This information is shared with the department and the department revises its curriculum and overall program as needed.	Assessment results have resulted in substantive modifications to the learning methods utilized in the core research methods sequence courses, aimed at achieving higher levels of proficiency and increased passing rates. Moreover, we have recently modified this research sequence, moving from 3 3-credit required courses to 2 4-credit required courses. Our plan is to assess this change in the coming years. The pandemic interfered with our assessment cycle in 2020-21. Nevertheless, we are conducting a new breadth assessment in SP 21 and FA 21. Our assessment of our capstone advanced seminar projects in 2012-2013 lead us to develop a concrete set of learning goals for good writing for our majors. These learning outcomes are based upon the American Psychological Association's (APA) Guidelines for	The 2016 External Review of the Psychology Program was carried out October 12th and 13th, 2016. The Final Report was delivered October 17.

				the Undergraduate Psychology Major, Version 2.0, published in 2013.	

Institutions selecting E1a should also include E1b.

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

Please submit a copy of your department assessment plan with this form as the cover page. These documents will be forwarded to the Assessment Committee for record keeping for NECHE. The E-Series form should be reviewed as part of your annual report every year. If there are any changes, an updated form and report should be part included in the annual report. If there no changes, simply submit the E-Series form with a note that it is still accurate and list the date.

Assessment reports are due to the Dean's office by the end of the spring semester (May 31) every year. If your schedule of assessment alternates years, please inform your Dean that it is an off-cycle year where appropriate.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
Secondary Education Assessment Plans

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process?(e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1. BS Secondary Education: Biology, Chemistry, English, Mathematics, Social Studies and Spanish	1. Secondary Education Handbook 2. MAT Secondary Education Handbook	**Assessment #1**: Licensure Assessment: Praxis Subject Assessment	1.Data retreats are held each January and May. Program coordinators and faculty review semester data/ yearly data. Program improvements are adopted, as needed.	Praxis Study Center was implemented to help candidates pass certification exams.	April 25-27, 2021 CAEP visit.
2. MAT Secondary Education: TESOL	2. Listed learning objectives in each course syllabus	**Assessment #2**: edTPA Portfolio Assessment	1.Assessment and Accreditation Committee oversees the assessment process of the program.	Curriculum modifications were made to focus more on assessment.	
3	3. Graduate Catalog https://catalogs.wcsu.edu/grad/sps/programs/master-of-arts-in-teaching/	**Assessment #3**: Student Teaching Evaluation Instrument (STEI)		Modules on family engagement and classroom management were implemented.	
4.		**Assessment #4**: CAEP Initial Programs Disposition Instrument		CSDE Next Generation program was launched to provide financial assistance to candidates to improve retention rates.	
5.		**Assessment #5: Post completion Alumni and Employer Surveys**			

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.
Please submit a copy of your department assessment plan with this form as the cover page. These documents will be forwarded to the Assessment Committee for record keeping for NECHE. The E-Series form should be reviewed as part of your annual report every year. If there are any changes, an updated form and report should be part

E-Series Forms: Making Assessment More Explicit

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *		(6) Date and nature of next scheduled review.
NCATE/CAEP	April 2021	None	**Assessment Name and Number**	**Type of Assessment**	Spring 2028
			Assessment 1: Praxis Multisubject and Pearson Foundation of Reading	Licensure Exam	
			Assessment 2: **edTPA**	Content Knowledge	
			Assessment 3: **Student Teaching Evaluation Instrument**		
			Assessment 4: **CAEP Initial Programs Disposition Instrument**	Internship Instrument	

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

			Assessment 5 Employer and Alumni Survey	Post-completion	

*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.

E-Series Forms: Making Assessment More Explicit

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
Social Sciences Assessments

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1. Anthropology/Sociology	On the university website: https://catalogs.wcsu.edu/ugrad2021/sas/programs/social-sciences/	Pre-test and post-test data collected in SS 201 & SS 400	Department Assessment Committee. Every five years in the spring, looking at the previous calendar years	Refinement of assessment materials, SS400 application, and content of courses.	2017 (next report spring 2022)
2. Economics	On the university website: https://catalogs.wcsu.edu/ugrad2021/sas/programs/social-sciences/	Pre-test and post-test data collected in SS 201 & SS 400	Department Assessment Committee. Every five years in the spring, looking at the previous calendar years	Refinement of assessment materials, SS400 application, and content of courses.	2017 (next report spring 2022)
3. Political Science	On the university website: https://catalogs.wcsu.edu/ugrad2021/sas/programs/social-sciences/	Pre-test and post-test data collected in SS 201 & SS 400	Department Assessment Committee. Every five years in the spring, looking at the previous calendar years	Refinement of assessment materials, SS400 application, and content of courses.	2017 (next report spring 2022)
4. Social Sciences (all options)	On the university website: https://catalogs.wcsu.edu/ugrad2021/sas/programs/social-sciences/	Pre-test and post-test data collected in SS 201 & SS 400	Department Assessment Committee. Every five years in the spring, looking at the previous calendar years	Refinement of assessment materials, SS400 application, and content of courses.	2017 (next report spring 2022)

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.
• Please submit a copy of your department assessment plan with this form as the cover page. These documents will be forwarded to the Assessment Committee for record keeping for NECHE. • The E-Series form should be reviewed as part of your annual report every year. • If there are any changes, an updated form and report should be part included in the annual report. • If there no changes, simply submit the E-Series form with a note that it is still accurate and list the date.
• Assessment reports are due to the Dean's office by the end of the spring semester (May 31) every year. • If your schedule of assessment alternates years, please inform your Dean that it is an off-cycle year where appropriate.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
Social Work Assessment Program

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (Please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1.BA in Social Work	https://catalogs.wcsu.edu/ugrad/sps/programs/social-work/	Combined score of the capstone assignment and field evaluation scores.	The supervisors in the field placements and the faculty teaching the capstone course provide scores. For each competency, the scores for field and capstone are averaged for each student. Mean scores of 3 or above are considered competent. The score calculation and aggregation are completed by a faculty member.	1. Weekly faculty meetings to address curricular, field education and student concerns. 2. Using a professional behavior grid in SW200 and other courses. 3. Emphasizing content on oppression in SW220. 4. Increasing research assignments in field seminar. 5. Changing the order of senior policy courses.	2/2021

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

Please submit a copy of your department assessment plan with this form as the cover page. These documents will be forwarded to the Assessment Committee for record keeping for NECHE. The E-Series form should be reviewed as part of your annual report every year. If there are any changes, an updated form and report should be part included in the annual report. If there no changes, simply submit the E-Series form with a note that it is still accurate and list the date.

Assessment reports are due to the Dean's office by the end of the spring semester (May 31) every year. If your schedule of assessment alternates years, please inform your Dean that it is an off-cycle year where appropriate.

SPANISH ASSESSMENT PLANS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (Please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Spanish BA	https://catalogs.wcsu.edu/ ugrad/sas/programs/world-languages-and-literatures/ and https://www.actfl.org/publi cations/guidelines-and-manuals/actfl-proficiency-guidelines-2012	Spanish majors and minors are assessed annually for oral and writing proficiency as part of an internal program assessment through a final exam or project during at least one 200 level and one 300 level Spanish course on cultural and/or literary topics.	WLL Assessment Committee comprised by the full-time faculty	Annual assessment data show that WLL consistently meets the published student learning outcomes for Spanish major programs: Students will demonstrate a measurable increase in oral and writing proficiency in Spanish to a minimum of advanced proficiency for students in upper division (300 level) Spanish courses. New Minor in Spanish Translation has been developed and implemented since 2015	2015
B.S. SPANISH – SECONDARY EDUCATION CERTIFICATION	https://catalogs.wcsu.edu/ ugrad/sas/programs/world-languages-and-literatures/ and https://www.actfl.org/publi cations/guidelines-and-manuals/actfl-proficiency-guidelines-2012	Students admitted to the professional semester for the B.S. in Spanish-Secondary Education achieve a minimum level of Advanced Low as defined by the ACTFL proficiency scale. In addition to assessment of cultural competency of students in final exams and projects in culture and literature courses, candidates for	WLL Assessment Committee comprised of the full-time faculty	Assessment in conjunction with Education Department	2015

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

Theatre Department Assessment Plans

CATEGORY Degree program*	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1.BA Theatre Arts	WCSU Catalogue and Webpage	Capstone Course	Formal Oral Presentation to entire full-time faculty and written research document.	The performance elements have been removed from Sr. Portfolio to place more emphasis on the research element.	2017-18 academic year
2.BFA Musical Theatre	WCSU Catalogue and Webpage	Capstone Course and Sr. Showcase	Formal Oral Presentation to entire full-time faculty and written research document.	The performance elements have been removed from Sr. Portfolio to place more importance on the research element.	2017-18 academic year

Note: If your department offers more than one degree, please list all programs and the specific outcomes for each.

Please submit a copy of your department assessment plan with this form as the cover page. These documents will be forwarded to the Assessment Committee for record keeping for NECHE. The E-Series form should be reviewed as part of your annual report every year. If there are any changes, an updated form and report should be part included in the annual report. If there no changes, simply submit the E-Series form with a note that it is still accurate and list the date.

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		teacher certification demonstrate oral proficiency and writing proficiency through the following external assessments: OPI (Oral Proficiency Interview) [Language Testing International](#) WPT (Writing Proficiency Interview) [Language Testing International](#)			

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: https://cihe.neasc.org) for more information about completing these forms.

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
BA Spanish NEASC	2013	Class rotation. Has been reassessed and improved		2018
BS Spanish NCATE	February 2013	Spanish Education is recognized with no conditions		2018

*Record results of key performance indicators in form 8.3 of the Data First Forms.

Appendix C: Audited Financial Statements and Required Communications

CC

Connecticut State Universities

2022

FINANCIAL STATEMENTS

INCLUDING

Required Supplementary Information

Additional Supplemental Information

June 30, 2022

CSCU

Connecticut State Universities

Mission Statement

As part of the Connecticut State Colleges & Universities (CSCU) system, the four Connecticut State Universities offer exemplary and affordable undergraduate and graduate instruction leading to degrees in the liberal arts, sciences, fine arts, applied fields, and professional disciplines. They advance and extend knowledge, research, learning and culture while preparing students to enter the workforce and to contribute to the civic life of Connecticut's communities. Through a variety of living and learning environments, the Universities ensure access and diversity to meet the needs of a broad range of students. They support an atmosphere of inter-campus learning, the exploration of technological and global influences and the application of knowledge to promote economic growth and social justice.

CSCU

Members of the Board of Regents for Higher Education (Between 7/1/2021 and 6/30/2022)

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

REGENTS AS OF 6/30/22
(Five vacancies: three legislative appointees and two Student Regent vacancies.)
JoAnn Ryan, Chair
Richard J. Balducci
Ira Bloom
Felice Gray-Kemp
Holly Howery
Juanita James
Jim McCarthy
Richard Porth
Ari Santiago
Elease E. Wright

EX-OFFICIO, NON-VOTING MEMBERS
David Blitz – Chair of the Faculty Advisory Committee
Colena Sesanker – Vice Chair of the Faculty Advisory Committee
Dante Bartolomeo – Commissioner of the CT Department of Labor
Charlene Russell-Tucker –Commissioner of the State Department of Education
David Lehman – Commissioner of Department of Economic and Community Development
Dr. Manisha Juthani – Commissioner CT Dept. of Public Health
Kelli-Marie Vallieres – CT Chief Workforce Officer

Former Board members (who served between 7/1/21 – 6/30/22)

Matt Fleury – BOR Chair
Merle Harris – BOR Vice Chair
Aviva Budd – Regent
Naomi Cohen – Regent
David Jimenez – Regent
Kurt Westby – Retired Commissioner of the Dept. of Labor
Dr. Deidre Gifford – Acting Commissioner Appt. Ended – Dept. of Public Health

Connecticut State Universities

Central Connecticut State University (CCSU)
1615 Stanley Street
New Britain, CT 06050
Dr. Zulma Toro, President

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

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

Western Connecticut State University (WCSU)
181 White Street
Danbury, CT 06810
Dr. John B. Clark, President

System Office, Connecticut State Colleges & Universities (CSCU)
61 Woodland Street, Hartford, CT 06105
Terrence Cheng, CSCU President (Beginning July 2, 2021)

Introduction

Management's Discussion and Analysis provides an overview of the financial position and results of activities of the Connecticut State University System ("CSUS" or "System") and its component units for the fiscal years ended June 30, 2022 and 2021. This discussion has been prepared by and is the responsibility of management and should be read in conjunction with the financial statements and footnote disclosures which follow this section.

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

CSUS is a state-wide public university system of higher learning in the State of Connecticut with 27,564 enrolled students. The Universities offer high-quality applied educational doctoral, graduate and undergraduate programs in more than 150 subject areas and provide extensive opportunities for internships, community service and cultural engagement. In total, CSUS employed approximately 3,000 full time employees at June 30, 2022.

The CSUS is composed of four Universities that make up the primary reporting entity. The System's four Universities include:

- Central Connecticut State University (CCSU) in New Britain,
- Eastern Connecticut State University (ECSU) in Willimantic,
- Southern Connecticut State University (SCSU) in New Haven, and
- Western Connecticut State University (WCSU) in Danbury

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

Using the Financial Statements

CSUS's financial report includes the following financial statements: the Statements of Net Position, the Statements of Revenues, Expenses and Changes in Net Position and the Statements of Cash Flows. These financial statements are prepared in accordance with accounting principles generally accepted in the United States of America as defined by the Governmental Accounting Standards Board ("GASB"). GASB Statement No. 35 established standards for external financial reporting for public colleges and Universities and requires that financial statements be presented on a basis to focus on the financial condition, results of operations, and cash flows of the System as a whole. As required by GASB Statements No. 34 and 35, fiscal year 2022 financial data is presented, both for the CSUS *primary institution*, as well as for certain other organizations that have a significant related party relationship with CSUS (the "component units").

The component units are the CCSU Foundation, Inc., the ECSU Foundation, Inc., the Southern Connecticut State University Foundation, Inc., the Western Connecticut State University Foundation Inc. and the Connecticut State Colleges and Universities Foundation, Inc. (collectively, the "Foundations"). The Foundations are legally independent, tax-exempt non-profit organizations separate from university control, founded to foster and promote the growth, progress and general welfare of the Universities and to solicit, receive and administer donations for such purposes. The Foundations manage the majority of the Universities' endowments. However, the assets of these component units are not available to CSUS for use at its discretion. This MD&A discusses the University's financial statements only and not those of its component units.

Financial Highlights

At June 30, 2022, total assets of the System were $1,860.8 million, an increase of $35.6 million or 1.9% over the prior year, primarily due to an increase in investment in capital assets, net of $22.2 million and an increase in cash and cash equivalents of $26.3 million, offset by a decrease in investments of $19.1 million.

Total liabilities at June 30, 2022 of $2,793.3 million decreased by $299.7 million, which is largely due to the pension and other post-employment benefits liabilities, which decreased by $291.3 million due to changes in valuation assumptions including demographic assumptions (mortality, disability, retirement, withdrawal and salary scale), updates to per capita health costs and administrative expenses, and adjustments to health care cost trend rates and retiree contribution rates. There was also a decrease in bonds payable of $23.3 million, offset by an increase in accounts payable and accrued salaries of $20.8 million. GASB 87, *Leases*, was adopted for the fiscal year ending June 30, 2022 and therefore is not reflected in June 30, 2021 condensed statements within this management discussion and analysis.

At June 30, 2022 total net position, which represents the residual interest in the System's assets and deferred outflows of resources after liabilities and deferred inflows of resources are deducted, was ($774.1) million, a decrease of $18.7 million or 2.5% over fiscal year 2021. This decrease was primarily due to a decrease in deferred outflows related to the pension and OPEB liabilities. Without reflecting the pension and other post-employment benefit liabilities, the total unrestricted net position would be $200.6 million and $160.2 million, respectively, as of June 30, 2022 and 2021, which is a $40.4 million increase year over year. The increase in unrestricted net position excluding pension and OPEB liabilities is largely due to an increase in state appropriations to help offset the increase in salaries and additional one-time funding monies the State provided CSUS to cover certain budget shortfalls.

Statements of Net Position

The Statements of Net Position present the overall financial position of the System at the end of the fiscal year and includes all assets and liabilities of the Connecticut State University System, including capital assets net of depreciation.

Condensed Statements of Net Position
June 30, 2022 and 2021
(in millions)

	2022	2021	% Change
ASSETS			
Current assets	$ 391.6	$ 389.6	0.5%
Non-current assets:			
Capital assets, net	1,278.0	1,255.8	1.8%
Other	191.2	179.8	6.3%
Total assets	1,860.8	1,825.2	1.9%
DEFERRED OUTFLOWS OF RESOURCES	626.3	682.7	(8.3%)
LIABILITIES			
Current liabilities	181.3	158.1	14.7%
Non-current liabilities	2,612.0	2,934.9	(11.0%)
Total liabilities	2,793.3	3,093.0	(9.7%)
DEFERRED INFLOWS OF RESOURCES	468.0	170.4	174.6%
NET POSITION			
Net investment in capital assets	1,020.4	1,002.7	1.8%
Restricted nonexpendable	0.5	0.5	0.0%
Restricted expendable	101.3	117.6	(13.8%)
Unrestricted	(1,896.3)	(1,876.2)	(1.1%)
Total net position	(774.1)	(755.4)	(2.5%)

Current assets at June 30, 2022 of $391.6 million increased by $2.0 million or 0.5% primarily due to the decrease in investments of $19.1 million offset by an increase in cash of $13.8 million and an increase in Due from the State of $12.5 million. The decrease in investments is primarily driven by $21.3 million in debt service payments.

Total non-current assets at June 30, 2022 of $1,469.2 million increased by $33.6 million primarily due to an increase in capital assets, net of $22.2 million. See Net Investment in Capital Asset section for more information.

Current liabilities at June 30, 2022 of $181.3 million increased by $23.2 million or 14.7% due to an increase in accrued salaries and benefits payable of $14.9 million from salary increases and retroactive payments required due to a new State Employees Bargaining Agent Coalition (SEBAC) agreement.

Non-current liabilities at June 30, 2022 of $2,612.0 million decreased by $322.9 million. The pension liability decreased by $39.7 million and the OPEB liability decreased $251.6 million due to changes in valuation

assumptions including demographic assumptions (mortality, disability, retirement, withdrawal and salary scale), updates to per capita health costs and administrative expenses, and adjustments to health care cost trend rates and retiree contribution rates. Bonds payable also decreased by $23.3 million due to payments on principal amounts outstanding during 2022.

Deferred inflows and outflows of resources are related to future periods. This is primarily related to the impact of recognizing net pension and net OPEB liabilities and refunding of debt. For pension and OPEB net liabilities they reflect differences between projected and actual assumptions and earnings, changes in actuarial assumptions, changes in proportion and differences between contributions and proportionate share of contributions and employer contributions subsequent to the measurement date. The difference between the reacquisition price and the net carrying amount of the old debt is reported as a deferred outflow of resources (loss) or deferred inflow of resources (gain).

FINANCIAL POSITION (in millions of dollars)

	Assets		Liabilities		Net Position	
	2022	2021	2022	2021	2022	2021
Total	$1,860.8	$1,825.2	$2,793.3	$3,093.0		
Noncurrent Assets	$1,469.2	$1,435.6				
Noncurrent Liabilities			$2,612.0	$2,934.9		
Current	$391.6	$389.6	$181.3	$158.1		
Net Position					-$774.1	-$755.4

Legend: ■ Current (yellow) ■ Noncurrent Assets (blue) ■ Noncurrent Liabilities (red) ■ Net Position (light blue)
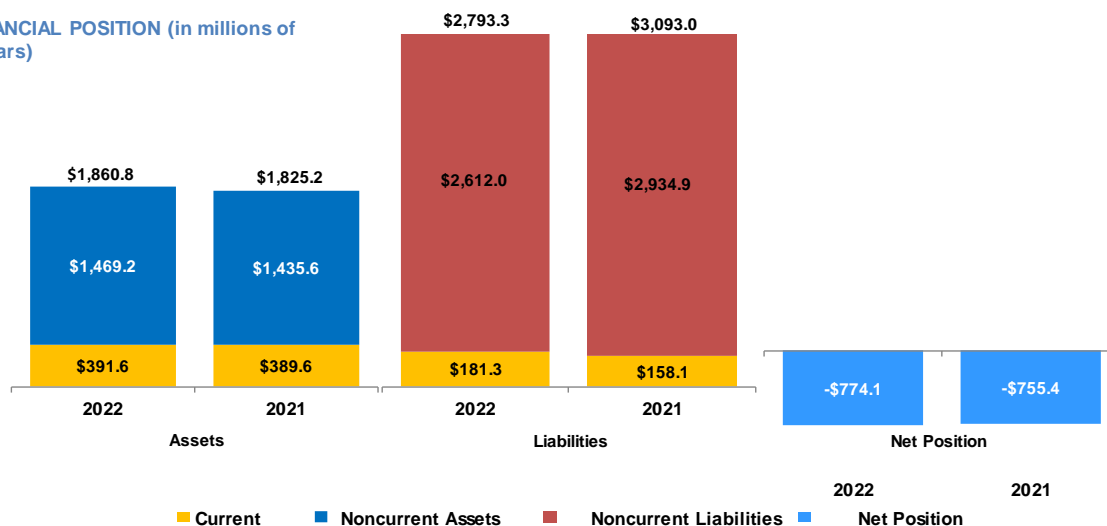
Net investment in capital assets represents the System's capital assets net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets.
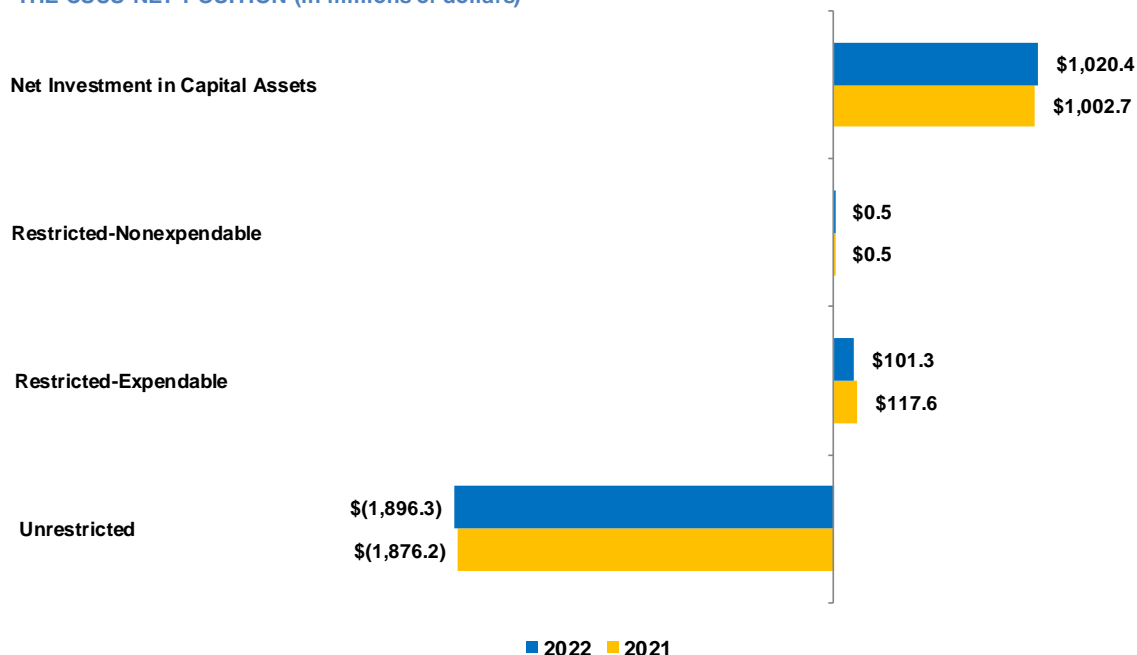
Restricted net position is divided into two classifications, expendable and nonexpendable. Restricted expendable net position is subject to externally imposed restrictions governing its use. In the System, restricted expendable net position primarily represents unexpended proceeds from bond issuances for capital projects and the residual balances of the System's unexpended grant funds. Restricted nonexpendable net position comprises the System's permanent funds such as the Endowment Fund. Most endowed funds are held with the individual institutions' foundations for the benefit of the Universities.

Unrestricted net position (UNP) represents funds available to support CSUS activities and operations at the discretion of the Board of Regents, the President, and the University Presidents. Unrestricted net position is negative due to the System's share of the State's pension plan's net pension liability and OPEB. Although unrestricted net position is not subject to externally imposed restrictions, substantially all of the System's reserves are allocated for academic initiatives or programs and for capital and other purposes, including University fee receipts and parking fee receipts that have been designated by universities to meet debt service obligations. Without reflecting the net pension and OPEB liabilities, unrestricted net position increased $40.4 million from 2021 to 2022. UNP adjusted for net pension and OPEB liabilities and deferred inflows and outflows beginning in FY 2018 is as follows:

	FY18	FY19	FY20*	FY21	FY22
UNP Adjusted:	$ 143.5	$ 148.5	$ 125.8	$ 160.2	$ 200.6
UNP:	$ (1,462.7)	$ (1,531.0)	$ (1,728.0)	$ (1,876.2)	$ (1,896.3)

* During fiscal year 2021, management identified a correction of an error related to presentation of certain restricted expendable and unrestricted net assets which were reported as net investment in capital assets, resulting in a $7.1 million increase in UNP for fiscal year 2020.

THE CSUS NET POSITION (in millions of dollars)

	2022	2021
Net Investment in Capital Assets	$1,020.4	$1,002.7
Restricted-Nonexpendable	$0.5	$0.5
Restricted-Expendable	$101.3	$117.6
Unrestricted	$(1,896.3)	$(1,876.2)

■ 2022 ■ 2021

At fiscal year end June 30, 2022, the System had an investment in capital assets of $1,278.0 million, an increase of $22.2 million or 1.8% over fiscal year end 2021. This increase was primarily due to the increase in buildings and improvements placed in service during FY22.

Net Investment in Capital Assets

June 30, 2022 and 2021

(in millions)

	2022	2021	% Change current year
Land	$ 19.9	$ 19.9	0.0%
Buildings & improvements	2,008.2	1,872.5	7.2%
Land improvements	107.4	109.2	(1.6%)
Furniture, fixtures & equipment	147.5	146.6	0.6%
Library books and materials	23.2	24.4	(4.9%)
Construction in progress	64.3	120.5	(46.6%)
Total investment in capital assets	2,370.5	2,293.1	3.4%
Less accumulated depreciation	1,092.5	1,037.3	5.3%
Investment in capital assets, net	$ 1,278.0	$ 1,255.8	1.8%

In November 2007, Governor Rell signed Public Act 07-7, "An Act Authorizing and Adjusting Bonds of the State for Capital Improvements and Transportation Infrastructure Improvements and Concerning the Connecticut State University Infrastructure Act" which authorized $80 million for CSUS capital projects. The total amount of allocations to CSUS between 2007 and 2017 were $390.7 million.

Public Act 07-7 also established a $950 million, 10-year program to support the financing of acquisition, construction, reconstruction, improvement and equipping of the facilities, structures, and related systems at the four Connecticut State Universities. This program, known as "CSCU 2020", provided the CSU's with additional flexibility in the allocation of bond funds with allotments approved annually by the Governor. The program was extended into funding year 2021 with a total allotment of $1,069.5 million as of June 30, 2021. To date, the System has received $1,069.5 million of the $1,069.5 million program total. Fiscal year 2021 was the final year of the CSCU 2020 program with all funding received to date. No other new bond funds are legislatively authorized.

In addition to its capital plan for academic and related facilities that are supported by State general obligation bonds, the System is in the twenty-seventh year of its long-range capital plan for the renovation and development of auxiliary service facilities. During fiscal year 2021, Series R-1 and R-2 Connecticut Health and Educational Facilities Authority ("CHEFA") bond funds totaling $99.7 million were issued. Series R-1 and R-2 resulted in the refunding of Series I and partial refunding of portions of Series J, M, and N. Total construction funds allotted from the Connecticut Health and Educational Facilities Authority ("CHEFA") revenue bond issues A - R is $644.6 million. There were no new bond issuances during 2022.

Statements of Revenues, Expenses and Changes in Net Position

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

Condensed Statements of Revenues, Expenses and Changes in Net Position
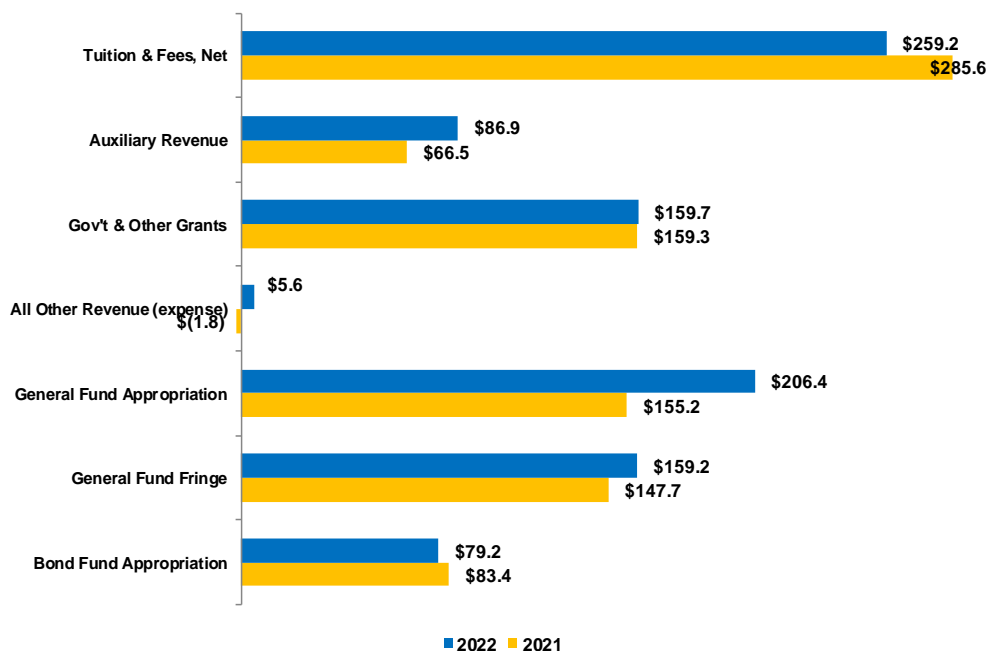**June 30, 2022 and 2021**
(in millions)

	2022	2021	% Change
OPERATING REVENUES			
Tuition and fees, net	$ 259.2	$ 285.6	(9.3%)
Auxiliary revenues	86.9	66.5	30.7%
Grants and indirect cost recoveries	35.0	30.5	14.8%
Other	8.3	3.1	169.0%
Total operating revenues	389.4	385.7	1.0%
OPERATING EXPENSES			
Expenses before depreciation and amortization	907.3	968.3	(6.3%)
Depreciation and amortization	67.4	65.7	2.7%
Total operating expenses	974.8	1,034.0	(5.7%)
Operating loss	(585.4)	(648.3)	9.7%
NON-OPERATING REVENUES (EXPENSES)			
State appropriations - general fund	365.6	302.9	20.7%
State appropriations - bond fund	79.2	83.4	(5.0%)
Pell grant revenue	38.5	41.8	(8.0%)
Federal emergency grant revenue	86.2	87.0	(0.9%)
Investment income	1.9	1.0	90.0%
Other	(4.7)	(5.9)	20.9%
Total non-operating revenues (expenses)	566.6	510.2	11.1%
NET POSITION			
Change in net position	(18.7)	(138.1)	86.5%
Net position, beginning of year	(755.4)	(617.3)	(22.4%)
Net position, end of year	$ (774.1)	$ (755.4)	(2.5%)

Total *operating revenues* for fiscal year 2022 were $389.4 million after the reduction for scholarship allowances, an increase of 1.0% from $385.7 million in fiscal year 2021. *Student tuition and fees* represent the largest portion of operating revenue on a gross basis but are offset by student financial aid and waivers of $60.7 million, resulting in net tuition and fee revenue of $259.2 million. On a gross basis, fiscal year 2022 tuition revenues decreased by 6.3% from the previous year, or $21.7 million due to the lingering effects of the decline in enrollment resulting from the coronavirus pandemic. These revenues reflect a FTE credit enrollment decrease of 8.8% in fiscal year 2022. Auxiliary revenues, which are mainly driven by room and board fees, increased by 30.7% due to more students returning to dormitories as the pandemic began to wind down.

In fiscal year 2022, state appropriations of $444.8 million, representing 49.5% of the System's total revenues, were $58.5 million or 15.1% higher than fiscal year 2021. State appropriations are received for both operating and capital purposes. The majority of the State appropriation dollars for operating purposes are used to fund salaries and fringe benefits. In fiscal year 2022, 55.9% of the System's salary and fringe benefit costs were funded from State appropriations. This compares to 52.9% in fiscal year 2021. There were also additional one-time funding allotments during fiscal 2022 to cover raises and other budget shortfalls. Federal emergency grant revenues are mainly from HEERF and Coronavirus Relief Fund (CRF) grants awarded to the CSUS. See Note 1 for more information on the HEERF grant award.

REVENUE SUMMARY (in millions of dollars)

	2022	2021
Tuition & Fees, Net	$259.2	$285.6
Auxiliary Revenue	$86.9	$66.5
Gov't & Other Grants	$159.7	$159.3
All Other Revenue (expense)	$5.6	$(1.8)
General Fund Appropriation	$206.4	$155.2
General Fund Fringe	$159.2	$147.7
Bond Fund Appropriation	$79.2	$83.4

■ 2022 ■ 2021

REVENUE DISTRIBUTION 2022

- Bond Fund Appropriation, 8.3%
- Tuition & Fees, Net, 27.1%
- General Fund Fringe, 16.7%
- General Fund Appropriation, 21.6%
- All Other Revenue (expense), 0.6%
- Gov't & Other Grants, 16.7%
- Auxiliary Revenue, 9.1%

REVENUE DISTRIBUTION 2021

- Bond Fund Appropriation, 9.3%
- Tuition & Fees, Net, 31.9%
- General Fund Fringe, 16.5%
- General Fund Appropriation, 17.3%
- All Other Revenue (expense), -0.2%
- Gov't & Other Grants, 17.8%
- Auxiliary Revenue, 7.4%

In fiscal 2022, total *operating expenses* less depreciation and amortization of $907.3 million decreased by $61.0 million or 6.3% from the prior fiscal year which is mainly a result of the decrease in the pension and OPEB expenses, which decreased the fringe benefits expense by $115.5 million. This significant reduction in expense was offset by increases in expenses in other areas, including a salary expense increase of

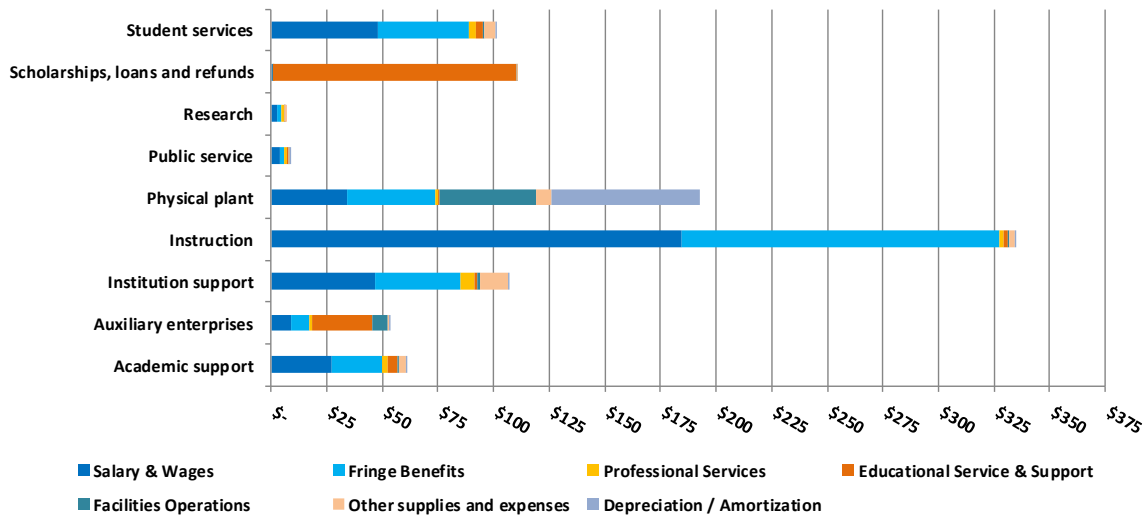$14.7 million due to SEBAC raises and retroactive payments, an increase in educational services and support of $26.4 million which was largely due to technology updates, and an increase in facilities expense of $7.3 million.

Note 12 to the financial statements details operating expenses by function. The following graph illustrates operating expenses by program & account type for the years ended June 30, 2022 and 2021:

2022
EXPENSE (in millions)
by Program and Account Type

■ Salary & Wages ■ Fringe Benefits ■ Professional Services ■ Educational Service & Support
■ Facilities Operations ■ Other supplies and expenses ■ Depreciation / Amortization

2021
EXPENSE (in millions)
by Program and Account Type

■ Salary & Wages ■ Fringe Benefits ■ Professional Services ■ Educational Service & Support
■ Facilities Operations ■ Other supplies and expenses ■ Depreciation / Amortization
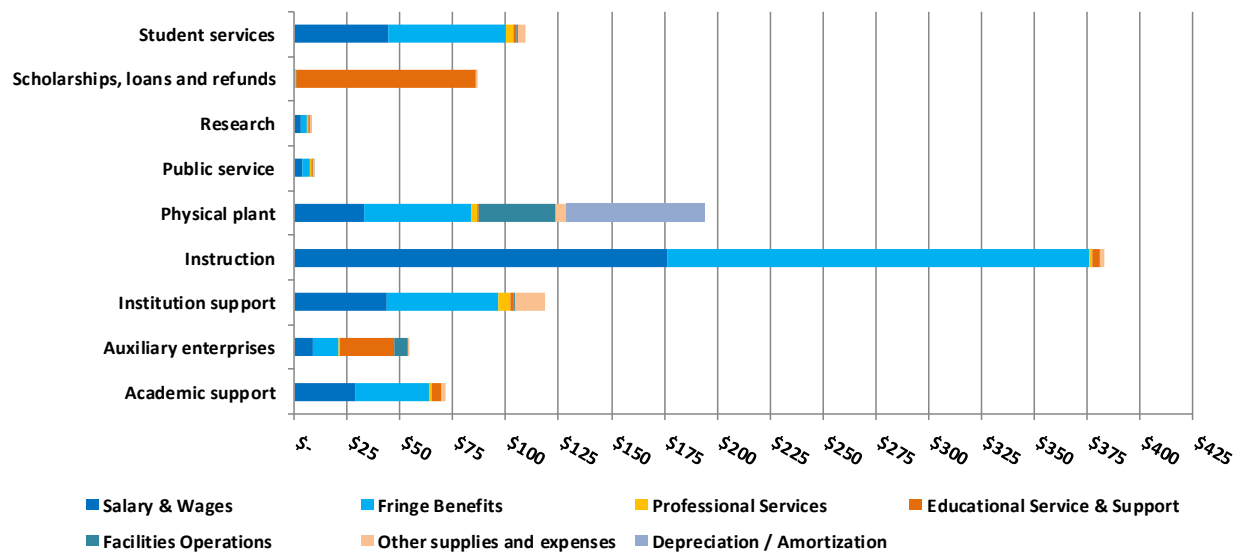
EXPENSE BY NATURAL CLASSIFICATION (in millions)

	2022	2021
Salary	$356.9	$342.3
Fringe	$297.2	$412.7
Professional Services	$18.9	$18.0
Educational Service & Support	$148.3	$121.9
Facilities Operations	$52.7	$45.4
Other supplies and expenses	$33.3	$28.0
Depreciation / Amortization	$67.4	$65.7

■ 2022 ■ 2021
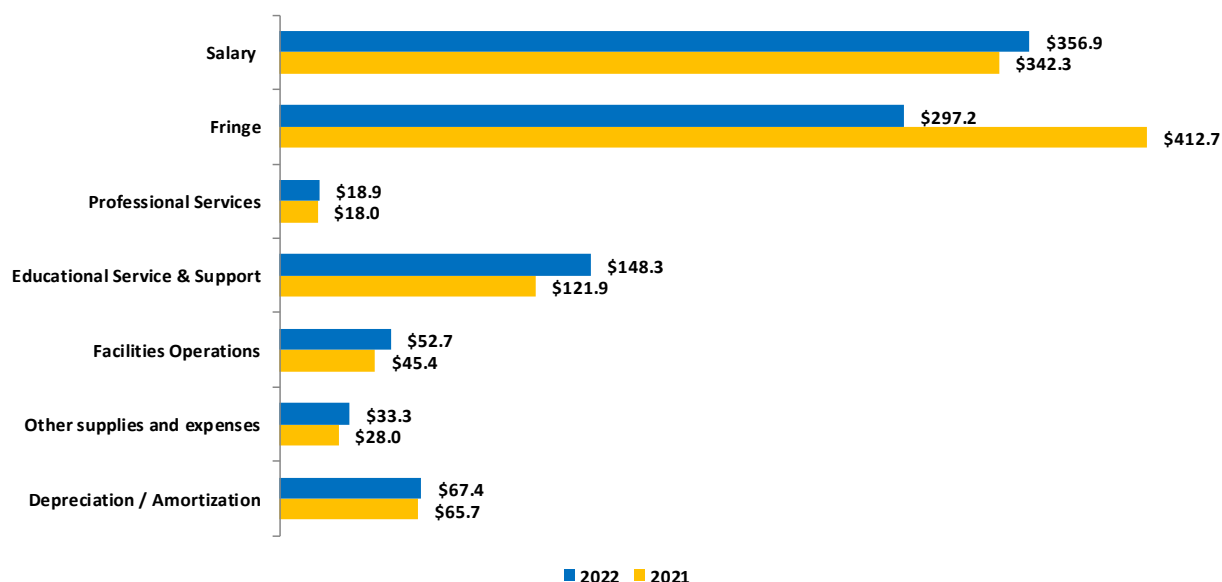
Statements of Cash Flows

The statements of cash flows present the significant sources and uses of cash. The System's cash and cash equivalents at June 30, 2022 increased $26.3 million or 7.5%. This increase was primarily driven by a $50.0 million increase in state appropriation receipts and a $19.3 million increase in auxiliary revenues, which were partially offset by a $26.4 million increase in educational services and support payments, a $20.4 million increase in payments to employees for salaries and benefits, and a $16.4 million decrease in tuition and fee revenues due to declining enrollment.

Condensed Statement of Cash Flows
June 30, 2022 and 2021
(in millions)

	2022	2021	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	$ (438.1)	$ (407.2)	(7.6%)
Non-capital financing activities	481.3	433.7	11.0%
Capital & related financing activities	(40.0)	(46.5)	14.0%
Investing activities	23.1	22.8	1.3%
Net change in cash and cash equivalents	26.3	2.8	839.3%
CASH AND CASH EQUIVALENTS			
Cash and cash equivalents, beginning of year	348.5	345.7	0.8%
Cash and cash equivalents, end of year	$ 374.8	$ 348.5	7.5%

Economic Outlook

The State of Connecticut showed strong economic and fiscal conditions during 2022, including strong employment and state tax revenues. However, continued inflation and the Fed's interest rate hikes in response threaten to undermine the strong economy and labor market and curtail overall growth in CT in 2023, and also drive cost growth across higher education. These larger economic factors will have significant impacts on CSCU institutions, including potential enrollment impacts as well as long-term pressure on public support available for higher education. The CT State Universities are poised to capture enrollment growth once we address the short-term revenue declines driven by pandemic drop-off in enrollment.

The following table indicates historical enrollment of undergraduate and graduate students for the 2016-2017 through 2021-2022 academic years. Also indicated is full-time equivalent student enrollment. Enrollment this fiscal year has declined by 8.8% compared to 5.9% for previous fiscal year, which followed a few years of relatively flat enrollment.

Fall Headcount Enrollment and Full Time Equivalent								
Year Ending June 30	Undergraduate	% Change	Graduate	% Change	TOTAL	% Change	Full Time Equivalent	% Change
2022	22,866	-9.1%	4,698	-0.6%	27,564	-7.7%	22,566	-8.8%
2021	25,148	-6.1%	4,726	-1.3%	29,874	-5.4%	24,735	-5.9%
2020	26,792	-3.3%	4,790	-4.4%	31,582	-3.5%	26,280	-3.0%
2019	27,709	0.2%	5,013	-6.7%	32,722	-0.9%	27,101	-0.7%
2018	27,661	-0.7%	5,372	0.7%	33,033	-0.5%	27,301	0.1%
2017	27,853	-2.0%	5,334	2.3%	33,187	-1.4%	27,263	-0.8%

Additional Information

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

REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

The Board of Regents of
Connecticut State Colleges and Universities

Report on the financial statements

Opinions

We have audited the financial statements of the business-type activities and the aggregate discretely presented component units of the Connecticut State University System (the System Office; Central Connecticut State University; Eastern Connecticut State University, Southern Connecticut State University, and Western Connecticut State University), an enterprise fund of the State of Connecticut (collectively, "Entity" or "System") as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the System's basic financial statements as listed in the table of contents.

In our opinion, based on our audit and the report of the other auditors, the accompanying financial statements present fairly, in all material respects, the financial position of the business-type activities and the aggregate discretely presented component units of the System as of June 30, 2022, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

We did not audit the financial statements of the aggregate discretely presented component units (the affiliated foundations (the "Foundations")), which statements reflect total assets of $184.4 million, and total net assets of $182.6 million as of June 30, 2022, and total revenues, capital gains and losses, and other support of ($3.3 million) for the year then ended. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundations, is based solely on the reports of other auditors.

Basis for opinions

We conducted our audit of the financial statements in accordance with auditing standards generally accepted in the United States of America (US GAAS). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Entity and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the System's ability to continue as a going concern for one year after the date the financial statements are issued.

Auditor's responsibilities for the audit of the financial statements
Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with US GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with US GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Entity's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Emphasis of Matter

As discussed in Note 1, the financial statements present only the System, an enterprise fund of the State of Connecticut and do not purport to, and do not present fairly, the financial position of the State of Connecticut as of June 30, 2022, the

changes in its financial position or where applicable, its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Required supplementary information
Accounting principles generally accepted in the United States of America require that the accompanying Management's Discussion and Analysis on pages 1 through 11 and the Schedule of Net Pension Liability and Related Ratios, Schedule of Net Post-Employment Benefits and Related Ratios, and Schedule of Contributions on pages S-2 through S-6 be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a required part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with US GAAS. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary information
Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the System's basic financial statements. The supplemental Combining Statement of Net Position, Combining Statement of Revenues, Expenses, and Changes in Net Position, Combining Statement of Cash Flows, and Combining Statement of Revenues, Expenses and Changes in Net Position by Fund Group included on pages S-7 through S-13 are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures. These additional procedures included comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with US GAAS. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Grant Thornton LLP

Boston, Massachusetts
December 21, 2022

	2022
Assets	
Current assets	
Cash and cash equivalents	$ 220,027,841
Investments	66,549,924
Accounts receivable, net	22,457,754
Due from the State of Connecticut	74,969,131
Prepaid expenses and other current assets	7,636,384
Total current assets	391,641,034
Noncurrent assets	
Cash and cash equivalents	154,771,491
Investments	30,887,066
Accounts receivable, net	4,651,550
Other assets	92,485
Right-of-use assets, net of accumulated amortization	742,769
Investment in capital assets, net of accumulated depreciation	1,278,036,760
Total noncurrent assets	1,469,182,121
Total assets	$ 1,860,823,155
Deferred outflows of resources	
Deferred pension	$ 290,548,525
Deferred other post employment benefits	331,104,432
Deferred loss on bond refunding	4,637,630
Total deferred outflows of resources	$ 626,290,587

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

	2022
Liabilities	
Current liabilities	
Accounts payable	$ 20,364,227
Accrued salaries and benefits	92,797,308
Accrued compensated absences	7,720,489
Due to the State of Connecticut	349,834
Unearned tuition, fees and grant revenue	27,249,628
Bonds payable	21,065,000
Accrued bond interest payable	1,635,500
Leases payable	571,340
Other liabilities	1,430,959
Depository accounts	8,069,509
Total current liabilities	181,253,794
Noncurrent liabilities	
Accrued compensated absences	63,222,162
Bonds payable	292,248,254
Federal loan program advances	1,821,913
Deferred compensation	369,303
Leases payable	344,439
Other noncurrent liabilities	1,544,687
Pension liability, net	1,060,656,895
Other post employment benefits, net	1,191,796,567
Total noncurrent liabilities	2,612,004,220
Total liabilities	$ 2,793,258,014
Deferred inflows of resources	
Deferred pension	$ 98,760,137
Deferred other post employment benefits	367,328,198
Deferred lease inflows	1,913,658
Total deferred inflows of resources	$ 468,001,993
Net Position	
Net investment in capital assets	$ 1,020,359,571
Restricted	
Nonexpendable	538,169
Expendable	101,284,186
Unrestricted	(1,896,328,191)
Total net position	$ (774,146,265)

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

CSCU

		2022
Assets		
Cash and cash equivalents	$	7,205,390
Investments		167,790,604
Contributions and other receivables		4,519,669
Prepaid expenses and other assets		554,842
Beneficial interest in trusts		671,274
Land, buildings and equipment, net		3,706,230
Total assets	$	184,448,009
Liabilities		
Accounts payable and accrued expenses		1,079,473
Other liabilities		776,529
Total liabilities		1,856,002
Net Assets		
Without donor restrictions		8,992,390
With donor restrictions		173,599,617
Total net assets		182,592,007
Total liabilities and net assets	$	184,448,009

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

Connecticut State University System
Statement of Revenues, Expenses and Changes in Net Position
Year Ended June 30, 2022

	2022
Operating revenues	
Tuition and fees	
Tuition and fees	$ 319,931,168
Less	
Scholarships allowance	(43,229,619)
Waivers	(17,532,870)
Tuition and fees, net of scholarship allowances and waivers	259,168,679
Federal grants and contracts	11,278,513
State and local grants and contracts	15,570,145
Nongovernment grants and contracts	7,542,327
Indirect cost recoveries	609,173
Auxiliary revenues	86,932,411
Other operating revenues	8,347,038
Total operating revenues	389,448,286
Operating expenses	
Salaries and wages	356,939,042
Fringe benefits	297,181,475
Professional services and fees	18,921,255
Educational services and support	148,298,026
Travel expenses	4,118,621
Operation of facilities	52,719,678
Other operating supplies and expenses	29,141,668
Depreciation expense	66,752,430
Amortization expense	693,347
Total operating expenses	974,765,542
Operating loss	(585,317,256)
Nonoperating revenues (expenses)	
State appropriations	365,565,803
Pell grant revenue	38,470,436
Federal emergency grant revenue	86,184,267
Gifts	5,258,507
Investment income	1,856,538
Interest expense	(9,139,861)
Other nonoperating revenues (expenses), net	373,499
Net nonoperating revenues (expenses)	488,569,189
Loss before other changes in net position	(96,748,067)
Other changes in net position	
State appropriations restricted for capital purposes	79,193,946
Loss on disposal of capital assets	(829,753)
Transfer to state agency	(335,505)
Other changes in net position	78,028,688
Change in net position	(18,719,379)
Net position at beginning of year	(755,426,886)
Net position at end of year	$ (774,146,265)

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

	Without Donor Restrictions	With Donor Restrictions	2022 Total
Revenues, gains and other support			
Contributions	$ 4,609,654	$ 11,102,724	$ 15,712,378
Program income	103,724	244,819	348,543
Investment loss, net	(1,343,975)	(18,081,471)	(19,425,446)
Other income (loss)	662,130	(607,337)	54,793
Gain on disposal of asset	2,500	-	2,500
Net assets released from restrictions	10,536,549	(10,536,549)	-
Total revenues, gains and other support	14,570,582	(17,877,814)	(3,307,232)
Operating expenses			
Program services	11,160,020	-	11,160,020
Management and general	2,335,410	-	2,335,410
Fundraising	1,711,633	-	1,711,633
Total operating expenses	15,207,063	-	15,207,063
Change in net assets	(636,481)	(17,877,814)	(18,514,295)
Net assets			
Beginning of year	9,628,871	191,477,431	201,106,302
End of year	$ 8,992,390	$ 173,599,617	$ 182,592,007

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

	2022
Cash flows from operating activities	
Tuition and fees	$ 266,005,449
Grants and contracts	32,818,000
Auxiliary revenues	86,248,995
Other operating revenues	11,938,472
Payments to employees for salaries and benefits	(584,807,809)
Payments to suppliers	(4,731,619)
Professional services and fees	(18,981,916)
Educational services and support	(148,298,026)
Travel expenses	(4,118,621)
Operation of facilities	(56,795,860)
Other operating supplies and expenses	(17,408,356)
Net cash used in operating activities	(438,131,291)
Cash flows from noncapital financing activities	
State appropriations	351,906,850
Gifts for other than capital purposes	5,258,506
Nonoperating grants and revenue other	124,495,874
Transfer to state agency	(335,505)
Net cash provided by noncapital financing activities	481,325,725
Cash flows from investing activities	
Proceeds from sales and maturities of investments	51,148,450
Purchases of investments	(29,804,953)
Interest and dividends received on investments	1,753,928
Net cash provided by investing activities	23,097,425
Cash flows from capital and related financing activities	
Cash paid for capital assets and right-of-use assets	(90,562,082)
State capital appropriations received	80,398,755
Repayments of capital debt and leases	(19,531,644)
Interest paid on capital debt and leases	(10,284,544)
Net cash provided by capital and related financing activities	(39,979,515)
Net increase in cash and cash equivalents	26,312,344
Cash and cash equivalents, beginning of year	348,486,988
Cash and cash equivalents, end of year	$ 374,799,332

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

	2022
Reconciliation of operating loss to net cash used in operating activities	
Operating loss	$ (585,317,256)
Adjustments to reconcile operating loss to net cash used in operating activities	
Depreciation expense	66,752,430
Amortization	693,347
Changes in assets and liabilities:	
Receivables	5,199,892
Prepaid expenses and other	(131,589)
Accounts payable	5,258,179
Accrued salaries and benefits	14,926,502
Other liabilities	(1,468,551)
Due to/from the State of Connecticut	7,521
Unearned tuition, fees and grant revenues	197,229
Deferred compensation	26,063
Depository accounts	(319,519)
Accrued compensated absences	(6,265,335)
Pension Liability	(39,705,598)
Other post employment benefits	(251,612,470)
Changes in deferred outflows	56,016,766
Changes in deferred inflows	297,611,098
Net cash used in operating activities	$(438,131,291)
Noncash financing activity	
Fixed assets included in accounts payable	$ 9,526,417
Reconciliation of cash and cash equivalents to the combined statements of net position	
Cash and cash equivalents classified as current assets	$ 220,027,841
Cash and cash equivalents classified as noncurrent assets	154,771,491
	$ 374,799,332

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

1.   **Summary of Significant Accounting Policies**

Organization

The Connecticut State Colleges and Universities System ("CSCU") was established by the State of Connecticut (the "State") in 2011 via Public Act 11-48 as amended by Public Act 11-61. This brought together the governance structure for the Connecticut State University System ("CSUS"), the Connecticut Community College System ("CCC") and Charter Oak State College ("COSC") under the newly formed Board of Regents (BOR) for Higher Education. The financial statements presented herein represent only the financial activities of CSUS. Separate financial statements are issued for CCC and COSC.

CSCU consists of seventeen separate institutions including four state universities, twelve community colleges and Charter Oak State College. The CSCU system offers associate degrees, baccalaureate, graduate and certificate programs, applied doctoral degree programs in education as well as short-term certificates and individual coursework in both credit and noncredit programs.

The System Office administers certain activities centrally for the provision of management information systems and services to the Universities. Primary among these activities are administration of certain system-wide information systems, telecommunications, capital projects planning and rebudgeting, technical support and debt service. Costs of such activities, including the allocation of funds to the Universities from bond proceeds, are included in the activity of the System Office and supported by revenues from State appropriations and Universities' tuition and fee revenues which are allocated to the System Office through the budget allocation process. Such activities are eliminated in the statement of revenues, expenses and changes in net position.

Basis of Presentation

The financial statements for the CSUS institutions have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America (GAAP), as prescribed by the Government Accounting Standards Board (GASB). Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. These financial statements include the statements of CSUS institutions (the System) which includes: Central Connecticut State University (CCSU), Eastern Connecticut State University (ECSU), Southern Connecticut State University (SCSU), Western Connecticut State University (WCSU), and System Office (SO) and their aggregate discretely presented component units (the foundations that support the four universities and the System Office).

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

- The statement of net position presents information on all of the system's assets, liabilities, deferred outflows and inflows, and net position.

- The statement of revenues, expenses and changes in net position presents information showing how the incumbent system's net position changed during the fiscal years presented. All changes in net position are reported when the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, certain revenues and expenses are reported in the statement for items that will only result in cash flows in future fiscal periods (e.g., the accrual for compensated absences).

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

Several legally separate, tax-exempt, affiliated organizations (the "Foundations") must be considered component units of the CSUS and are presented discretely in these financial statements. The Foundations act primarily as fund-raising organizations to supplement the resources that are available to the

Universities in support of their programs. Although the Universities do not control the timing or amount of receipts from the Foundations, the majority of resources or income thereon that the Foundations hold and invest is restricted to the activities of the Universities by the donors. Since these restricted resources held by the Foundations can only be used by, or for the benefit of, the Universities, the Foundations are considered component units of CSUS primary institutions.

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

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

- **Net Investment in Capital Assets**

    Capital assets, at historical cost or fair market value on date of gift, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets. Similar net assets are included in net assets without donor restrictions in the statements of the component units.

- **Restricted Nonexpendable**

    Net position subject to externally imposed stipulations that they be maintained in perpetuity by CSUS. Similar net assets are referred to as net assets with donor restrictions in the statements of the component units.

- **Restricted Expendable**

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

- **Unrestricted**

    Net position that is not subject to externally imposed stipulations is considered unrestricted. Unrestricted net position may be designated for the specific purpose by actions of management or the BOR or may otherwise be utilized to satisfy certain contractual agreements with outside parties. Substantially all unrestricted net position will be utilized for support for academic and research programs and initiatives, and capital programs. Similar net assets are referred to as net assets without donor restrictions in the statements of the component units.

Classification of Assets and Liabilities
CSUS presents short-term and long-term assets and liabilities in the statements of net position. Short-term assets include balances with maturities of one year or less, and assets expected to be received or used within one year or less, from the reporting date. Long-term assets represent balances with maturities of greater than one year, and assets expected to be received or used after one year, from the reporting date. Cash and cash equivalents presented as short-term in the statement of net position include investments with original maturities of three months or less. Long-term cash and cash equivalents includes balances that have externally imposed restrictions as to use. Investments presented as short-term include balances with a maturity of one year or less from the reporting date. Investments with longer maturity dates and those with externally imposed restrictions as to use are classified as long-term assets.

Cash and Cash Equivalents
Cash and cash equivalents consist of cash held by the state treasurer in a Short-Term Investment Fund ("STIF"), state general fund and capital appropriations, and petty cash. The STIF, stated at fair value, is held on behalf of CSUS by the State Treasurer and has original maturities of three months or less (see Notes 2 and 6). CSUS has long-term investments which include debt service reserve funds which are restricted for purposes in accordance with CHEFA regulations. Interest income is recognized on the accrual basis.

The largest inflow of cash related to non-capital financing is State appropriations and the portion of bond appropriations expended for non-capitalized equipment, deferred maintenance and other non-capital items. The appropriation is treated as a cash equivalent for accounting and reporting purposes, and is included in the cash flow statement.

Fair Value of Financial Instruments
Fair value approximates carrying value for cash and cash equivalents, notes and accounts receivable, accounts payable, accrued interest and deposits. Investments are carried at fair value, based upon quoted market prices.

Investment in Capital Assets
Capital assets of the primary institutions are stated at historical cost or, in the case of donated property, at acquisition value at the date of the gift. Land, capitalized collections, and construction in progress are not depreciated. Depreciation of capital assets is calculated on a straight-line basis over the respective asset's estimated useful life. Useful lives assigned to assets are as follows:

Asset Class Description	Useful Life
Buildings	40 years
Site & Building Improvements	20 years
Technology	5 years
Library Materials	10 years
Vehicles	10 years
Software	5 years
Non-Collectible Artwork	10 years
Other Equipment	10 years

Major construction projects for new physical plant and original equipment financed by the State of Connecticut capital outlay appropriations are managed and controlled by the Division of Construction Services of the State of Connecticut ("DCS"). The cost value of the project is recognized as revenue and recorded as state financed plant facilities by the Colleges and Universities when eligibility requirements are met. There were no such projects recognized at CSUS for the fiscal year ended June 30, 2022.

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

Interest Capitalization
Prior to fiscal year 2022, interest expense incurred during the construction of capital assets was capitalized, if material, net of interest income earned on related debt proceeds. With the adoption of GASB Statement No. 89, *Accounting for Interest Cost Incurred before the End of a Construction Period*, on July 1, 2021, interest expense on capital projects is no longer capitalized but expensed as incurred. Interest expense that was capitalized in prior years will continue to be amortized over 35 years. The cumulative capitalized interest was $28.6 million as of June 30, 2022, and the cumulative capitalized interest net of amortization was $19.8 million. Amortization of capitalized interest for the year ended June 30, 2022 was $0.8 million.

Right of Use Asset
Right-of-Use (ROU) assets are recognized at the lease commencement date and represent CSUS's right to use an underlying asset for the lease term. ROU assets are measured at the initial value of the lease liability plus any payments made to the lessor before commencement and initial direct costs.

Lease Liability
Lease liabilities represent CSUS's obligation to make lease payments arising from leases other than short term leases. Lease liabilities are recognized at the lease commencement date based on the present value of future lease payments over the remaining lease term. Present value of lease payments is discounted based on a borrowing rate determined by CSUS. Short term leases, those with a maximum period of 12 months, are expensed as incurred.

Lease Receivable
Lease receivables are recorded by CSUS as the present value of lease payments expected to be received under all leases other than short term. Lease receivables are subsequently reduced over the life of the lease as cash is received in the applicable reporting period. Short term leases, those with a maximum period of 12 months, are recognized as collected. Lease receivables are included within accounts receivable on the Statement of Net Position.

Deferred Inflows
Deferred inflows consist of certain changes in the net pension and total OPEB liability and unrecognized revenues from other than short term leases.

Accrued Compensated Absences (ACA)
Employees earn the right to be compensated during absences for vacation leave, sick leave and related fringe benefits. The accompanying statement of net position reflects the accrual for the amounts earned as of year-end.

Pension & Other Post Employment Obligations
The System records pension and other post-employment benefit obligations equal to the net liability for its portion of the state defined benefit and retiree health plans. These net liabilities are measured as the total pension and health liability, less the amount of the respective plan's fiduciary net position. The total liability is determined based upon discounting projected benefit payments based on the benefit terms and legal agreements existing at the plan's fiscal year end. Projected benefit payments are required to be discounted using a single rate that reflects the expected rate of return on investments, to the extent that plan assets are available to pay benefits, and a tax-exempt, high-quality municipal bond rate when plan assets are not available. Because there are other state entities participating in the plans, the net liability recorded by CSUS is based on an allocation of the total net liability, as determined by an independent actuary.

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

Unearned Tuition, Fees and Grant Revenues
Unearned tuition, fees and grant revenues consist primarily of tuition and fees that have been collected but are applicable to the summer and fall sessions held subsequent to the reporting date. Charges related to these sessions are reported in the period the tuition and fees are recognized as income.

CSUS was awarded a total of $148.1 million from the Higher Education Emergency Relief Fund (HEERF) to address the unprecedented COVID-19 challenges. Of that total award, $84.5 million is the institutional

portion of the award and $63.7 million is the student portion of the award. CSUS fully spent the HEERF funds during 2022 by disbursing $37.5 million of Emergency Financial Aid Grants to students under the student portion of the grant, and spending $36.3 million of the institutional portion of the grant during the year.

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

Auxiliary Revenues
Auxiliary revenues consist of housing charges, dining services, fees for health and injury insurance coverage and telecommunication charges. The auxiliary revenues are recognized in the period earned.

Operating Activities
Operating activities as reported in the statement of revenues, expenses and changes in net position are those that generally result from exchange transactions such as payments received for providing services and payments made for services or goods received. Nearly all of CSCU expenses are from exchange transactions. Certain significant revenue streams relied upon for operations are recorded as non-operating revenues, including state appropriations, Pell, gifts and investment income.

Income Taxes
CSUS is a component unit of the State of Connecticut and is exempt from federal and state income taxes under the doctrine of intergovernmental tax immunity found in the U.S. Constitution. Accordingly, no provision for income taxes has been recorded in the accompanying financial statements. CSUS qualifies as a public charity eligible to receive charitable contributions under Section 170(b)(1)(A)(ii) of the Internal Revenue Code, as amended (the Code).

Use of Estimates
The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes and revenues and expenses recognized during the reporting period. Major estimates include the accrual for employee compensated absences, pension and other post-employment benefit liabilities, estimated lives of capital assets and the allowances for doubtful accounts. Actual results could differ from those estimates.

GASB Pronouncements Effective in Fiscal Year 2022
In June 2017, GASB released *Statement No. 87, Leases.* The objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This statement requires the recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities. The requirements of this Statement are effective for reporting periods beginning after June 15, 2021 in accordance with GASB 95, with earlier application encouraged. This standard was adopted effective July 1, 2021. See Note 7 for more information related to leases.

In June 2018, GASB released *Statement No. 89, Accounting for Interest Cost Incurred before the End of a Construction Period.* This statement establishes accounting requirements for interest cost incurred before the end of a construction period. The requirements of this Statement are effective for reporting periods beginning after December 15, 2020 in accordance with GASB 95, with earlier application

encouraged. This standard was adopted in fiscal year 2022 and there was no material impact as a result of the adoption.

In January 2020, GASB issued *Statement No. 92, Omnibus 2020*. The objective of this Statement is to improve comparability in financial reporting for leases, pensions, OPEB, and asset retirement obligations. The requirements of this Statement are effective for reporting periods beginning after June 15, 2021. This standard was adopted in fiscal year 2022 and there was no material impact as a result of the adoption.

In June 2020 GASB issued *Statement No. 97, Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457, Deferred Compensation Plans*. The objective of this Statement is to provide financial reporting consistency in which the potential component unit does not have a governing board and the primary government performs the duties that a governing board would perform. In the absences of a governing board of the potential component unit, the situation should be treated the same as the primary government appointing a majority of the potential component unit's governing board. The requirement of this Statement is effective for reporting periods beginning after June 15, 2021. This standard was adopted in fiscal year 2022 and there was no material impact as a result of the adoption.

GASB Pronouncements Effective in Future Fiscal Years
In May 2019, GASB released *Statement No. 91, Conduit Debt Obligations*. The primary objectives of this Statement are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. The requirements of this Statement are effective for reporting periods beginning after December 15, 2021 in accordance with GASB 95.

In March 2020, GASB issued *Statement No. 94, Public-Private and Public-Public Partnerships and Availability Payment Arrangements.* The objective of this Statement is to provide accounting and financial reporting guidance for arrangements in which the governmental entity (the transferor) contracts with an operator to provide public services by conveying control of the right to operate or use a nonfinancial asset. The requirement of this Statement is effective for reporting periods beginning after June 15, 2022.

In May 2020 GASB issued *Statement No. 96, Subscription-Based Information Technology Arrangements (SBITA).* The objective of this Statement is to provide accounting and financial reporting guidance for transactions in which a governmental entity contracts with another party for the right to use their software. A right-to-use-asset and a corresponding liability would be recognized for SBITAs. The requirement of this Statement is effective for reporting periods beginning after June 15, 2022.

In April 2022, GASB issued *Statement No. 99, Omnibus.* The objectives of this Statements are to enhance comparability in accounting and financial reporting and to improve the consistency of authoritative literature by addressing (1) practice issues that have been identified during implementation and application of certain GASB Statements and (2) accounting and financial reporting for financial guarantees. The requirement of this Statement is effective for fiscal years beginning after June 15, 2023, and all reporting periods thereafter. Earlier application is encouraged.

In June 2022, GASB issued *Statement No. 100, Accounting Changes and Error Corrections*. The primary objective of this Statement is to enhance accounting and financial reporting requirements for accounting changes and error corrections to provide more understandable, reliable, relevant, consistent, and comparable information for making decisions or assessing accountability. The requirement of this Statement is effective for fiscal years beginning after June 15, 2023, and all reporting periods thereafter. Earlier application is encouraged.

In June 2022, GASB issued *Statement No. 101, Compensated Absences*. The objective of this Statement is to better meet the information needs of financial statement users by updating the recognition and measurement guidance for compensated absences. That objective is achieved by aligning the recognition and measurement guidance under a unified model and by amending certain previously required

disclosures. The requirements of this Statement are effective for fiscal years beginning after December 15, 2023, and all reporting periods thereafter. Earlier application is encouraged.

Management has not completed its review of the requirements of these statements and their applicability.

Subsequent Events
In accordance with generally accepted accounting principles, CSUS has evaluated subsequent events for the period after June 30, 2022, through December 21, 2022, the date the financial statements were issued and no items needing to be reported were noted.

2.   **Cash, Cash Equivalents and Investments**

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

The STIF is managed by investment managers in accordance with the investment guidelines established by the State Treasurer. These guidelines prohibit investment in derivative securities other than floating rate securities which vary in the same direction as individual short-term money market indices, and limit the ability to enter into reverse repurchase agreements in amounts not to exceed five percent (5%) of the STIF's net assets at the time of execution.

Cash and cash equivalents also include operating funds held by the State of Connecticut in a pooled, interest credit program which earns interest at a rate determined monthly by the Office of the State Treasurer. The interest rate at June 30, 2022 was 1.50%.

Cash, cash equivalents and investments at June 30 are as follows:

	2022	
	Cost	**Fair Value**
Cash and cash equivalents	$ 374,799,332	$ 374,799,332
U.S. Mutual Funds-Governmental	82,871,692	82,871,692
Guaranteed Investment Contracts	14,565,298	14,565,298
	$ 472,236,322	$ 472,236,322

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

Credit Risk – Credit risk is the risk that an investor will lose money because of the default of the security issuer or investment counterparty. CSUS is invested in U.S. Government obligations, which are not considered to have credit risk. The average credit quality rating of CSUS's guaranteed investment contracts was AA-, as rated by Standard & Poor's Ratings as of June 30, 2022.

Custodial Credit Risk – At June 30, 2022, the carrying amount of CSUS's bank deposits was $4.5 million as compared to bank balances of $6.8 million. The difference between the carrying amount and bank balances was primarily caused by outstanding checks and deposits in transit. Of such bank balances, $6.1 million was uninsured and uncollateralized and therefore subject to custodial credit risk as of June 30, 2022.

Concentration of Credit Risk – Concentration of credit risk is assumed to arise when the amount of investments with one issuer exceeds 5% or more of the total value of investments. 78% of CSUS total

cash, cash equivalents and investments was invested in the STIF and the State's pooled interest credit program accounts as of June 30, 2022.

Interest Rate Risk – Interest rate risk is the risk that changes in interest rates will adversely affect the fair market value of an investment. Interest rate risk is managed by establishing targets for the preferred duration of the fixed income component of the investment portfolio by asset class by limiting investments through target allocations to different asset classes.

Investment maturities of CSUS's debt securities at June 30 (in years) are as follows:

Debt Securities	Fair Value	Less Than 1 Year	1 to 5 Years	6 to 10 Years	More Than 10 Years
June 30, 2022					
U.S. Government obligations	$ 82,871,692	$ 82,871,692	$ -	$ -	$ -
Guaranteed Investment Contracts	14,565,298	5,363,526	9,201,764	3	5
	$ 97,436,990	$ 88,235,218	$ 9,201,764	$ 3	$ 5

GASB No. 72, "*Fair Value measurements and Application*" sets forth the framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

The three levels of the fair value hierarchy under GASB No. 72 are described as follows:

Level 1 - Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that CSUS has the ability to access.

Level 2 - Inputs other than Level 1 that are observable, either directly or indirectly and include: quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in inactive markets; inputs other than quoted prices that are observable for the asset or liability; inputs that are derived principally from or corroborated by observable market data by correlation or other means.

Level 3 - Unobservable inputs that are supported by little or no market activity and that are significant to the fair value measurement. Unobservable inputs are developed based on the best information available in the circumstances and may include the CSUS's own data.

All of the investments held at June 30, 2022 are Level 1. There are no liabilities subject to the fair value provisions of GASB No. 72.

3. **Accounts Receivables**

Receivables consisted of the following at June 30:

	2022
Student accounts receivable	$ 16,787,896
Student loans receivable	4,344,225
Grants receivable	11,836,587
Leases receivable	1,960,529
Miscellaneous receivables	2,149,240
	37,078,477
Less allowance for doubtful accounts	(9,969,173)
Net accounts receivable	$ 27,109,304

Student loans made through the Federal Perkins Loan Program (the "Program") comprise substantially all of the loans receivable at June 30, 2022. The Program provides for cancellation of a loan at rates of 10% to 30% per year up to a maximum of 100% if the participant complies with certain provisions. The federal government reimburses the CSUS for amounts cancelled under these provisions.

CSUS has provided an allowance for uncollectible loans, which, in management's opinion, is sufficient to absorb loans that will ultimately be written off. The allowance for uncollectible loans was $0.7 million as of June 30, 2022. As management determines that loans are uncollectible and not eligible for reimbursement by the federal government, the loans are written off and assigned to the US Department of Education.

4. Capital Assets

Capital assets for the Universities consist of the following at June 30, 2022:

	Balance June 30, 2021	Additions	Retirements and Transfers	Balance June 30, 2022
Capital assets not being depreciated				
Land	$ 19,950,678	$ -	$ -	$ 19,950,678
Capitalized collections	8,839,265	5,000	(10,800)	8,833,465
Construction in progress	120,526,365	81,972,323	(138,176,591)	64,322,097
Total capital assets not being depreciated	$ 149,316,308	$ 81,977,323	$ (138,187,391)	$ 93,106,240
Other capital assets:				
Land improvements	$ 109,208,920	$ 1,662,054	$ (3,468,578)	$ 107,402,396
Buildings and building improvements	1,872,485,112	137,220,724	(1,525,113)	2,008,180,723
Furniture, fixtures and equipment	146,616,359	6,741,578	(5,889,920)	147,468,017
Library materials	15,538,764	247,793	(1,377,669)	14,408,888
Total other capital assets	2,143,849,155	145,872,149	(12,261,280)	2,277,460,024
Less accumulated depreciation for:				
Land improvements	(79,012,268)	(3,660,112)	2,914,924	(79,757,456)
Buildings and building improvements	(828,144,988)	(55,027,589)	1,515,870	(881,656,707)
Furniture, fixtures and equipment	(119,787,497)	(7,305,225)	5,740,751	(121,351,971)
Library materials	(10,381,535)	(759,504)	1,377,669	(9,763,370)
Total accumulated depreciation	(1,037,326,288)	(66,752,430)	11,549,214	(1,092,529,504)
Other capital assets, net	$ 1,106,522,867	$ 79,119,719	$ (712,066)	$ 1,184,930,520
Capital asset summary:				
Capital assets not being depreciated	$ 149,316,308	$ 81,977,323	$ (138,187,391)	$ 93,106,240
Other capital assets, at cost	2,143,849,155	145,872,149	(12,261,280)	2,277,460,024
Total cost of capital assets	2,293,165,463	227,849,472	(150,448,671)	2,370,566,264
Less accumulated depreciation	(1,037,326,288)	(66,752,430)	11,549,214	(1,092,529,504)
Capital assets, net	$ 1,255,839,175	$ 161,097,042	$ (138,899,457)	$ 1,278,036,760

5.   Accrued Compensated Absences

Accrued compensated absences as of June 30 include:

	2022
Accrued vacation	$ 28,426,174
Accrued sick leave	23,905,224
Other accrued fringe benefits	18,611,253
	70,942,651
Less: current portion	7,720,489
Noncurrent portion	$ 63,222,162

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

Balance as of June 30, 2021	$ 77,207,988
Additions in fiscal year 2022	9,748,752
Benefits paid to participants in fiscal year 2022	(16,014,089)
Balance as of June 30, 2022	$ 70,942,651

These accruals represent estimated amounts earned by all eligible employees through June 30, 2022. These accrued compensated absences will be settled over a number of years, and are not expected to have a significant impact on the future annual cash flows of the System. The current portion of compensated absences is estimated based on recent past history and is presented in today's dollars.

6.   Leases

CSUS has entered various leases for equipment. A summary of changes in the Right-of-Use Assets, displayed by the nature of underlying assets, is as follows for the year ended June 30, 2022:

Right-of-Use Assets	Balance 7/1/21	Additions	Deletions	Balance 6/30/22
Equipment Leases	-	$ 1,387,423	-	$ 1,387,423
Total Right-of-Use Assets	-	1,387,423	-	1,387,423
Less Accumulated Amortization	-	(644,654)	-	(644,654)
Carrying Value of Lease Assets	$ -			$ 742,769

The activity associated with the long-term lease liability for the year ended June 30, 2022 is summarized as follows:

Balance 7/1/21	Additions	Deletions	Balance 6/30/22	Amounts due within 1 year (Current Portion)
$ -	$ 1,387,423	$ (471,644)	$ 915,779	$ 571,340

The principal and interest expense for the next five years and beyond are projected below for lease obligations:

Fiscal Year	Principal	Interest	Total
2023	$ 571,340	$ 22,568	$ 593,908
2024	200,900	10,239	211,139
2025	100,064	2,914	102,978
2026	39,530	801	40,331
2027	3,945	55	4,000
Total Requirements	$ 915,779	$ 36,577	$ 952,356
Less Current	$ (571,340)		
Non-Current	$ 344,439		

CSUS has entered various leases for equipment. Of these leases, a total of 2 agreements call for payments that are partially or completely variable and therefore were not included in lease assets or lease liabilities. These variable payments are a result of the underlying lease measured not on a fixed rate, but rather variable due to the underlying payments derived from a percentage of sales, usage of a capital asset, or changes in index rates. A total of $54,197 was recognized as expenses from these variable payments for the year ended June 30, 2022.

CSUS has entered into additional leases that have not yet commenced as of June 30, 2022, including leases for equipment with both fixed and variable payments required.

For the year ended June 30, 2022, CSUS earned a total of $332,812 in lease revenue and $68,090 in lease interest revenue.

Lease receivable principal and interest requirements to maturity as of June 30, 2022 are as follows:

Fiscal Year	Principal		Interest		Total
2023	$	346,220	$	62,058	$	408,278
2024		315,201		50,824		366,025
2025		238,663		41,973		280,636
2026		250,060		33,835		283,895
2027		261,942		25,308		287,250
2028-2032		354,468		60,529		414,997
2033-2037		189,827		18,633		208,460
2038-2042		1,386		614		2,000
2043-2047		1,639		362		2,001
2047-2052		1,123		77		1,200
Total	$	1,960,529	$	294,213	$	2,254,742

7.   Related Parties

Periodically, public acts may be signed into law by the Governor stating that the Secretary of the Office of Policy and Management may approve monies to be transferred from CSCU's operating reserves to another purpose within the State of Connecticut. The only State related transfer in fiscal year 2022 was $335,505 of remaining program funds made to the University of Connecticut for a program they will be administering.

Accrued salaries and related fringe benefit costs for CSCU employees within CSUS, whose salaries will be charged to the State of Connecticut General Fund, represent a related party balance. CSUS has also recorded a receivable from the State of Connecticut related to allocated bond financing for capital projects when allotted by the Governor.

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

	2022
Receivable for accrued salaries, interest and fringe benefits to be paid by State of Connecticut General Fund	$ 49,865,431
State appropriations for capital projects	25,103,700
	$ 74,969,131

The accompanying statement of net position includes balances among related parties. Significant balances for the year ended June 30, were as follows:

	2022
Cash balances held with the State of Connecticut on behalf of the CSUS	$ 283,104,327
Amounts invested in the State of Connecticut Short-Term Investment Fund (STIF)	87,232,450
	$ 370,336,777

8.   Commitments and Contingencies

CSUS makes expenditures in connection with restricted government grants and contracts which are subject to final audit by government agencies. CSUS is of the opinion that the amount of disallowances, if any, sustained through such audits would not materially affect the financial position of CSUS.

CSUS is a defendant in various legal actions arising out of the normal course of its operations. Although the final outcome of such actions cannot presently be determined, management is of the opinion that the eventual liability, if any, will not have a material effect on CSUS's financial position.

CSUS had outstanding purchase orders and related commitments for materials, services and capital expenditures that had not been received as of June 30. These commitments are not recorded as liabilities until materials or services are received. The commitments of total net position balances at June 30 were as follows:

	2022
System Office	$ 731,712
Central Connecticut State University	8,229,638
Eastern Connecticut State University	2,809,559
Southern Connecticut State University	6,230,662
Western Connecticut State University	2,690,291
	$ 20,691,862

9.   Pension Plans

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

Employees hired before July 1, 2011 participate in Tier I, Tier II, Tier IIA, or TRS depending on several factors.

Employees hired after July 1, 2011 but before July 31, 2017 were eligible to participate in Tier III or the Hybrid Plan, the 2 primary SERS plan options available (some employees are eligible to elect the Teachers Retirement System - "TRS"). The Hybrid Plan, which became effective July 1, 2011 under the 2011 agreement between the State of Connecticut and SEBAC, provides a retirement plan option for employees hired on or after July 1, 2011 in a position statutorily defined as a state teacher or a professional staff member in higher education. The Hybrid Plan is a defined benefit plan that provides members with a life-time defined benefit the same as the benefit provided under SERS Tier III with the option at the time of retirement to elect to receive a lump sum payment of their contributions with a 5% employer match and 4% interest in lieu of a defined benefit.

Employees hired after July 1, 2017 are eligible to participate in Tier IV as a result of the 2017 SEBAC agreement. The SERS Tier IV plan is comprised of both a traditional Defined Benefit component and a new Defined Contribution component. The Tier IV Defined Benefit component provides a pre-defined monthly retirement income for life, with the amount being affected by years of service, retirement age, and the member's final average earnings for members that satisfy the Tier IV minimum age and service eligibility requirements. The Tier IV Defined Contribution component establishes an account consisting of an accumulation of employee and employer contributions both set equal to 1%, as well as investment gains or losses. Each Tier IV member will have an account with the third-party administrator of the State of Connecticut Alternate Retirement Program (ARP). CSCU makes contributions on behalf of the employees in SERS plans through a fringe benefit charge assessed by the State of Connecticut.

Alternatively, employees may choose to participate in the ARP, a defined contribution plan which was managed by Prudential the first three quarters of fiscal year 2022 and by Empower in the last quarter. Empower assumed management of ARP accounts effective April 1, 2022 when Empower officially acquired the full services retirement business of Prudential. Under this arrangement, plan participants contribute 6.5% of their pay or they can opt out of the 6.5% and contribute 5% and the State contributes 6.5% to individual participants' investment accounts now managed by Empower. CSCU pays a fringe benefit charge to the State which includes the 6.5% employer contribution, employee health benefits and an administrative charge.

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

Tier I Plan B regular and Plan B Hazardous Duty members are required to contribute 2% and 4% of their annual salary up to the Social Security Taxable Wage Base, respectively, plus 5% above that level. Tier I Plan C and Hybrid Plan members are required to contribute 5% of their annual salary. Tier IIA Plan and Tier III Plan regular and Hazardous Duty members are required to contribute 2% and 5% of their annual salaries, respectively. Tier IV employees contribute 5% of their salary (8% for hybrid and hazardous duty members) plus 1% into the defined contribution component.

The State is required to contribute at an actuarially determined rate, which may be reduced or increased by an act of the State legislature. The State contributed $87.7 million and $1.8 million, on behalf of the System, for SERS and TRS, respectively, for fiscal year 2022, equal to 100% and 128%, respectively, of the required contributions that year.

Net Pension Liability
The Systems' net pension liability is valued one year in arrears. The net pension liability recorded in the financial statements as of June 30, 2022 was measured and valued as of June 30, 2021 and the total pension liability used to calculate the net pension liability was determined by the most current actuarial valuation as of those dates. The System's proportion of the net pension liability was based on a projection of the System's long-term share of contributions to the pension plan relative to the projected contributions of all participating entities and the State, actuarially determined. For the TRS plan, the CSUS's proportion was 0.11% as of June 30, 2022. For the SERS plan, the CSUS's proportion was 4.91% as of June 30, 2022.

All SERS and TRS assets are available to pay any participants benefits. However, the portion of each plan's net pension liability attributable to the CSUS is calculated separately. The net pension liability for the CSUS as of June 30, 2022 for SERS and TRS was $1,043.6 million and $17.1 million, respectively.

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

Measurement Year	2021
Inflation	2.50%
Salary increases including inflation	3.00% to 11.50%
Investment rate of return net of pension plan investment expense, including inflation	6.90%

Mortality rates were based on the Pub-2010 Above Median Mortality Tables (Amount-weighted) projected generationally with MP-2020 improvement scale.

The actuarial assumptions used in the June 30, 2021 valuation (which was the basis for recording the June 30, 2022 financial statement liabilities) were based on the results of an actuarial experience study for the five-year period July 1, 2015 – June 30, 2020.

The long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

The best estimates of geometric rates of return for each major asset class as of the 2021 measurement date are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Domestic Equity Fund	20%	5.4%
Developed Market Intl. Stock Fund	11%	6.4%
Emerging Market Intl. Stock Fund	9%	8.6%
Core Fixed Income Fund	13%	0.8%
Emerging Market Debt Fund	5%	3.8%
High Yield Bond Fund	3%	3.4%
Real Estate Fund	19%	5.2%
Private Equity	10%	9.4%
Private Credit	5%	6.5%
Alternative Investments	3%	3.1%
Liquidity Fund	2%	-0.4%
	100%	

Actuarial Assumptions for TRS:
The total pension liability was determined using the following actuarial assumptions, applied to all periods:

Measurement Year	2021
Inflation	2.50%
Salary increases including inflation	3.00% to 6.50%
Investment rate of return net of pension plan investment expense, including inflation	6.90%

Mortality rates were based on the PubT-2010 Healthy Retiree Table (adjusted 105% for males and 103% for females at ages 82 and above), projected generationally with MP-2019 for the period after service retirement. The PubT-2010 Disabled Retiree Table projected generationally with MP-2019 was used for the period after disability retirement. The PubT-2010 Contingent Survivor Table projected generationally with MP-2019 and set forward 1 year for both males and females was used for survivors and beneficiaries. The PubT-2010 Employee Table projected generationally with MP-2019 was used for active members.

The long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

The target asset allocation and best estimates of arithmetic real rates of return for each major asset class as of the 2021 measurement date are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Domestic Equity Fund	20%	5.6%
Developed Market Intl. Stock Fund	11%	6.0%
Emerging Market Intl. Stock Fund	9%	7.9%
Core Fixed Income Fund	16%	2.1%
Inflation Linked Bond Fund	5%	1.1%
Emerging Market Debt Fund	5%	2.7%
High Yield Bond Fund	6%	4.0%
Real Estate Fund	10%	4.5%
Private Equity	10%	7.3%
Alternative Investments	7%	2.9%
Liquidity Fund	1%	0.4%
	100%	

Discount Rate for SERS:
The discount rate used to measure the total pension liability was 6.9% in the 2021 measurement year. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the State's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Discount Rate for TRS:
The discount rate used to measure the total pension liability was 6.9% in the 2021 measurement year. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that State contributions will be made at the actuarially determined rates in future years. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of Net Pension Liability to Changes in Discount Rate
The following table presents the current-period net pension liability of the CSU System calculated using the current-period discount rate assumption of 6.9% for SERS and 6.9% for TRS, as well as what the net pension liability would be if it were calculated using a discount rate that is 1% lower or 1% higher than the current rate:

	1% Decrease (SERS - 5.9%) (TRS - 5.9%)	Current Discount (SERS - 6.9%) (TRS - 6.9%)	1% Increase (SERS - 7.9%) (TRS - 7.9%)
SERS	$ 1,268,185,137	$ 1,043,539,255	$ 856,213,448
TRS	22,650,065	17,116,990	12,522,874

Pension Expense, Deferred Outflows and Deferred Inflows of Resources Related to Defined Benefit Pension Plan

For the year ended June 30, 2022, the CSUS recognized pension expense of $16.3 million. A schedule of deferred outflows and inflows of resources as of June 30, 2022 is presented in Note 13. The net amount of deferred outflows and deferred inflows of resources related to the pensions attributed to the CSUS that will be recognized in pension expense during the next five years and thereafter is as follows (in thousands):

Fiscal Year Ending June 30,	SERS	TRS	Total
2023	$ 33,111,413	$ 674,174	$ 33,785,587
2024	34,681,299	444,128	35,125,427
2025	20,686,034	(747,642)	19,938,392
2026	(1,767,956)	(1,776,204)	(3,544,160)
2027	6,990,048	(482,652)	6,507,396
Thereafter	-	21,904	21,904
Total	$ 93,700,838	$ (1,866,293)	$ 91,834,545

10. Other Post-Employment Benefits

The State of Connecticut provides post-retirement health care and life insurance benefits to eligible CSCU employees, in accordance with Sections 5-257(d) and 5-259(a) of the Connecticut General Statutes. When employees retire, the State pays up to 100% of their health care insurance premium cost (including the cost of dependent coverage). This benefit is available to retirees of the State Employees' Retirement System and participants in the Connecticut Alternate Retirement Program who meet certain age and service criteria.

The State also pays 100% of the premium cost for a portion of the employee's life insurance continued after retirement. The amount of life insurance continued at no cost to the retiree is determined in a formula based on the number of years of State service that the retiree had at the time of retirement. The State finances the cost of post-retirement health care and life insurance benefits

There is a single State sponsored defined benefit OPEB plan open to CSCU employees, the State Employee OPEB Plan (SEOPEBP). The State Comptroller's Healthcare Policy and Benefits Division under the direction of the Connecticut State Employees Retirement Commission administers the State Employee OPEB Plan. The membership of the commission is composed of the State Treasurer or designee, who is a nonvoting ex-officio member; fifteen trustees, including six trustees representing state employees; six trustees representing state management; two trustees who are professional actuaries and one neutral trustee who serves as chairman. Also, the State Comptroller, ex officio, serves as the nonvoting secretary. The Governor makes all appointments except the employee trustees who are selected by employee bargaining agents. Management and employee trustees make the appointments of the chairman and the actuarial trustee positions.

Plan Description

SEOPEBP is a single-employer defined benefit OPEB plan that covers retired employees of CSCU who are receiving benefits from any State-sponsored retirement system. The plan provides healthcare and life insurance benefits to eligible retirees and their spouses. Plan benefits, required contributions of plan participants and the State, and other plan provisions are described in Sections 5-257 and 5-259 of the General Statutes.

Funding Policy

The contribution requirements of the plan members and the State are established and may be amended by the State legislature, or by agreement between the State and employees' unions, upon approval by the State legislature. The cost of providing plan benefits is financed approximately 100

percent by the State on a pay-as-you-go basis through an annual appropriation in the General fund outside of the CSCU entities. CSCU contributes and helps fund the annual appropriation based upon a designated fringe rate established by the State.

Investments

The State Treasurer employs several outside consulting firms as external money and investment managers, to assist the State's Chief Investment Officer, as they manage the investment programs of the State Employee OPEB Plan. Plan assets are managed primarily through asset allocation decisions with the main objective being to maximize investment returns over the long term at an acceptable level of risk. There is no concentration of investments in any one organization that represents 5.0 percent or more of plan net position available for benefits.

The following is the asset allocation policy as of June 30, 2022:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Domestic Equity Fund	20%	5.6%
Developed Market International Stock Fund	11%	6.0%
Emerging Markets International Stock Fund	9%	7.9%
Core Fixed Income	16%	2.1%
Inflation Linked Bond Fund	5%	1.1%
Emerging Market Debt Fund	5%	2.7%
High Yield Bond Fund	6%	4.0%
Real Estate Fund	10%	4.5%
Private Equity	10%	7.3%
Alternative Investments	7%	2.9%
Liquidity Fund	1%	0.4%
	100%	

Net OPEB Liability

The Systems' net OPEB liability is valued one year in arrears. The net OPEB liability recorded in the financial statements as of June 30, 2022 of $1,191.8 million was measured and valued as of June 30, 2021 and the total liability used to calculate the net liability was determined by the most current actuarial valuation as of that date. The System's proportion of the net OPEB liability was based on a projection of the System's long-term share of contributions to the OPEB plan relative to the projected contributions of all participating entities and the State, actuarially determined.

For the SEOPEBP plan, at June 30, 2022 the System's proportion was 6.10%. All plan assets are available to pay any participants benefits. However, the portion of each plan's net liability attributable to CSCU is calculated separately.

Actuarial Assumptions:

The total OPEB liability was determined by actuarial valuations as of June 30, 2021, using the following actuarial assumptions:

Measurement Year	2021
Inflation	2.50%
Payroll growth rate	3.00%
Salary increases	3.00% to 11.50% varying by years of service and retirement system
Discount rate	2.31%
Healthcare cost trend rates:	
Medical	6.0% graded to 4.5% over 6 years
Prescription drug	3.00%
Dental and Part B	4.50%
Administrative expense	3.00%

Mortality Rates	
Pre-Retirement:	Pub-2010 General, Above-Median, Employee Headcount-weighted Mortality Table projected generationally using Scale MP-2020
Healthy Annuitant:	Pub-2010 General, Above-Median, Healthy Retiree Headcount-weighted Mortality Table projected generationally using Scale MP-2020
Disabled Annuitant:	Pub-2010 General, Disabled Retiree Employee Headcount-weighted Mortality Table projected generationally using Scale MP-2020
Contingent Annuitant:	Pub-2010 General, Above-Median, Contingent Annuitant Headcount-weighted Mortality Table projected generationally using Scale MP-2020

The projection of cash flows used to determine the discount rate was performed in accordance with GASB pronouncements.

The following presents the current period net OPEB liability, as well as what the net OPEB liability would be if it were calculated using a discount rate and healthcare cost trend rate that is 1% lower or 1% higher than the current rate utilized:

For measurement date of June 30, 2021:

Discount rate comparison:

	1% Decrease in Discount Rate (1.31%)	Current Discount Rate (2.31%)	1% Increase in Discount Rate (3.31%)
Net OPEB Liability	$ 1,414,626,096	$ 1,191,796,570	$ 1,014,842,740

Health care trend rate comparision:

	1% Decrease in Trend Rates	Current Trend Rates	1% Increase in Trend Rates
Net OPEB Liability	$ 1,001,803,727	$ 1,191,796,570	$ 1,437,720,010

OPEB Expense, Deferred Outflows and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2022, the CSUS recognized OPEB expense of $44.1 million. A schedule of deferred outflows and inflows of resources as of June 30, 2022 is disclosed in Note 14. The net amount of deferred outflows and deferred inflows of resources related to OPEB attributed to the CSUS that will be recognized in pension expense during the next five years and thereafter is as follows:

Fiscal Years Ending June 30,	OPEB
2023	$ (1,455,083)
2024	11,432,743
2025	(32,109,746)
2026	(55,755,713)
2027	(8,785,430)
Thereafter	-
Total	$ (86,673,229)

11.   Unearned Tuition, Fees and Grant Revenue

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

	2022
Unearned tuition and fees	$ 20,143,178
Grants and contracts	6,894,605
Other	211,845
	$ 27,249,628

12.   Natural Classification with Functional Classification

The operating expenses by functional classification were as follows:

	Salaries and wages	Fringe benefits	Professional services and fees	Educational services and support	Travel expense	Operation of facilities	Other operating supplies and expenses	Depreciation expense	Amortization expense	Total
						Year ended June 30, 2022 **Natural Classification**				
Academic support	$ 27,166,445	$ 23,022,737	$ 2,015,245	$ 4,760,028	$ 852,243	$ 330,905	$ 2,434,820	$ -	$ 50,938	$ 60,633,361
Auxiliary enterprises	9,324,598	8,203,448	1,246,942	26,561,777	30,157	6,820,201	784,525	-	246,890	53,218,538
Institution support	46,616,994	38,418,061	6,430,557	1,495,996	285,002	900,123	12,672,180	-	80,337	106,899,250
Instruction	184,346,887	142,913,448	1,942,698	1,678,414	319,164	599,118	2,254,482	-	19,729	334,073,940
Physical plant	34,414,482	39,230,478	1,561,536	794,235	20,754	42,967,215	6,980,495	66,752,430	274,149	192,995,774
Public service	3,716,736	2,479,576	1,217,491	474,119	184,861	109,603	388,584	-	9,516	8,580,486
Research	2,927,350	2,017,010	630,562	460,148	336,589	57,956	496,593	-	-	6,926,208
Scholarships, loans and refunds	551,194	110,355	352,023	109,331,399	14,938	9,830	229,885	-	-	110,599,624
Student services	47,874,356	40,786,362	3,524,201	2,741,910	2,074,913	924,727	2,900,104	-	11,788	100,838,361
Total expenses	$356,939,042	$297,181,475	$18,921,255	$148,298,026	$ 4,118,621	$52,719,678	$29,141,668	$66,752,430	$ 693,347	$ 974,765,542

13.   Bonds, Notes Payable and Capital Lease Obligations

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

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

Principal outstanding of the CHEFA Bonds issued directly by CSCU at June 30 was as follows:

CHEFA Series	Issue Date	Issuance Amount	Mature in Fiscal Years:	Interest Rates:	Outstanding Principal 2022
L	4/4/2012	49,040,000	2013 - 2030	2.50% - 4.00%	$ 39,935,000
M	1/10/2013	34,060,000	2014 - 2022	3.00% - 5.00%	1,605,000
N	10/23/2013	80,340,000	2015 - 2026	4.10% - 5.00%	15,500,000
O	9/16/2014	21,240,000	2015 - 2031	2.00% - 4.00%	14,305,000
P-1	9/13/2016	55,030,000	2018 - 2037	2.50% - 5.00%	45,580,000
P-2	9/13/2016	19,530,000	2018 - 2036	2.50% - 5.00%	5,080,000
Q-1	5/10/2019	71,260,000	2021 - 2040	3.00% - 5.00%	66,720,000
Q-2	5/10/2019	20,845,000	2021 - 2032	5.00% - 5.00%	12,275,000
R-1	4/27/2021	14,640,000	2033 - 2034	2.00% - 2.125%	14,640,000
R-2	4/27/2021	85,110,000	2023 - 2034	0.35% - 2.45%	85,110,000
					$ 300,750,000

Series R-2 issuance in fiscal year 2021 refunded portions of Series J, M, and N. CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. As a result, the refunded bonds were considered an in-substance defeasance and the liability for those bonds were removed from the statement of net positions as of June 30, 2021. The $15.7 million portion of Series J that was refunded was redeemed on November 1, 2021 at a price of 100% of the principal amount, plus accrued interest to the redemption date. The outstanding amounts of the portions refunded for Series M and N are $21.2 million and $41.7 million respectively, as of June 30, 2022.

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

Maturity	Principal	Interest
2023	$ 21,065,000	$ 9,361,285
2024	21,730,000	8,509,275
2025	21,370,000	7,707,979
2026	22,175,000	6,879,896
2027	20,665,000	6,158,035
2028-2032	106,870,000	20,744,793
2033-2037	72,335,000	6,088,374
2038-2040	14,540,000	687,844
	$ 300,750,000	$ 66,137,481

Long-term bond payable activity for the year ended June 30, 2022 was as follows:

	Balance June 30, 2021	Additions	Retirements	Balance June 30, 2022
Bonds payable	$ 319,810,000	$ -	$ (19,060,000)	$ 300,750,000
Premium on bonds payable	15,494,824	-	(2,348,370)	13,146,454
Discount on bonds payable	(702,891)	-	119,691	(583,200)
Total bonds payable	$ 334,601,933	-	$ (21,288,679)	$ 313,313,254

14. Deferred Outflows and Inflows of Resources

Deferred outflows and deferred inflows of resources consisted of the following as of June 30, 2022:

As of June 30, 2022		SERS		TRS		OPEB		Debt Refunding		Leases		Total
DEFERRED OUTFLOWS OF RESOURCES												
Difference between expected and actual experience	$	72,200,587	$	-	$	19,153,705	$	-	$	-	$	91,354,292
Changes of assumptions or other inputs		-		3,472,898		172,503,339		-		-		175,976,237
Changes in proportion and differences between employer contributions and proportionate share of contributions		110,640,768		4,280,429		89,036,245		-		-		203,957,442
Employer contributions after measurement date		97,528,646		2,425,197		50,411,144		-		-		150,364,986
Loss on bond refunding		-		-		-		4,637,630		-		4,637,630
Total	$	**280,370,001**	$	**10,178,524**	$	**331,104,433**	$	**4,637,630**	$	**-**	$	**626,290,587**
DEFERRED INFLOWS OF RESOURCES												
Difference between expected and actual experience	$	-	$	458,818	$	23,516,267	$	-	$	-	$	23,975,085
Changes of assumptions or other inputs		1,923,283		-		256,871,499		-		-	$	258,794,782
Net difference between projected and actual earnings on pension plan investments		73,582,071		2,219,924		11,100,724		-		-	$	86,902,719
Changes in proportion and differences between employer contributions and proportionate share of contributions		13,635,163		6,940,878		75,839,708		-		-	$	96,415,749
Unrecognized revenues from other than short term leases		-		-		-		-		1,913,658	$	1,913,658
Total	$	**89,140,517**	$	**9,619,620**	$	**367,328,198**	$	**-**	$	**1,913,658**	$	**468,001,993**

Connecticut State University System
Schedule of Net Pension Liability and Related Ratios (Unaudited)
June 30, 2022 – 2014

CSCU

State Employee Retirement System Plan
Last 10 Fiscal Years [1]

	2022	2021	2020	2019	2018	2017	2016	2015	2014 [1]
System's proportion of the net pension liability	4.91%	4.55%	4.57%	4.07%	3.81%	4.23%	3.96%	3.61%	3.12%
System's proportionate share of the net pension liability	$1,043,539,255	$1,078,763,292	$1,042,307,443	$882,364,851	$876,023,924	$972,052,721	$653,585,476	$577,889,607	$516,857,599
System's covered payroll	$212,151,845	$205,686,655	$196,237,881	$175,778,524	$144,700,282	$152,194,773	$154,782,123	$140,369,452	$119,305,259
System's proportionate share of the net pension liability as a percentage of its covered payroll	492%	524%	531%	502%	605%	639%	422%	412%	433%
Plan Fiduciary net position as a percentage of the total pension liability	44.55%	35.84%	36.79%	36.62%	36.25%	31.69%	39.23%	39.54%	N/A [1]

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

Teachers Retirement System Plan
Last 10 Fiscal Years [1]

	2022	2021	2020	2019	2018	2017	2016	2015	2014 [1]
System's proportion of the net pension liability	0.11%	0.11%	0.19%	0.19%	0.09%	0.09%	0.10%	0.10%	0.10%
System's proportionate share of the net pension liability	$17,116,990	$21,598,562	$32,123,860	$24,769,362	$12,309,255	$12,986,359	$10,523,910	$9,727,277	$10,728,942
State's proportionate share of the net pension liability associated with the System	$17,116,990	$21,612,130	$27,059,919	$24,769,425	$12,986,445	$12,986,447	$10,523,916	$9,714,654	N/A [1]
Total	$34,233,980	$43,210,692	$59,183,779	$49,538,787	$25,295,700	$25,972,806	$21,047,826	$19,441,931	$10,728,942
System's covered payroll	$5,453,126	$5,330,522	$5,075,252	$4,728,567	$3,652,263	$4,127,906	$3,930,206	$3,813,448	$3,063,073
System's proportionate share of the net pension liability as a percentage of its covered payroll	314%	405%	633%	524%	337%	315%	268%	255%	350%
pension liability	60.77%	49.24%	52.00%	57.69%	55.93%	52.26%	59.50%	61.56%	N/A [1]

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

Connecticut State University System
Schedule of Net OPEB Liability and Related Ratios (Unaudited)
June 30, 2022 – 2014

CSCU

Schedule of Net Other Post Employment Benefits Liability and Related Ratios
Last 10 Fiscal Years [1]

	2022	2021	2020	2019	2018	2017
System's proportion of the net OPEB liability	6.10%	6.13%	6.47%	5.57%	4.62%	4.73%
System's proportionate share of the net OPEB liability	$ 1,191,796,570	$ 1,443,409,039	$ 1,338,986,646	$ 967,345,901	$ 996,032,245	$ 1,021,241,708
System's covered payroll	$ 222,718,210	$ 229,673,610	$ 234,304,156	$ 246,718,621	$ 251,238,643	$ 260,590,503
System's proportionate share of the net OPEB liability as a percentage of its covered payroll	535%	628%	571%	392%	396%	392%
Plan Fiduciary net position as a percentage of the total OPEB liability	10.12%	6.13%	5.40%	4.69%	3.03%	1.94%

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

State Employee Retirement System Plan

Last 10 Fiscal Years [1]

	2022	2021	2020	2019	2018	2017	2016	2015	2014
Contractually required contribution	$ 87,693,784	$ 73,503,269	$ 72,114,688	$ 59,187,070	$ 64,638,177	$ 64,086,201	$ 54,526,224	$ 45,788,758	$ 33,007,798
Contributions in relation to the contractually required contribution	(87,693,784)	(73,503,269)	(72,114,688)	(58,713,574)	(64,121,072)	(63,573,511)	(54,253,593)	(45,788,758)	(32,974,790)
Contribution deficiency (excess)	$ -	$ -	$ -	$ 473,496	$ 517,105	$ 512,690	$ 272,631	$ -	$ 33,008
System's covered payroll	$ 212,151,845	$ 205,686,655	$ 196,237,881	$ 175,778,524	$ 144,700,282	$ 152,194,773	$ 154,782,123	$ 140,369,452	$ 119,305,259
Contributions as a percentage of covered payroll	41.34%	35.74%	36.75%	33.40%	44.31%	41.77%	35.05%	32.62%	27.64%

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

Teachers Retirement System Plan

Last 10 Fiscal Years [1]

	2022	2021	2020	2019	2018	2017	2016	2015
Contractually required contribution	1,433,267	1,386,231	2,431,612	2,393,909	922,727	$ 889,376	$ 943,917	$ 909,799
Contributions in relation to the contractually required contribution	(1,831,321)	(1,596,338)	(1,860,654)	(1,234,134)	(569,543)	(1,323,934)	(1,516,991)	(1,343,282)
Contribution deficiency (excess)	$ (398,054)	$ (210,107)	$ 570,958	$ 1,159,775	$ 353,184	$ (434,558)	$ (573,074)	$ (433,483)
System's covered payroll	$ 5,453,126	$ 5,330,522	$ 5,075,252	$ 4,728,567	$ 3,652,263	$ 4,127,906	$ 3,930,206	$ 3,813,448
Contributions as a percentage of covered payroll	33.58%	29.95%	36.66%	26.10%	15.59%	32.07%	38.60%	35.22%

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

Other Post Employment Benefits

Last 10 Fiscal Years [1]

	2022	2021	2020	2019	2018	2017
Contractually required contribution	52,979,930	53,173,679	48,745,744	44,676,991	38,553,325	36,046,001
Contributions in relation to the contractually required contribution	(52,979,930)	(53,173,679)	(48,745,744)	(44,676,991)	(38,553,325)	(36,046,001)
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -
System's covered payroll	$ 222,718,210	$ 229,673,610	$ 234,304,156	$ 246,718,621	$ 251,238,643	$ 260,590,503
Contributions as a percentage of covered employee payroll	23.79%	23.15%	20.80%	18.11%	15.35%	13.83%

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

Connecticut State University System
Notes to the Required Supplemental Information (Unaudited)
June 30, 2022 and 2021

CSCU

1. **Supplementary Information**

Pension Plans

Changes of benefit terms:
- The annual COLA for those retiring on or after July 1, 2022 is based on the annual rate of increase in CPI-W from 0.0% to 2.0%, plus 60% of the annual rate of increase in CPI-W from 3.33% to 6.0%, plus 75% of the annual rate of increase in CPI-W above 6.0% and with a cap on the COLA rate of 7.5%.
- A COLA moratorium for those retiring on or after July 1, 2022 for the first 30 months of retirement benefits. If rate of increase in CPI-W exceeds an annualized rate of 5.5% during the initial 18 month period of receiving retirement benefits, the COLA provided beginning with the 31st monthly benefit includes an additional adjustment based on the annual COLA rate as determined above using the annualized rate over the 18 month period. The COLA rate applied is reduced by 2.5% and then multiplied by 1.5 to reflect the 18 month period.

Changes of assumptions:
- Wage Inflation assumed rate changed from 3.50% to 3.00%.
- Assumed Salary Scale changed to reflect experience in above wage inflation rates of increase.
- Assumed rates of mortality have been revised to the Pub-2010 Above Median Mortality Tables (Amount-weighted) projected generationally with MP-2020 improvement scale.
- Assumed rates of withdrawal, disability, and retirement have been adjusted to reflect experience more closely.

State Employee OPEB Plan

Changes of benefit terms:
- None

Changes of assumptions:
- The discount rate was updated in accordance with GASB Statement No. 75 to
- 2.31% as of June 30, 2021
- The demographic assumptions (mortality, disability, retirement, withdrawal and salary scale) were updated to be consistent with the corresponding retirement system assumptions.
- Per capita health costs, administrative expenses, and retiree contributions were updated for recent experience
- Health care cost trend rates and retiree contribution increase rates were adjusted.

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2022
Assets							
Current assets:							
Cash and cash equivalents	$ 74,452,319	$ 38,299,756	$ 55,718,851	$ 24,548,631	$ 27,008,284	$ -	$ 220,027,841
Investments	-	-	-	-	66,549,924	-	66,549,924
Accounts receivable, net	11,512,978	1,766,863	7,035,659	2,142,254	-	-	22,457,754
Due from the State of Connecticut	26,632,963	12,799,972	21,557,212	11,269,431	2,709,553	-	74,969,131
Due from SO and Universities	1,652,976	650,601	582,977	4,152,067	2,520	(7,041,141)	-
Prepaid expenses and other current assets	4,187,337	820,019	1,624,338	188,257	816,433	-	7,636,384
Total current assets	118,438,573	54,337,211	86,519,037	42,300,640	97,086,714	(7,041,141)	391,641,034
Noncurrent assets:							
Cash and cash equivalents	24,737,707	16,917,891	31,032,970	735,371	81,347,552	-	154,771,491
Investments	-	-	-	-	30,887,066	-	30,887,066
Accounts receivable, net	949,722	587,936	993,544	2,120,348	-	-	4,651,550
Other assets	-	-	92,485	-	-	-	92,485
Right-of-use assets							
Right-of-use assets	321,977	380,271	281,014	404,161	-	-	1,387,423
Accumulated amortization	(85,301)	(172,173)	(242,500)	(144,680)	-	-	(644,654)
Right-of-use assets, net of accumulated amortization	236,676	208,098	38,514	259,481	-	-	742,769
Investment in capital assets	678,103,215	517,671,282	683,914,079	450,552,638	40,325,050	-	2,370,566,264
Accumulated depreciation	(297,861,774)	(217,435,394)	(343,870,042)	(214,799,481)	(18,562,813)	-	(1,092,529,504)
Investment in capital assets, net of accumulated depreciation	380,241,441	300,235,888	340,044,037	235,753,157	21,762,237	-	1,278,036,760
Total noncurrent assets	406,165,546	317,949,813	372,201,550	238,868,357	133,996,855	-	1,469,182,121
Total assets	$ 524,604,119	$ 372,287,024	$ 458,720,587	$ 281,168,997	$ 231,083,569	$ (7,041,141)	$ 1,860,823,155
Deferred outflows of resources:							
Deferred pension	$ -	$ -	$ -	$ -	$ 290,548,525	$ -	$ 290,548,525
Deferred other post employment benefits	-	-	-	-	331,104,432	-	331,104,432
Deferred loss on bond refunding	-	-	-	-	4,637,630	-	4,637,630
Total deferred outflows of resources	$ -	$ -	$ -	$ -	$ 626,290,587	$ -	$ 626,290,587

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2022
Liabilities							
Current liabilities:							
Accounts payable	$ 7,677,014	$ 2,152,098	$ 4,016,596	$ 6,258,012	$ 260,507	$ -	$ 20,364,227
Accrued salaries and benefits	30,534,559	15,408,582	30,994,119	15,049,017	811,031	-	92,797,308
Accrued compensated absences	2,832,808	1,412,428	2,484,226	813,329	177,698	-	7,720,489
Due to the State of Connecticut	13,095	7,998	321,794	6,947		-	349,834
Due to SO and Universities	2,520	-	-	-	7,038,621	(7,041,141)	-
Unearned tuition,fees and grant revenue	8,841,998	3,495,967	9,934,049	4,977,614		-	27,249,628
Bonds payable	-	-	-	-	21,065,000	-	21,065,000
Accrued bond interest payable	-	-	-	-	1,635,500	-	1,635,500
Leases payable	84,032	173,031	188,925	125,352		-	571,340
Other liabilities	290,947	33,753	310,002	796,257		-	1,430,959
Depository accounts	2,315,844	1,340,991	4,000,634	412,040		-	8,069,509
Total current liabilities	52,592,817	24,024,848	52,250,345	28,438,568	30,988,357	(7,041,141)	181,253,794
Noncurrent liabilities:							
Accrued compensated absences	18,323,336	10,961,370	20,802,164	11,241,923	1,893,369	-	63,222,162
Bonds payable	-	-	-	-	292,248,254	-	292,248,254
Federal loan program advances	361,195	558,112	-	902,606	-	-	1,821,913
Deferred compensation	-	-	-	-	369,303	-	369,303
Leases payable	155,644	37,698	13,272	137,825	-		344,439
Other noncurrent liabilities	-	151,430	1,280,844	112,413		-	1,544,687
Pension liability, net	-	-	-	-	1,060,656,895	-	1,060,656,895
Other post employment benefits, net	-	-	-	-	1,191,796,567	-	1,191,796,567
Total noncurrent liabilities	18,840,175	11,708,610	22,096,280	12,394,767	2,546,964,388	-	2,612,004,220
Total liabilities	$ 71,432,992	$ 35,733,458	$ 74,346,625	$ 40,833,335	$ 2,577,952,745	$ (7,041,141)	$2,793,258,014
Deferred inflows of resources:							
Deferred pension	$ -	$ -	$ -	$ -	$ 98,760,137	$ -	$ 98,760,137
Deferred other post employment benefits	-	-	-	-	367,328,198	-	367,328,198
Deferred lease Inflows	1,036,201	216,938	660,519	-	-	-	1,913,658
Total deferred inflows of resources	$ -	$ -	$ -	$ -	$ 466,088,335	$ -	$ 468,001,993
Net Position							
Net investment in capital assets	$ 380,216,950	$ 300,164,311	$ 340,044,037	$ 235,753,157	$ (235,818,884)	$ -	$1,020,359,571
Restricted:							
Nonexpendable	-	60,000	71,053	407,116	-	-	538,169
Expendable	13,144,885	4,452,523	9,428,008	2,809,558	71,449,212	-	101,284,186
Unrestricted	58,773,091	31,659,794	34,170,345	1,365,831	(2,022,297,252)	-	(1,896,328,191)
Total net position	$ 452,134,926	$ 336,336,628	$ 383,713,443	$ 240,335,662	$ (2,186,666,924)	$ -	$ (774,146,265)

Connecticut State University System
Supplemental Information – Combining Statements of Revenues, Expenses and Changes in Net Position
June 30, 2022

CSCU

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2022
Operating revenues:							
Tuition and fees:							
Tuition and fees, gross	$ 109,526,830	$ 47,706,383	$ 110,451,266	$ 52,246,689	$ -	$ -	$ 319,931,168
Less:							
Scholarships allowance	(13,936,490)	(13,674,830)	(9,651,031)	(5,967,268)	-	-	(43,229,619)
Waivers	(4,568,433)	(2,032,974)	(9,628,904)	(1,302,559)	-	-	(17,532,870)
Tuition and fees, net of scholarship allowances and waivers	91,021,907	31,998,579	91,171,331	44,976,862	-	-	259,168,679
Federal grants and contracts	5,246,729	503,346	3,731,461	1,796,977	-	-	11,278,513
State and local grants and contracts	4,045,937	1,502,629	4,631,001	5,390,578	-	-	15,570,145
Nongovernment grants and contracts	1,679,058	585,969	5,277,300	-	-	-	7,542,327
Indirect cost recoveries	281,230	49,857	278,086	-	-	-	609,173
Auxiliary revenues	23,127,532	26,076,276	22,713,157	15,015,446	-	-	86,932,411
Other operating revenues	2,460,967	671,635	4,197,093	765,273	252,070	-	8,347,038
Total operating revenues	127,863,360	61,388,291	131,999,429	67,945,136	252,070	-	389,448,286
Operating expenses:							
Salaries and wages	106,885,760	61,663,149	120,335,225	62,986,182	5,068,726	-	356,939,042
Fringe benefits	71,438,135	42,837,764	77,147,577	42,225,029	63,532,970	-	297,181,475
Professional services and fees	5,271,537	2,885,809	7,305,513	2,788,003	670,393	-	18,921,255
Educational services and support	46,895,333	21,549,377	49,746,319	29,172,151	934,846	-	148,298,026
Travel expenses	1,614,817	527,293	1,411,941	505,511	59,059	-	4,118,621
Operation of facilities	25,859,326	7,594,764	12,275,572	6,927,934	62,082	-	52,719,678
Other operating supplies and expenses	8,308,917	5,018,297	7,778,925	5,048,277	2,987,252	-	29,141,668
Depreciation expense	17,567,459	16,295,287	20,308,571	11,862,940	718,173	-	66,752,430
Amortization expense	85,301	173,409	277,956	156,681	-	-	693,347
Total operating expenses	283,926,585	158,545,149	296,587,599	161,672,708	74,033,501	-	974,765,542
Operating loss	$ (156,063,225)	$ (97,156,858)	$(164,588,170)	$ (93,727,572)	$ (73,781,431)	$ -	$ (585,317,256)

Connecticut State University System
Supplemental Information – Combining Statements of Revenues, Expenses and Changes in Net Position
June 30, 2022

CSCU

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2022
Nonoperating revenues (expenses)							
State appropriations	$114,182,265	$ 67,236,552	$108,200,523	$ 68,024,461	$ 7,922,002	$ -	$ 365,565,803
Pell grant revenue	12,533,000	5,820,164	13,592,763	6,524,509	-	-	38,470,436
Federal emergency grant revenue	29,663,377	14,001,729	28,435,320	14,083,841	-	-	86,184,267
Gifts	3,816,585	813,105	592,322	36,495	-	-	5,258,507
Investment income	323,034	163,815	266,450	66,220	1,037,019	-	1,856,538
Interest expense	(7,970)	(5,268)	(4,519)	(10,126)	(9,111,978)	-	(9,139,861)
Capital projects financed by SO	8,679,589	1,365,538	1,513,815	14,481,050	(26,039,992)	-	-
Other nonoperating revenues (expenses), net	205,059	994	49,755	117,691	-	-	373,499
Net nonoperating revenues (expenses)	169,394,939	89,396,629	152,646,429	103,324,141	(26,192,949)	-	488,569,189
Gain/(loss) before other changes in net position	13,331,714	(7,760,229)	(11,941,741)	9,596,569	(99,974,380)	-	(96,748,067)
Other changes in net position							
State appropriations restricted for capital purposes	22,816,381	6,605,882	46,399,842	2,762,593	609,248	-	79,193,946
Loss on disposal of capital assets	(44,966)	(617,792)	(13,946)	(25,349)	(127,700)	-	(829,753)
Transfer to state agency	(335,505)	-	-	-	-	-	(335,505)
Interagency transfers	(11,423,967)	(6,433,931)	(7,332,107)	(5,171,156)	30,361,161	-	-
Other changes in net position	11,011,943	(445,841)	39,053,789	(2,433,912)	30,842,709	-	78,028,688
Change in net position	24,343,657	(8,206,070)	27,112,048	7,162,657	(69,131,671)	-	(18,719,379)
Net position at beginning of year	427,791,269	344,542,698	356,601,395	233,173,005	(2,117,535,253)	-	(755,426,886)
Net position at end of year	$452,134,926	$336,336,628	$383,713,443	$240,335,662	(2,186,666,924)	$ -	$ (774,146,265)

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2022
Cash flows from operating activities:							
Tuition and fees	$ 91,545,511	$ 38,044,388	$ 89,690,640	$ 46,724,910	$ -	$ -	$ 266,005,449
Grants and contracts	9,699,537	2,591,944	13,266,259	7,260,260	-	-	32,818,000
Auxiliary revenues	23,221,462	26,127,795	21,581,854	15,317,884	-	-	86,248,995
Other operating revenues	3,815,064	791,445	7,067,080	32,245	232,638	-	11,938,472
Payments to employees for salaries and benefits	(177,059,327)	(103,642,775)	(191,693,744)	(104,778,589)	(7,633,374)	-	(584,807,809)
Payments to suppliers	(1,301,858)	(517,937)	(1,327,071)	(1,447,081)	(137,672)	-	(4,731,619)
Professional services and fees	(5,271,537)	(2,944,633)	(7,305,513)	(2,788,003)	(672,230)	-	(18,981,916)
Educational services and support	(46,895,333)	(21,549,377)	(49,746,319)	(29,172,151)	(934,846)	-	(148,298,026)
Travel expenses	(1,614,817)	(527,293)	(1,411,941)	(505,511)	(59,059)	-	(4,118,621)
Operation of facilities	(25,859,326)	(11,670,946)	(12,275,572)	(6,927,934)	(62,082)	-	(56,795,860)
Other operating supplies and expenses	(7,101,898)	(352,533)	(8,862,425)	1,827,512	(2,919,012)	-	(17,408,356)
Net cash used in operating activities	(136,822,522)	(73,649,922)	(141,016,752)	(74,456,458)	(12,185,637)	-	(438,131,291)
Cash flows from noncapital financing activities:							
State appropriations	109,518,751	64,194,051	105,074,493	65,199,046	7,920,509	-	351,906,850
Gifts for other than capital purposes	3,816,585	813,104	592,322	36,495	-	-	5,258,506
Nonoperating grants and revenue other	41,953,116	19,626,466	42,077,838	20,838,454	-	-	124,495,874
Transfer to state agency	(335,505)	-	-	-	-	-	(335,505)
Interagency transfers	(11,423,967)	(6,433,931)	(7,332,107)	(5,171,156)	30,361,161	-	-
Net cash provided by noncapital financing activities	$ 143,528,980	$ 78,199,690	$ 140,412,546	$ 80,902,839	$ 38,281,670	$ -	$ 481,325,725
Cash flows from investing activities:							
Proceeds from sales and maturities of investments	$ -	$ -	$ -	$ -	$ 51,148,450	$ -	51,148,450
Purchases of investments	-	-	-	-	(29,804,953)	-	(29,804,953)
Interest and dividends received on investments	284,846	163,815	264,148	56,094	985,025	-	1,753,928
Net cash provided by investing activities	284,846	163,815	264,148	56,094	22,328,522	-	23,097,425
Cash flows from capital and related financing activities:							
Cash paid for capital and right-of-use assets	(24,721,959)	(7,006,113)	(43,172,349)	(15,661,661)	-	-	(90,562,082)
Capital projects financed by SO	8,503,467	1,901,718	1,536,256	10,573,431	(22,514,872)	-	-
State capital appropriations received	24,832,640	6,605,882	44,878,586	2,762,593	1,319,054	-	80,398,755
Repayments of capital debt and leases	(82,301)	(169,542)	(78,817)	(140,984)	(19,060,000)	-	(19,531,644)
Interest paid on capital debt and leases	(7,970)	(5,268)	(4,519)	(10,126)	(10,256,661)	-	(10,284,544)
Net cash provided by (used in) capital and related financing activities	8,523,877	1,326,677	3,159,157	(2,476,747)	(50,512,479)	-	(39,979,515)
Net increase (decrease) in cash and cash equivalents	15,515,181	6,040,260	2,819,099	4,025,728	(2,087,924)	-	26,312,344
Cash and cash equivalents, beginning of year	83,674,845	49,177,387	83,932,722	21,258,274	110,443,760	-	348,486,988
Cash and cash equivalents, end of year	$ 99,190,026	$ 55,217,647	$ 86,751,821	$ 25,284,002	$ 108,355,836	$ -	$ 374,799,332

Connecticut State University System
Supplemental Information – Combining Statements of Cash Flows - Continued
June 30, 2022

CSCU

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2022
Reconciliation of operating loss to net cash used in operating activities:							
Operating loss	$ (156,063,225)	$ (97,156,858)	$ (164,588,170)	$ (93,727,572)	$ (73,781,431)	$ -	$ (585,317,256)
Adjustments to reconcile operating income (loss) to net cash provided by (used in) operating activities:							
Depreciation expense	17,567,459	16,295,287	20,308,571	11,862,940	718,173	-	66,752,430
Amortization	85,301	173,409	277,956	156,681	-	-	693,347
Changes in assets and liabilities:							
Receivables	2,839,844	5,047,385	(2,393,739)	(293,598)	-	-	5,199,892
Prepaid expenses and other	(442,805)	(93,699)	53,962	(57,726)	408,679	-	(131,589)
Accounts payable	709,298	(5,014)	109,157	4,690,210	(245,472)	-	5,258,179
Accrued salaries and benefits	4,146,485	2,292,297	5,660,359	2,548,900	278,461	-	14,926,502
Other liabilities	(40,643)	170,357	(2,351,870)	986,574	(232,969)	-	(1,468,551)
Due to/from State of Connecticut	-	7,831	(7,257)	6,947	-	-	7,521
Due to/from Universities	1,837	-	-	-	(1,837)	-	-
Unearned tuition, fees and grant revenues	(3,629,618)	880,774	1,299,005	1,666,500	(19,432)	-	197,229
Deferred compensation	-	-	-	-	26,063	-	26,063
Depository accounts	(150,739)	(36,640)	40,619	(173,089)	330	-	(319,519)
Accrued compensated absences	(2,881,917)	(1,441,989)	(85,864)	(2,123,225)	267,660	-	(6,265,335)
Pension liability	-	-	-	-	(39,705,598)	-	(39,705,598)
Other post employment benefits	-	-	-	-	(251,612,470)	-	(251,612,470)
Changes in deferred outflows	-	-	-	-	56,016,766	-	56,016,766
Changes in deferred inflows	1,036,201	216,938	660,519	-	295,697,440	-	297,611,098
Net cash used in operating activities	$ (136,822,522)	$ (73,649,922)	$ (141,016,752)	$ (74,456,458)	$ (12,185,637)	$ -	$ (438,131,291)
Noncash investing, noncapital financing and capital and related financing transactions:							
Fixed assets included in accounts payable	$ 2,639,007	$ 1,424,092	$ 1,277,906	$ 4,185,412	$ -	$ -	$ 9,526,417
Reconciliation of cash and cash equivalents to the combined statements of net assets:							
Cash and cash equivalents classified as current assets	$ 74,452,319	$ 38,299,756	$ 55,718,851	$ 24,548,631	$ 27,008,284	$ -	$ 220,027,841
Cash and cash equivalents classified as noncurrent assets	24,737,707	16,917,891	31,032,970	735,371	81,347,552	-	154,771,491
	$ 99,190,026	$ 55,217,647	$ 86,751,821	$ 25,284,002	$ 108,355,836	$ -	$ 374,799,332

1. **Basis of Presentation of Supplemental Information**

   The supplementary schedules are presented to provide information from the stand-alone books and records of the universities and system office. The supplementary schedules exclude certain eliminating entries necessary to prepare the consolidated financial statements of CSUS. The supplementary schedules also do not include the impact of the adoption of GASB 68, *Pensions*, or GASB 75, *other post-employment benefits*, on the individual universities as reported in the financial statements of CSUS because the liability has not been allocated to the universities but rather is reflected only at the CSUS system level in the financial statements.

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PRESENTATION TO THOSE CHARGED WITH GOVERNANCE

FY21 Annual Audit Required communications

Connecticut State Colleges and Universities

January 20, 2022

Significant risks

The following provides an overview of the audit response to the significant risks previously communicated to you. Our audits were executed in accordance with the plan as communicated to this committee in July 2021 with no significant deviations other than those disclosed within the following pages.

Significant risk	Procedures & results
Tuition revenue, auxiliary enterprises and related receivables/deferred revenue	• Perform disaggregated revenue analyses analyzing student tuition, fee, and auxiliary revenue relative to enrollment data • Perform detailed testing of a sample of revenue and aid transactions, agreeing to source documentation • Perform deferred revenue testing to determine proper cut-off. • Tested a sample of student receivable balances by inspecting supporting cash receipt and/or ensuring management's reserve/collections policy was followed (only at COSC) • Gain understanding of the allowance methodology and, policy(ies) governing additional charges or other steps taken (e.g., cannot register) for lack of payment of student account. • Assess management's analysis of allowances for doubtful accounts for reasonableness, consistency with methodology and accuracy of inputs (only at COSC). **A reclassification of bad debt expense from expense to a reduction of revenue was identified in FY21 at CCC ($2.2m) and CSUS ($1.7m). No other exceptions noted.**

Significant risks (continued)

Significant risk	Procedures and results
Management override of controls – (presumed fraud risk and therefore significant risk in all audits)	• Consider the design and implementation of entity-level controls, including information technology controls, designed to prevent/detect fraud. • Assess the ability of each entity to segregate duties in its financial reporting, information technology, and at the activity-level. • Conduct interviews of individuals involved in the financial reporting process to understand (1) whether they were requested to make unusual entries during the period and (2) whether they are aware of the possibility of accounting misstatements resulting from adjusting or other entries made during the period. • Perform risk assessment for journal entries and detail test a sample of journal entries based on our risk assessments to ensure propriety of the entries. **No exceptions noted**

Other areas of focus

Area of focus	Procedures and results
Grant revenues	• Performed detailed transaction testing of revenue recognized in the current year • Tested a selection of grant receivable and deferred revenue balances **No exceptions noted**
Net position	• Tested net asset proof to ensure proper classification between net asset categories **In connection with the FY21 close process, management identified an error in the calculation of net investment in plant, restricted expendable and unrestricted net position. This error was also reported in FY20 and prior. Management corrected the error in the comparative FY21/FY20 financial statements and disclosed the nature and impact of the error. Grant Thornton did not modify our opinion with regard to this correction of an error. Refer to a discussion of the control finding reported as a result of this error on pages 10-11.**
Capital assets	• Rolled forward account balances to ensure completeness • Sampled current year additions by vouching capitalized amount to supporting invoices / contracts • Ensured reasonableness of depreciation expense recorded in the period **There is one unrecorded adjustment related to depreciation expense that should have been recorded in a prior year at CCC, as well as a management-identified unrecorded adjustment to depreciation expense at COSC. Refer to slide 8 for details.**
Debt	• Confirmed amounts outstanding • Tested management's analysis of the current year bond refunding to ensure proper accounting • Ensured reasonableness of depreciation expense **No exceptions noted**

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Other areas of focus (continued)

Area of focus	Procedures and results
State appropriations	• Obtain detail of appropriations received from the state and reconciled to the GL • Confirm amounts with the state, agree to revenue recorded in the general ledger • Review receivable balance, reconcile the cash received to amounts outstanding based on confirmations **No exceptions noted**
Net pension & OPEB liabilities (and related deferred inflows / outflows and expense)	• Review the analysis of accrued postretirement benefit obligations • Assess the reasonableness of actuarial assumptions: discount factor, trend rates and cash flows, amongst others • Test participant census data **No exceptions noted**
Cash and cash equivalents	• Confirmed material balances and tested reconciliations to the GL **An error in the COSC cash balance was identified and corrected. Refer to slide 8.**
Adoption of GASB 84 – *Fiduciary Activities*	• Reviewed management's analysis of the impact of adoption • Ensured completeness and accuracy of disclosures within the financial statements **No exceptions noted**

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Other areas of focus (continued)

Area of focus	Results
Accounting estimates	The preparation of the CSCU's financial statements requires management to make multiple estimates and assumptions that affect the reported amounts of assets and liabilities as well as the amounts presented in certain required disclosures in the notes to those financial statements. The most significant estimates relate to the net pension & OPEB liabilities, compensated absences liabilities, useful lives of depreciable assets, allocation of expenses among functional expense classifications, and allowances for student receivables. Our procedures were executed in part, to review these estimates and evaluate their reasonableness. **No exceptions noted other than those noted on slide 8 related to depreciation expense at CCC and COSC.**
Financial statement disclosures	Our procedures included an assessment as to the adequacy of the CSCU's financial statement disclosures to ensure they are complete, accurate and appropriately describe the significant accounting policies employed in the preparation of the financial statements and provide a detail of all significant commitments, estimates and concentrations of risk, amongst other relevant disclosures required by US GAAP. **No exceptions noted**

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Summary of Adjustments

Entity	Corrected Misstatements	Uncorrected Misstatements	Disclosure Adjustments	Omitted Disclosures
CSUS	Yes – see pg. 8 for details	Yes – see pg. 8 for details	None noted	None noted
CCC	None noted	Yes – see pg. 8 for details	None noted	None noted
COSC	Yes – see pg. 8 for details	Yes – see pg. 8 for details	None noted	None noted

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Summary of Adjustments (cont.)

Entity	Nature of Adjustment	Commentary
CSUS	Corrected & Uncorrected	• Management recorded an entry to reduce net investment in capital assets and increase restricted expendable and unrestricted net position by $116.7 million in FY20. No impact on total net position or "bottom line" • $1.7 million of bad debt expense should be recorded as a reduction of tuition and fee revenue rather than as an expense. There was no impact to the "bottom line" as a result of this reclassification and therefore it was not recorded.
CCC	Uncorrected	• During the FY21 close process, management identified certain CIP projects that were completed and placed in service in prior years. As a result, depreciation expense in prior years was understated. Management recorded a catch-up adjustment in FY21 of $5.8M (increasing depreciation expense). The uncorrected entry is a decrease to FY21 opening net position to remove it from the FY21 statement of changes in revenues, expenses and net position. • $2.2 million of bad debt expense should be recorded as a reduction of tuition and fee revenue rather than as an expense. There was no impact to the "bottom line" as a result of this reclassification and therefore it was not recorded.
COSC	Corrected & Uncorrected	• During the FY21 audit, a $450k adjustment to increase cash was identified and recorded by management. • Management identified a difference in depreciation expense of $113k between the Entity's books and the State's subledger. Due to immateriality, management booked to the State's amount, resulting in an understatement of depreciation expense.

Internal control matters

Responsibility

We are responsible for obtaining reasonable assurance about whether the financial statements are free of material misstatement. Our audit included consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. Control deficiencies that are of a lesser magnitude than a significant deficiency will be communicated to management.

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Internal control matters (continued)

Definitions

The objective of the audit was to report on the financial statements as a whole and not to provide assurance on internal control over financial reporting.

Control deficiency

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis

Significant deficiency

A deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those responsible for oversight of the entity's financial reporting.

Material weakness

A deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the Entity's annual or interim financial statements will not be prevented or detected on a timely basis.

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Internal control matters (continued)

Significant deficiency

Our consideration of internal control was not designed to identify all deficiencies in internal control that, individually or in combination, might be material weaknesses or significant deficiencies. Therefore, material weaknesses or significant deficiencies may exist that were not identified. We consider the following identified control deficiency to be a significant deficiency.

Description of significant deficiency	Recommendations
CSUS – adjustment to FY20 financial statements related to net position classifications During the FY21 annual financial statement close process, management identified adjustments that were necessary to accurately present the components of net position (i.e., net investment in plant, restricted expendable and unrestricted net position). The historical calculations and related accounting did not conform to GAAP, and management review controls did not identify this improper application in a timely manner (although it was management who identified the error, it was after the FY20 and prior years financial statements had been issued).	We recommend that management implement additional account reconciliation and review controls to prove out the net position balances. A net asset proof schedule should be prepared in connection with the annual close process. This proof schedule should be reviewed by someone other than the preparer.

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Quality of accounting practices

Accounting policies	Other than the adoption of GASB 84, there were no significant changes during the period. The impact of the adoption of GASB 84 (Fiduciary Activities) was not significant.
Accounting estimates	Significant estimates include: • Net pension and OPEB liability, and related deferred inflows / outflows • Liability for compensated absences • Useful lives of depreciable assets • Allocation of expenses among functional expense classifications • Allowance for student receivables
Disclosures	Disclosures within the financial statements are materially complete and accurate. There was disclosure of the correction of an error in the financial statements of the Universities.
Other related matters	None noted.

Other required communications

Professional standards require that we communicate the following matters to you, as applicable.

Going concern matters

Fraud and noncompliance with laws and regulations

Significant deficiencies and material weaknesses in internal control over financial reporting

Use of other auditors

Use of internal audit

Related parties and related party transactions

Significant unusual transactions

Disagreements with management

Management's consultations with other accountants

Significant issues discussed with management

Significant difficulties encountered during the audit

Other significant findings or issues that are relevant to you and your oversight responsibilities

Modifications to the auditor's report

Other information in documents containing audited financial statements

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Appendix

Technical updates - GASB

GASB Statement 87, *Leases*

Summary

- The GASB issued guidance which resembles the FASB guidance on leases
- To determine whether a lease exists, a government should assess whether it has both:
    1) The right to obtain the present service capacity from use of the underlying asset as specified in the contract, and
    2) The right to determine the nature and manner of use of the underlying asset as specified in the contract
- For Lessees:
    1) In general, all leases will be reported on the statement of net position (the distinction between operating and capital leases is no longer relevant) as a "right of use" intangible asset and a corresponding lease liability within long term debt
    2) On the statement of changes, rent expense will be replaced by amortization expense of the right-of-use asset as well as interest expense on the lease liability (thus accelerating expenses in the beginning years of the lease term)
    3) There is an exemption for short term leases (those with a term of 12 months or less, including extension options) as well as leases that transfer ownership at the end of the term
    4) Disclosures regarding matters such as total leased assets by major class of underlying assets and related accumulated amortization (in total), principal and interest payments for each of the five subsequent fiscal years and in five-year increments thereafter and commitments under leases before a lease commencement period, among other items
- Effective in FY22 for CSUS, CCC and COSC. Management is actively assessing the impact of adoption.

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GASB Statement 89, *Accounting for Interest Cost Incurred before the end of a Construction Period*

Summary

- This Statement improves financial reporting by providing users with more relevant information about capital assets and the cost of borrowing and enhancing comparability of information for both governmental activities and business-type activities.
- Financial statements prepared using the economic resources measurement focus:
  - Interest cost should be recognized as an expense in the period incurred.
- Financial statements prepared using the current financial resources measurement focus:
  - Interest cost should be recognized as an expenditure consistent with governmental fund accounting principles.
- Effective in FY22 for CSUS, CCC and COSC. Management is actively assessing the impact of adoption.

Potential Impact

- Universities may have varying amounts of interest incurred during periods of significant construction. With the implementation of this new guidance, complex calculations of interest to be capitalized will no longer be required, thus simplifying accounting requirements. The new accounting accelerates the expense impact for the construction period, which should be considered when preparing budgets for future periods.

Industry updates

Current higher education environment

Institutions of higher education are considering how the tenets of ESG will impact operations, delivery of mission and governance structures.

Flexibility in terms of working remotely will be critical to retaining employees looking for hybrid options.

Long-term strategic plans drafted in a pre-COVID world are being reviewed to ensure relevancy in a changing world.

The propensity of donors to give endured (and grew).

One stark reality of the pandemic is that it has significantly affected the mental well-being of students and employees.

Now is the time for all institutions to earnestly re-evaluate the "completeness" of their ERM risk registers.

We believe institutions will always operate best as a community of in-person students and faculty learning and collaborating in immersive campus environments. These changing times require that institutions be introspective to ensure they are adapting to the evolving expectations of stakeholders.

A greater emphasis should be placed on process re-engineering and innovation to drive economies of scale.

An increased focus on student retention combined with creating different channels to attract new student cohorts is crucial.

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S&P's 2021* outlook for the Higher Education sector remains "negative"

"'Back To School' Will Take On New Meaning This Fall"

- COVID-19 led to unprecedented drops in college and university enrollment numbers

- However, impact varied widely with public universities faring better than private universities in general in fall 2020 and spring 2021

- Freshman classes decreased 2.7% overall at private universities as the most selective schools admitted fewer freshman year over year to keep acceptance rates very competitive

- Institutions anticipate that increased rate of vaccinations will reduce the spread of COVID-19 and ultimately help enrollments going forward

- Gaps in credit quality between higher rated and lower rated institutions continues to expand

* Outlook as of May 2021

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S&P Outlook Factors, continued

"Limited flexibility in financial operations, enrollment, resources or student draw will most likely weaken credit profiles in 2021 and beyond"

Over two-thirds of institutions experienced a decline in enrollment in Fall 2020 (68% of rated private institutions and 64% of public universities).

However, only 32 schools (27 private universities and 5 public universities) experienced very material enrollment declines (defined as 10% or greater).

Change In FTE Enrollment, Fall 2019 To Fall 2020
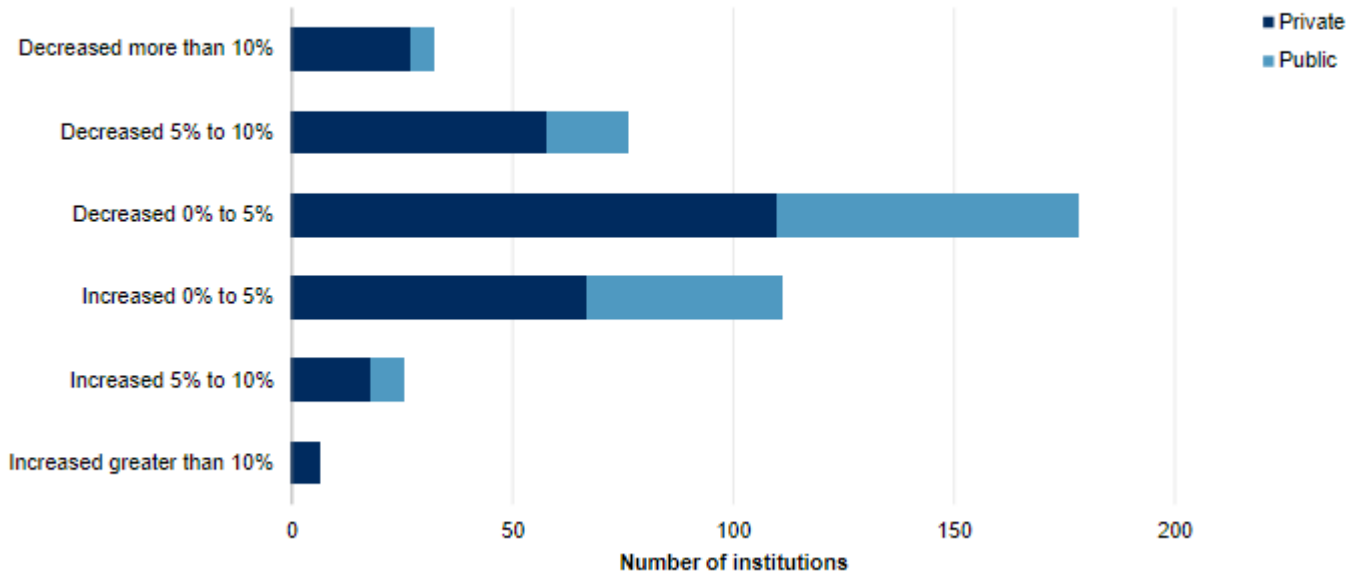
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Enrollment Changes – by sector

While total enrollment has decreased by 8% since 2016, the biggest impact has been felt by public 2-year and for-profit private 4-year institutions

Change in college enrollment by sector

Percentage change from 2016
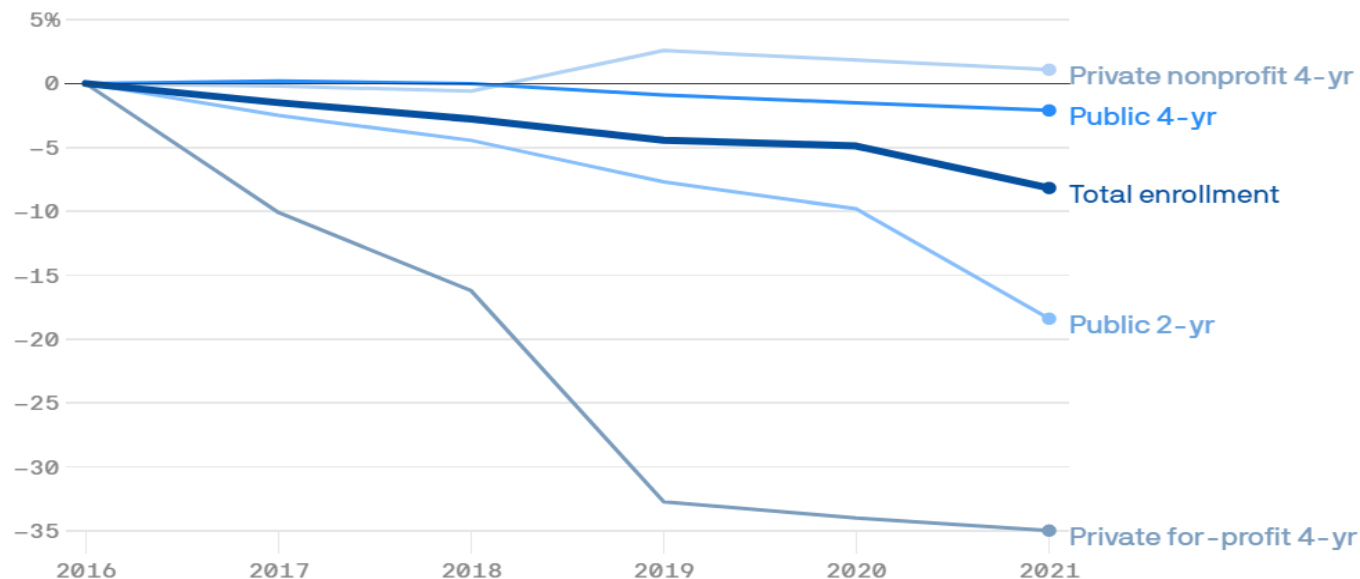
Data: National Student Clearinghouse Research Center; Chart: Danielle Alberti/Axios

Enrollment Changes – by high school demographics

Total high school graduates continues to decline and as shown via the racial demographics small increases in Hispanic graduates will not offset the large declines in white high school graduates with projections shown through 2036

Pale columns are actuals, darker columns are projections.

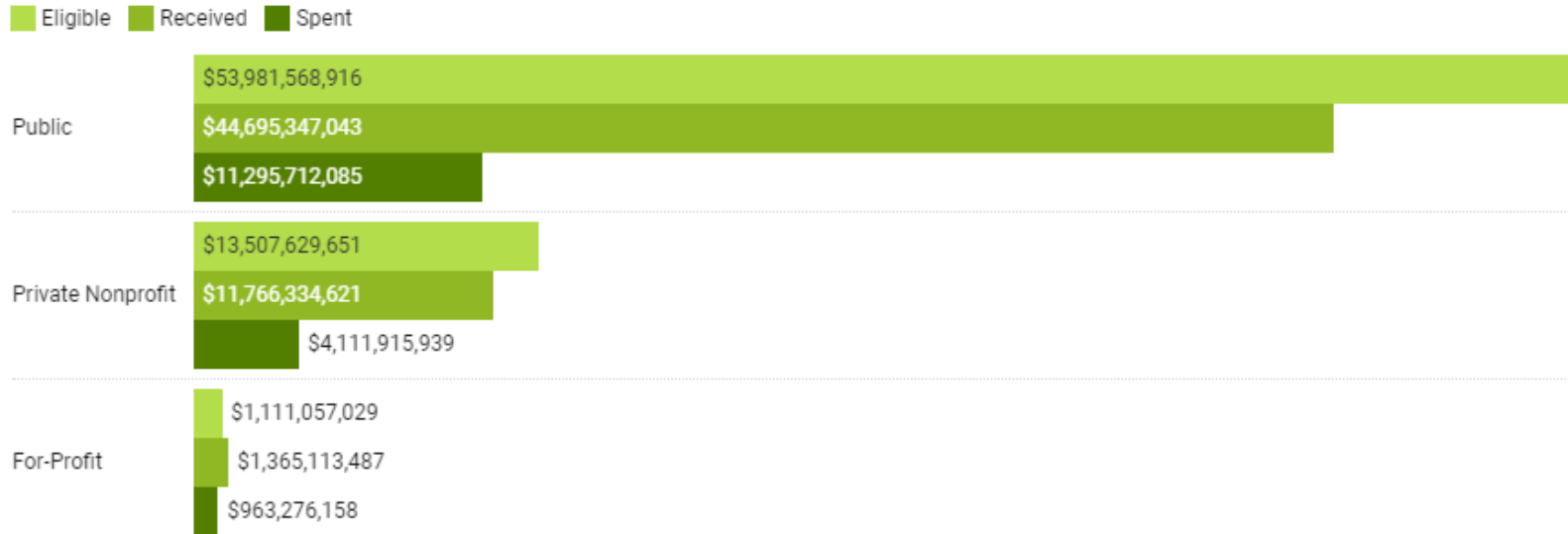**Demographics**
Public High School Graduates by Race/Ethnicity
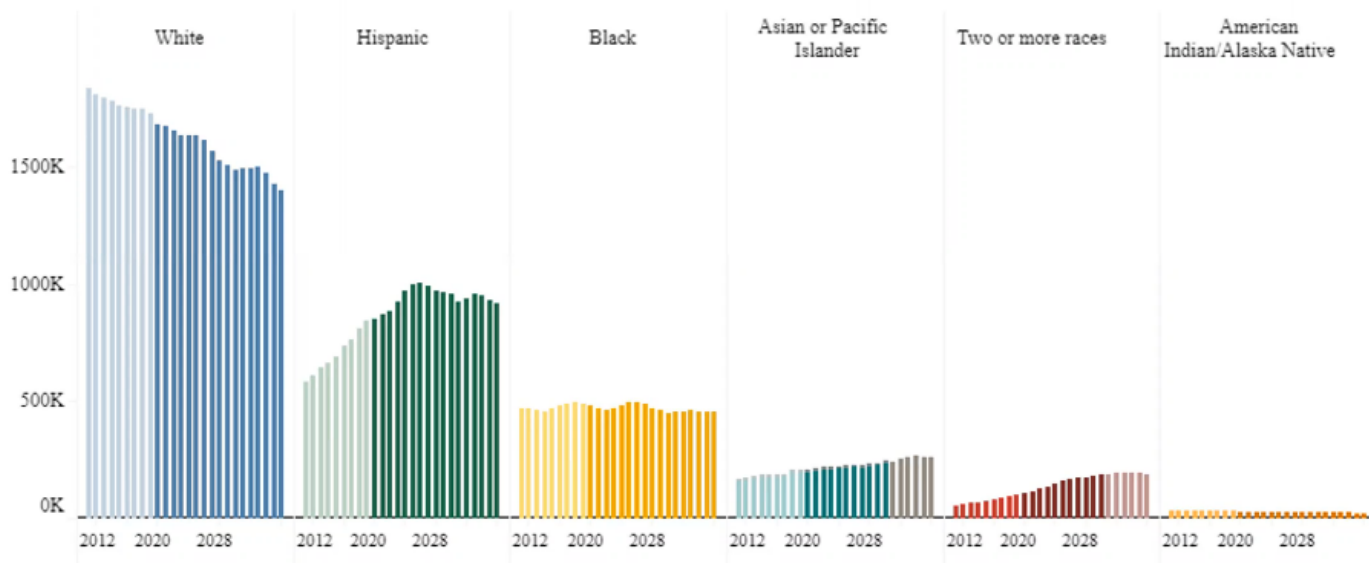
Source: Western Interstate Commission for Higher Education, Knocking at the Door, 10th edition.

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Washington Update

Approximately $69 billion of COVID relief funding has gone mostly to public colleges and universities, though vast amounts of funding have also gone to private non-profit and for-profit schools ($11 billion and $1.3 billion, respectively).

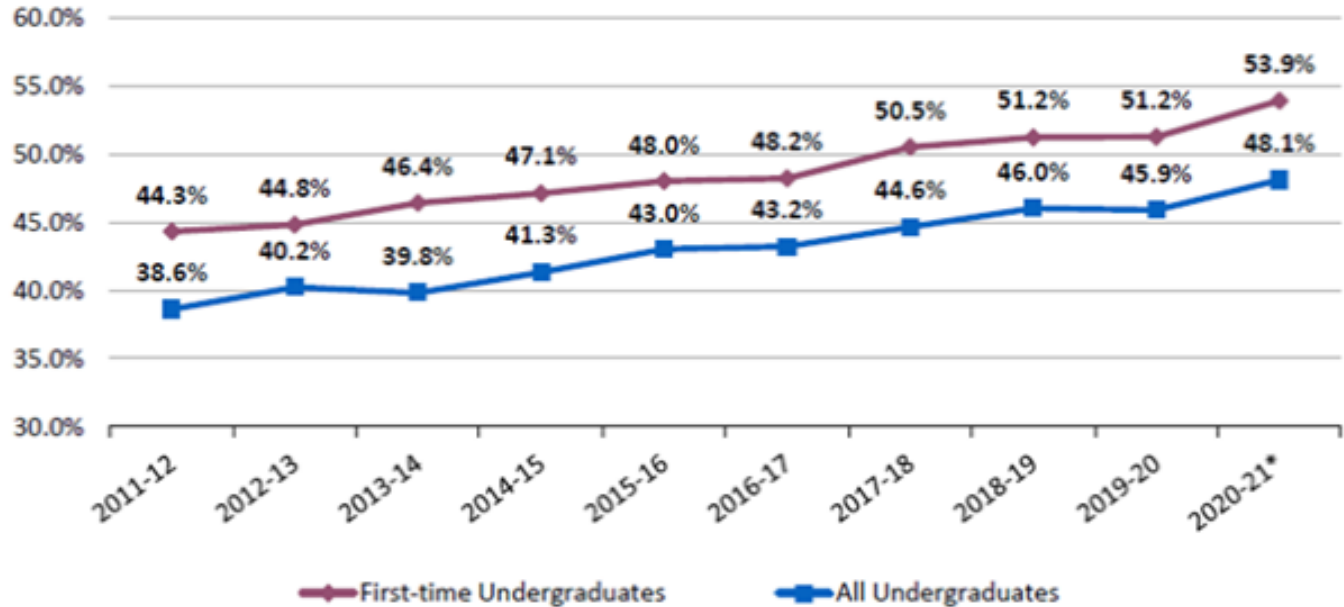## National: Covid aid colleges are eligible for, have received and spent by sector

Eligible · Received · Spent

Public
- $53,981,568,916
- $44,695,347,043
- $11,295,712,085

Private Nonprofit
- $13,507,629,651
- $11,766,334,621
- $4,111,915,939

For-Profit
- $1,111,057,029
- $1,365,113,487
- $963,276,158

Source: US Department of Education · Created with Datawrapper

Grant Thornton

Trends in tuition discounting

Discount rates continue their steady climb to record highs projected for 2020-21

Average Institutional Tuition Discount Rate, by Student Category

First-time Undergraduates: 44.3%, 44.8%, 46.4%, 47.1%, 48.0%, 48.2%, 50.5%, 51.2%, 51.2%, 53.9%

All Undergraduates: 38.6%, 40.2%, 39.8%, 41.3%, 43.0%, 43.2%, 44.6%, 46.0%, 45.9%, 48.1%

Years: 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21*

— First-time Undergraduates   — All Undergraduates

Source: NACUBO Tuition Discounting Study, data as of May 2021.
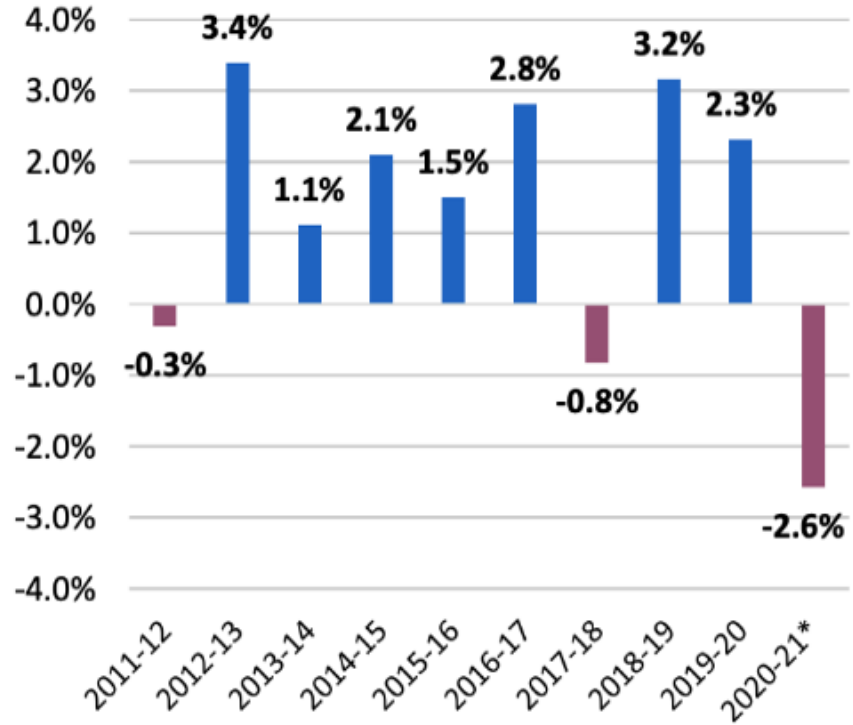*Preliminary estimates.

Trends in net tuition

2020-2021 preliminarily estimates show 2.6% decrease in net tuition revenue from first-time undergraduates.

This is the largest decline over the past 10 years and 7 of the past 10 years have shown net tuition increases.

The 2020-2021 decrease represents a combination of lower enrollment and higher discounting.

Figure 6: Annual Change in Net Tuition Revenue From First-time Undergraduates

Source: NACUBO Tuition Discounting Study, data as of May 2021. *Preliminary estimates.

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What presidents are saying:

"Confident my institution will be financially **stable**"

Over five years…

82%

All institutions "agree" or "strongly agree"

80%

Public universities "agree" or "strongly agree"

83%

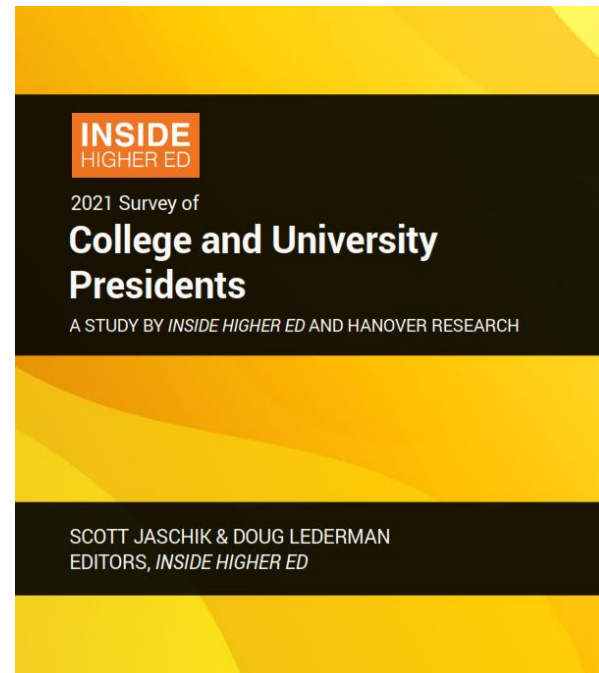**Nonprofit private** colleges "agree" or "strongly agree"

Over ten years…

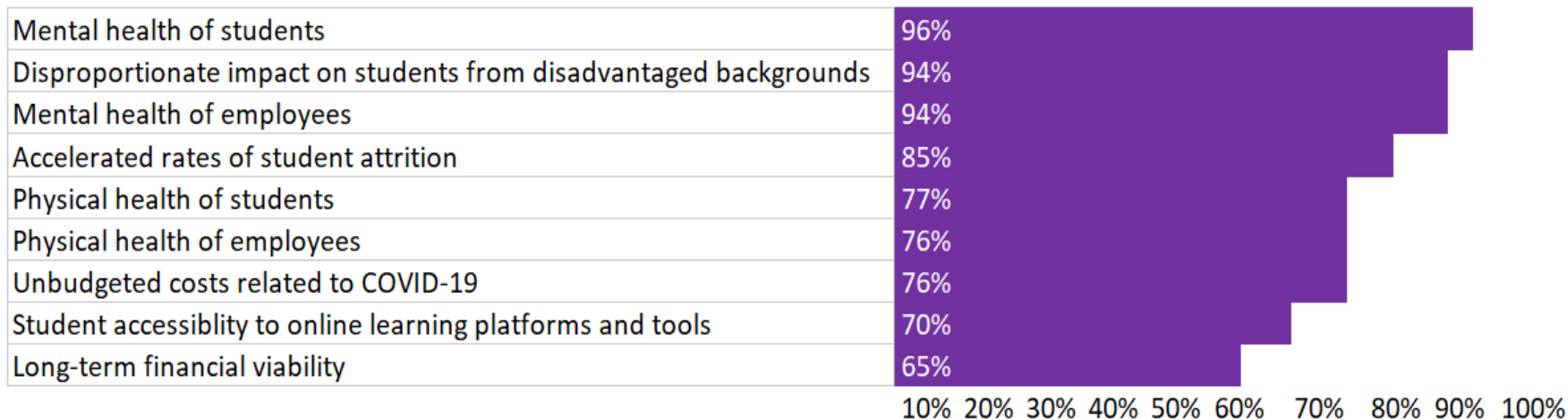## 79%

All institutions "agree" or "strongly agree"

77%

Public universities "agree" or "strongly agree"

82%

Nonprofit private colleges "agree" or "strongly agree"

INSIDE HIGHER ED

2021 Survey of
College and University Presidents

A STUDY BY *INSIDE HIGHER ED* AND HANOVER RESEARCH

SCOTT JASCHIK & DOUG LEDERMAN
EDITORS, *INSIDE HIGHER ED*

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This most recent survey was completed in **March 2021**

How would you rate your current level of concern related to the following issues in regard to COVID-19 (% reflects those responding "very concerned" + "somewhat concerned")

Issue	%
Mental health of students	96%
Disproportionate impact on students from disadvantaged backgrounds	94%
Mental health of employees	94%
Accelerated rates of student attrition	85%
Physical health of students	77%
Physical health of employees	76%
Unbudgeted costs related to COVID-19	76%
Student accessiblity to online learning platforms and tools	70%
Long-term financial viability	65%

10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

- The top 3 concerns of President's surveyed, and 5 of the top 6, relate to wellbeing of students and employees.
- Still over 65% surveyed are "somewhat" to "very" concerned about long-term financial viability

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Which of the following outcomes most closely reflect your view of how your institution will respond to the COVID19 pandemic and economic recession?

Transform institution:

My institution should use this period to make difficult but transformative changes in its core structure and operations to better position itself for long-term sustainability

44%

Reset for growth:

My institution should use this period to focus more on what it does best so it can invest and grow in those areas once the recession ends

34%

Return to normal:

My institution can ride out the current difficulties and return more or less to normal operations within 12-18 months

20%

Shrink institution:

My institution should use this period to tighten its focus to come out of the recession smaller but better

3%

10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Optimism is apparent with 44% expecting to transform their institution coming out of the COVID-19 pandemic and recession while another 34% expect to reset for growth

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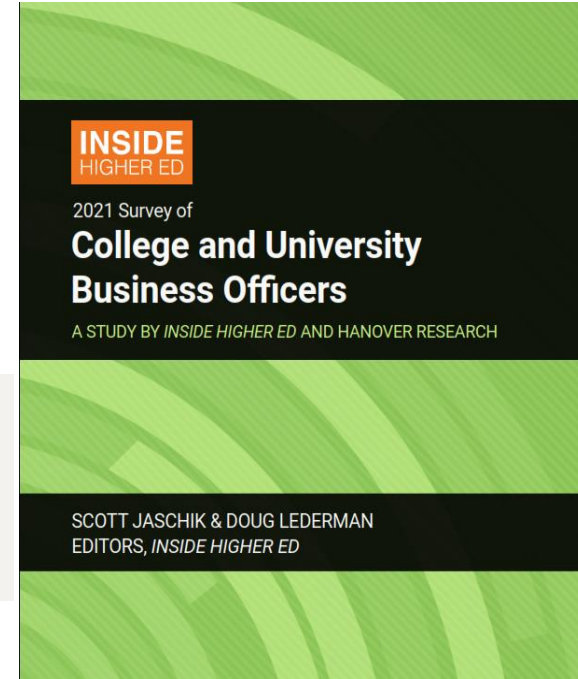# What chief business officers say overall:

"Confident my institution will be financially **stable over ten years**"

73% in 2021

53% in 2020

50% in 2019

Confidence has increased with a growing split between public (79%) and private (68%) with private baccalaureate colleges having the least ten year confidence at 65% while public doctoral is the highest at 88%.
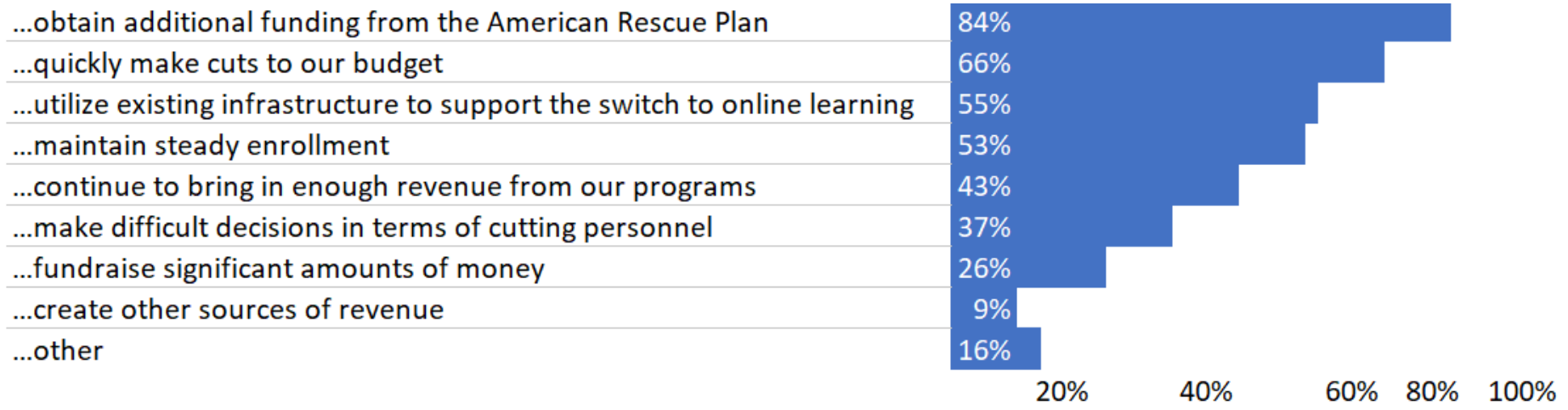
INSIDE HIGHER ED

2021 Survey of
College and University Business Officers

A STUDY BY *INSIDE HIGHER ED* AND HANOVER RESEARCH

SCOTT JASCHIK & DOUG LEDERMAN
EDITORS, *INSIDE HIGHER ED*

Grant Thornton

This most recent survey was completed in **July 2021**

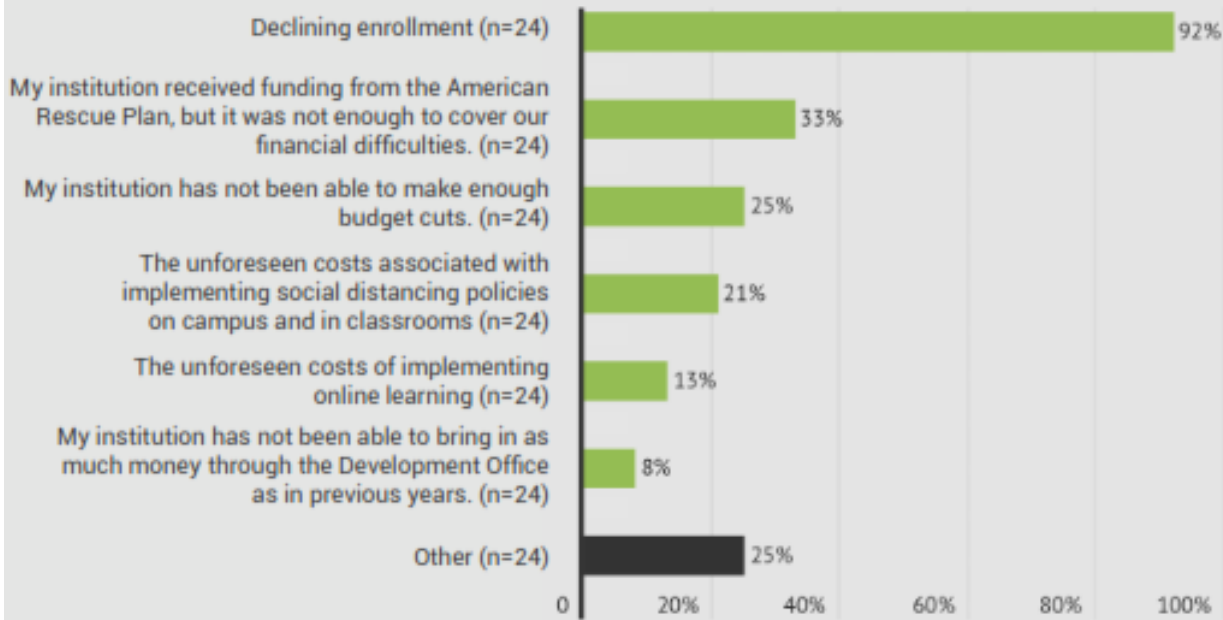# What chief business officers say overall:

Why do you feel that your institution is in better financial shape now than it was a year ago?

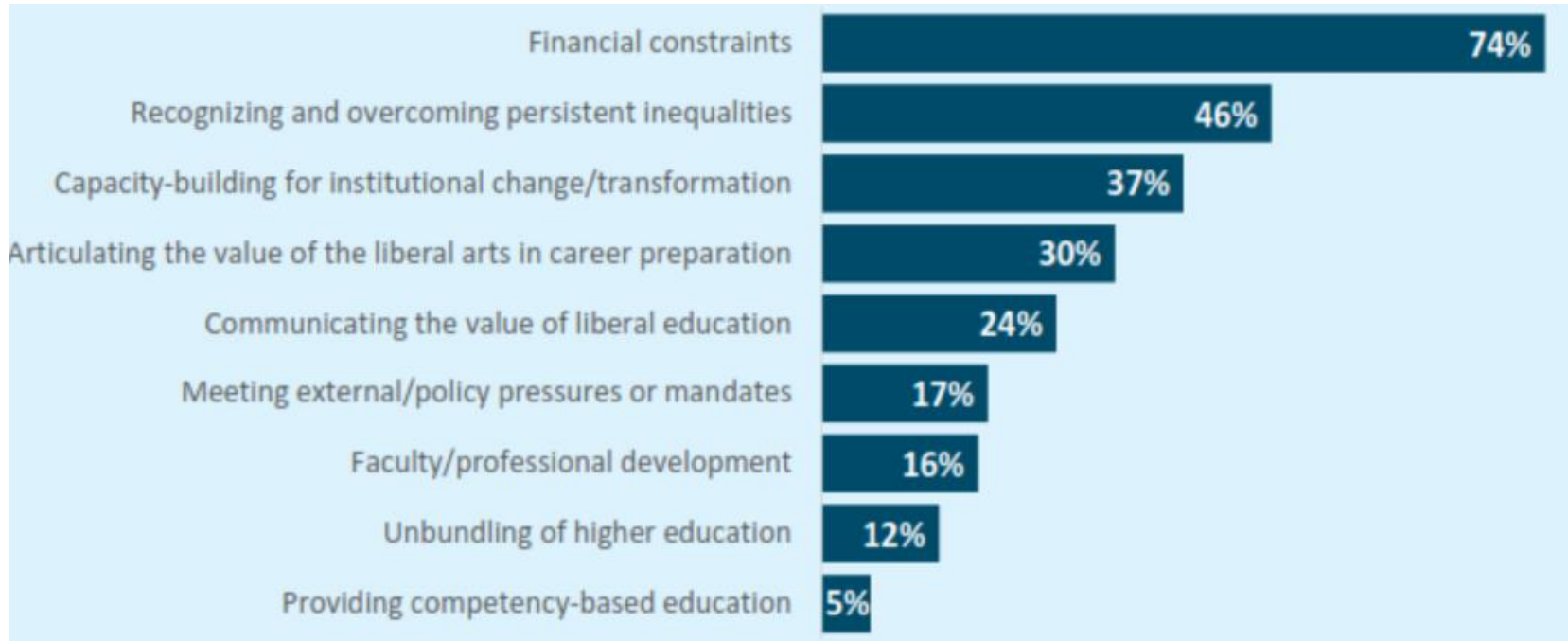My institution is in better financial shape now than a year ago because it was able to….

…obtain additional funding from the American Rescue Plan	84%
…quickly make cuts to our budget	66%
…utilize existing infrastructure to support the switch to online learning	55%
…maintain steady enrollment	53%
…continue to bring in enough revenue from our programs	43%
…make difficult decisions in terms of cutting personnel	37%
…fundraise significant amounts of money	26%
…create other sources of revenue	9%
…other	16%

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What chief business officers say overall:

Why do you feel that your institution is in worse financial shape now than it was a year ago? Please select all that apply.

Response	Percentage
Declining enrollment (n=24)	92%
My institution received funding from the American Rescue Plan, but it was not enough to cover our financial difficulties. (n=24)	33%
My institution has not been able to make enough budget cuts. (n=24)	25%
The unforeseen costs associated with implementing social distancing policies on campus and in classrooms (n=24)	21%
The unforeseen costs of implementing online learning (n=24)	13%
My institution has not been able to bring in as much money through the Development Office as in previous years. (n=24)	8%
Other (n=24)	25%

Note only 26% of respondents who disagreed that their institution is in better financial shape received this question to respond to.

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Top campus challenges

Financial constraints — 74%
Recognizing and overcoming persistent inequalities — 46%
Capacity-building for institutional change/transformation — 37%
Articulating the value of the liberal arts in career preparation — 30%
Communicating the value of liberal education — 24%
Meeting external/policy pressures or mandates — 17%
Faculty/professional development — 16%
Unbundling of higher education — 12%
Providing competency-based education — 5%

Survey of over 700 campus stakeholders administered by AAC&U in Fall 2020

Top strategic priorities

Improving student retention and completion	59%
Improving campus diversity, equity and inclusion	57%
Fostering a sense of belonging and inclusion on campus	36%
Increasing faculty diversity	34%
Expanding civic engagement/community-based learning	30%
Implementing and scaling high-impact practices	28%
Preparing students for long-term career success	26%
Implementing online learning technologies	26%
Ensuring equity in student outcomes	22%
Addressing campus climate issues	21%
Supporting student well-being	21%
Using assessment to improve teaching, learning and student success	21%
Fostering global learning	20%
Promoting effective teaching with technology	19%
Reforming general education	14%
Expanding faculty/professional development opportunities	13%
Integrating the liberal arts with STEM disciplines	7%
Reforming undergraduate STEM education	4%

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Survey of over 700 campus stakeholders administered by AAC&U in Fall 2020

May 9, 2022

Dear Members:

Thank you for the opportunity to provide professional services to the Connecticut State Colleges and Universities System ("CSCU System") again this year, an organization we are extremely proud to serve. We are pleased to meet with you today to discuss our plan to perform the audit of the expenditures paid during the year ended June 30, 2022 as reported in the schedule of CSCU 2020 Construction Expenditures – Cash basis (the schedule). This meeting will serve as a forum to validate our understanding of key issues, confirm your expectations, and make certain that our efforts are aligned with your expectations. We welcome your suggestions regarding areas of special concern and ideas to aid us in presenting the most appropriate and valuable reports to you.

Our audit is designed to express an opinion on CSCU System's 2022 Schedule. We will consider the CSCU System's current and emerging business needs, along with an assessment of risks that could materially affect the Schedule and design our audit procedures accordingly. Our audit will be conducted with the objectivity and independence that you and the entire Board of Regents expect. Rest assured that our unceasing commitment to quality is and will be reflected in every aspect of our work.

The attached report outlines the scope of our work and key considerations affecting the audit of the 2022 Schedule. If you have questions or comments on this material, please don't hesitate to contact Carolyn at 959-200-7055.

We look forward to working with you again this year.

Carolyn S. Kurth, CPA, CFE
Director
CohnReznick LLP

COHNREZNICK'S COMMITMENT TO YOU

- To provide forward-thinking solutions, service that exceeds expectations, and create opportunity, value, and trust for our clients, our people, and our communities.

- We will be a firm of excellence and innovation – providing invaluable services and insights to our clients; fostering a workplace culture that develops leaders and values diversity; and working to make our communities better.

Meeting the challenges. Providing value.

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The CohnReznick Commitment

Summary of Services

Audit Approach

Responsibilities

Summary of Fees

Accounting and Auditing Development

SERVICES AND DELIVERABLES TO THE CSCU SYSTEM

Schedule of CSCU 2020 Construction Expenditures – Cash basis	• Express an opinion on the schedule of CSCU 2020 Construction Expenditures – Cash basis (the schedule)
	• Communicate matters in accordance with AU-C 265, "Communicating Internal Control Related Matters Identified in an Audit.
Non-attest services	• Assist in the preparation of the Schedule

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KEY MEMBERS OF THE ENGAGEMENT TEAM

Audit Resources

- Paul Ballasy, Not-for-Profit Engagement Partner
- Patricia McGowan, Higher Education Partner
- Carolyn Kurth, Director
- Alexandra Marsh, Manager

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AUDIT PLAN CONSIDERATIONS

Understanding and Evaluating Controls

- Review accounting policies and procedures
- Understand internal control documentation and perform walkthroughs of key processes:
  - Cash receipts
  - Cash disbursements
  - Payroll
  - Revenue recognition
  - Journal entries
  - Financial reporting and closing

Significant Risks

- Management override of controls
- Improper recognition of and reporting of project costs and budgets

Key Audit Areas

- Direct Cost | Expenditures
- Labor Costs
- Ensure that the Schedule of Values (SOV) is based on management's original estimates and supported by the budget and bid documents.
- Make sure that the schedule is properly updated for any change order additions or deducts.
- Testing of the approved allocation methodologies utilized on the various projects for appropriate and accurate application.

USE OF TECHNOLOGY

Converge is CohnReznick's preferred method of sharing electronic information with our clients. We leverage Converge to securely and efficiently communicate with our clients. Our portal allows our clients to upload and download documents, share open items, and review project information.

Microsoft Office 365 Email Encryption is CohnReznick's method for sending protected emails to our clients. With this easy-to-use and proven service, our professionals can securely send clients sensitive, personal information, such as personally identifiable information ("PII"), protected health information ("PHI"), and credit card information, as regulated by the Payment Card Industry Data Security Standard ("PCI DSS").

CCH Engagement is a powerful trial balance and engagement workflow tool that not only allows us to automate financial statements, workpapers, and tax return preparation, but also provides the tools to manage and perform our engagements in a completely paperless environment.

WorkFlow enables our professionals to track entire tax processes, from the creation of an electronic tax folder, to the routing of client source documents, to the final delivery of the tax return reports to the client. It gives us convenient access to reports and the ability to easily monitor and manage project workflow.

IDEA data extraction software allows our professionals to gather and analyze financial information from your systems.

GoFileRoom is a Web-hosted document management service that maintains all paper and electronic files in a secure data center, allowing for convenient, 24/7 access from any location. CohnReznick professionals can access all client documents quickly and easily, which results in increased efficiency and quick response times for client requests. Other significant advantages of GoFileRoom include advanced document security and business continuity.

TeamMate Analytics data extraction software allows our professionals to gather and analyze financial information from your systems, aiding in the efficiency of our audit.

Artificial Intelligence Software Tool
CohnReznick uses Leverton, an artificial intelligence software tool, to automatically extract data from documents to create structured data for better data analysis and document management. Leverton is a time-saving platform that uses optical character recognition and data extraction to efficiently consolidate data from disparate sources. Once data is consolidated, it can be validated, accessed, analyzed, and exported.

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TIMETABLE OF AUDIT SERVICES

	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT
Audit design and planning	■	■					
Planning meeting with audit committee and management			■				
Year-end field work				■	■		
Present draft of the Schedule and if applicable, management letter, to management & audit committee					■	■	
Issue Schedule and if applicable, management letter							■

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RESPONSIBILITIES

Management's Responsibilities*	• The preparation and fair presentation of the Schedule in accordance with the Cash Basis of accounting. • Designing, implementing, and maintaining of internal controls relevant to the preparation and fair presentation of Schedule that are free from material misstatement, whether due to fraud or error, fraudulent financial reporting, misappropriation of assets or violations of laws, governmental regulations, grant agreements, or contractual agreements. • Accepting responsibility for nonattest services, including identifying the proper party with the skills, knowledge, and experience to oversee the nonattest services provided. • Informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in internal control and others where fraud could have a material effect on the Schedule. • Ensuring the accuracy and completeness of all information provided. • The audit of the Schedule does not relieve management or those charged with governance of their responsibilities.
Auditor's Responsibilities*	• Communicating with those charged with governance the responsibilities of CohnReznick regarding the audit of the Schedule and an overview of the planned scope and timing of the audit. • Obtaining from those charged with governance information relevant to the audit. • Providing those charged with governance with timely observations arising from the audit that are significant and relevant to their responsibility to oversee the financial reporting process. • Promoting effective two-way communication between the auditor and those charged with governance. • Communicating effectively with management and third parties. • Forming and expressing an opinion about whether the Schedule has been prepared by management, with the oversight of governance, are prepared, in all material respects, in accordance with the applicable financial reporting framework. • Establish the overall audit strategy and audit plan, including the nature, timing, and extent of procedures necessary to obtain sufficient appropriate audit evidence.

The complete terms of our mutual responsibilities are included in our engagement letter.

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The CohnReznick Commitment

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EFFECTIVE ACCOUNTING AND AUDITING UPDATES

Auditing		
Effective Year Beginning Date for the Organization	Auditing Standards Number	Pronouncement Description
Effective	Auditing Standards 134	Auditor Reporting and Amendments, Including Amendments Addressing Disclosures in the Audit of the Schedule.

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KEY CHANGES TO THE AUDITOR'S REPORT

Current Auditor's Report

1. A title that includes the word independent
2. Addressee
3. A statement that the financial statements identified in the report were audited
4. Management's responsibility for the financial statements
5. Auditor's responsibility
6. Basis for opinion
7. Opinion
8. Other matters

SAS 134 Changes - Auditor's Report

1. A title that includes the word independent
2. Addressee
3. Opinion and identify the entity and financial statements audited
4. Basis for opinion
5. Going concern (if applicable)
6. Key audit matters (if engaged to communicate key audit matters)
7. Management's responsibility for the financial statements
8. Auditor's responsibility
9. Other matters

SAS 134 – Other Changes:

- Amends AU-C section 260, *The Auditor's Communication With Those Charged With Governance.*
- Expanded description of the auditor's responsibilities
- Clarifies the relationship between Emphasis-of-Matter (EOM) paragraphs and the communication of key audit matters.
- Amends various AU-C sections to focus auditor attention on disclosures throughout the audit process.

The CohnReznick Commitment

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2022 Annual Audit Planning Presentation

Connecticut State Colleges and Universities

May 2022

Audit timeline & scope

April 2022	Client continuance	• Client continuance • Conduct internal client service planning meeting, including coordination with audit support teams (IT, tax, actuarial)
May/June 2022	Planning	• Meet with management to confirm expectations and discuss business risks • Issue engagement letter • Discuss scope of work and timetable as well as identify current year audit issues • Initial Audit Committee communications
May/June 2022	Preliminary risk assessment procedures	• Develop an audit plan that addresses risk areas/identify significant risks & focus areas • Update understanding of internal control environment
June/July 2022	Interim fieldwork	• Perform walkthroughs of certain business processes and controls • Perform selective substantive testing on interim balances
September- December 2022	Final fieldwork	• Perform year-end fieldwork procedures • Meet with management to discuss results, including review of draft financial statements, misstatements (if any) and completeness/accuracy of disclosures • Present results to the Audit Committee
Report Issuance date	Deliverables	• Financial Statements • Listing of unrecorded/recorded misstatements and omitted disclosures (if any)

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Significant risks and other areas of focus

The following provides an overview of significant risks and areas of focus based on our risk assessments.

Significant risk	Planned procedures
Management override of controls – (presumed fraud risk and therefore significant risk in all audits)	• Consider the design and implementation of entity-level controls, including information technology controls, designed to prevent/detect fraud. • Assess the ability of the University to segregate duties in its financial reporting, information technology, and at the activity-level. • Conduct interviews of individuals involved in the financial reporting process to understand (1) whether they were requested to make unusual entries during the period and (2) whether they are aware of the possibility of accounting misstatements resulting from adjusting or other entries made during the period. • Perform risk assessment for journal entries and detail test a sample of journal entries based on our risk assessments to ensure propriety of the entries.

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Significant risks and other areas of focus (continued)

Area of focus	Planned procedures
Tuition revenue, auxiliary enterprises and related receivables/deferred revenue	• Obtain an understanding of internal controls over student tuition and fees, including the awarding of federal and institutional aid • Perform reasonableness test on tuition and fees, student aid and auxiliary revenue amounts • Perform detailed testing of a sample of transactions, agreeing to source documentation • Review reserves on aged accounts receivable
Grant revenue and accounts receivable	• Test a selection of grant receivable and grant deferred revenue balances • Perform detailed transaction testing over grant revenue
Adoption of GASB 87- Lease Accounting	• Perform detail testing to ensure the completeness of leases considered for implementation • Select a sample of leases included in the population to capitalize and test accuracy of the entries related to those leases • Review management's methodology and journal entries to record the GASB 87 adoption entries

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Significant risks and other areas of focus (continued)

Area of focus	Planned procedures
Net Pension and OPEB Liabilities (and related deferred inflows/outflows and pension/OPEB expense)	• Review management's methodology and journal entries to record pension/OPEB liability and related accounting • Review the reports issued by the Auditors of Public Accounts • Perform testing over the census data used by the actuary
State appropriations	• Reconcile amounts to the GL, including confirmation of certain amounts with the state
Capital Assets	• Test a rollforward of capital asset balances • Test additions on a sample basis (if material)
Cash and cash equivalents	• Confirm all material cash balances, and reconcile confirmed balances to the GL

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Use of the work of other auditors

Component	Response
Foundations	Each of the Foundations has a separate auditor. In our auditor's report on each entity's financial statements, we make reference to the audits performed by the other unaffiliated auditors.
Net Pension and OPEB Liabilities and related accounts	The State engages the State Auditor of Connecticut to perform the audit of the valuation prepared by independent actuaries as part of recording the Net Pension and OPEB Liabilities and related deferred inflows/outflows and pension/OPEB expense. Grant Thornton assesses the qualifications of the APA and takes responsibility for their work.

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Independence

Non-audit services

CSCU has engaged GT Advisory to assist with extraction of data from lease agreements to a database to be used as a basis for the entries to be recorded in connection with the adoption of the lease accounting standard (GASB 87).

Risk

GT cannot audit its own work.

Safeguards

Management has project oversight, takes responsibility and will validate a sample of the extractions performed by GT.

Appendix

1) **Higher education industry trends**
2) **Ethicspoint**

Industry updates

S&P's 2022 outlook for the Higher Education sector* has changed to "stable" after four years of "negative"

"Out Of The Woods, But Not Yet In The Clear"

Positive Developments

- Substantial federal emergency funding to higher education provided major fiscal support (over $152 Billion awarded)

- Record fiscal 2021 investment returns

- Return to campus learning in Fall 2021 with corresponding increase in tuition and auxiliary revenues

Risks to Monitor

- Enrollment pressures from troubling demographic outlook and inflation concerns

- New COVID-19 variants will test effectiveness of health and safety measures

- Gaps in credit quality remain between higher rated and lower rated institutions

Bottom line→ higher education sector weathered the unprecedented crisis caused by the COVID-19 pandemic and no S&P rated colleges or universities defaulted on their debt

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* Outlook as of January 2022

S&P Outlook Factors, continued

What We're Watching - Not-For-Profit Higher Education

Economic recovery

U.S. economy strengthens, but differentiated rates of recovery lead to disparate economic conditions.

Federal stimulus

Strong support for higher education provides financial flexibility; usage and reporting of funds will span several years.

State budgets

State operating appropriations are generally stable to growing for public universities, bolstered by extraordinary federal aid.

Inflationary pressures

Elevated inflation through 2022 could pressure budget expectations, even as tuition increases resume post-pandemic.

Financial flexibility

More stable state budgets, federal funds, and strong investment returns provide greater financial flexibility.

Enrollment and demand

New variants affecting in-person learning again. With entrance tests optional, applications have increased significantly, skewing selectivity.

Event risk

Cyber security breaches, social unrest, staffing issues, governance scandals, unforeseen economic events, will continue to affect credit in 2022.
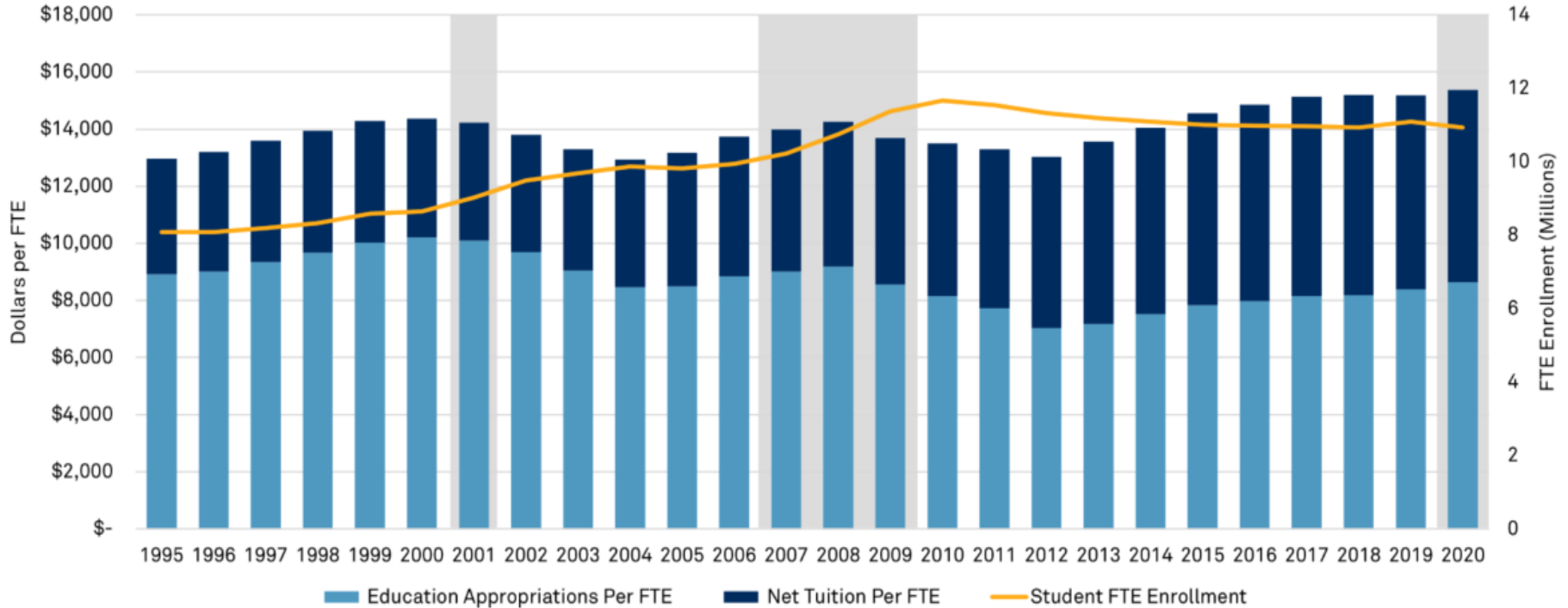
Credit quality bifurcation

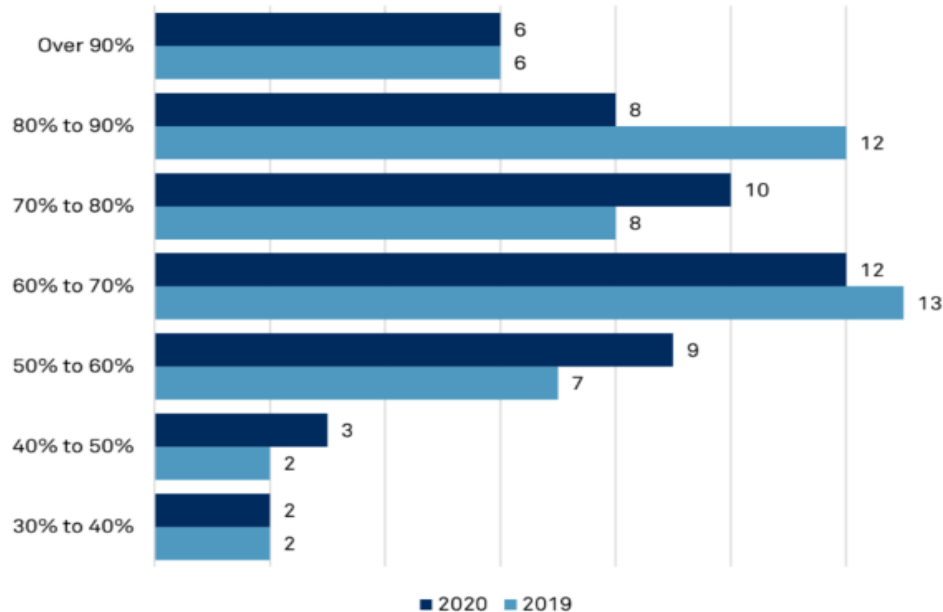There are winners and losers across the industry.

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S&P Outlook Factors, continued

State funding and FTE enrollment trends

Source: State Higher Education Executive Officers Association: 2020 State Higher Education Finance Report

S&P Outlook Factors, continued

Pension funding status

Number of States with Given Pension Funded Ratio

State	Best 2020 Funded Ratio
Wisconsin	103%
South Dakota	100%
Washington	95.3%
Tennessee	92%
Utah	91.7%

State	Worst 2020 Funded Ratio
Illinois	37.5%
New Jersey	38.4%
Connecticut	43.1%
Kentucky	44.6%
New Mexico	50%

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Source: S&P Global Ratings. Data as of December 31, 2021

Moody's 2022 outlook for the Higher Education sector* has changed to "stable" from "negative"

"Emergence from remote learning supports revenue growth"

Positive Developments

- Operating revenue projected to rise 4-6% following Fall return to campus

- Record fiscal 2021 investment returns strengthen financial positions and liquidity

- Substantial federal emergency funding to higher education aids rebound
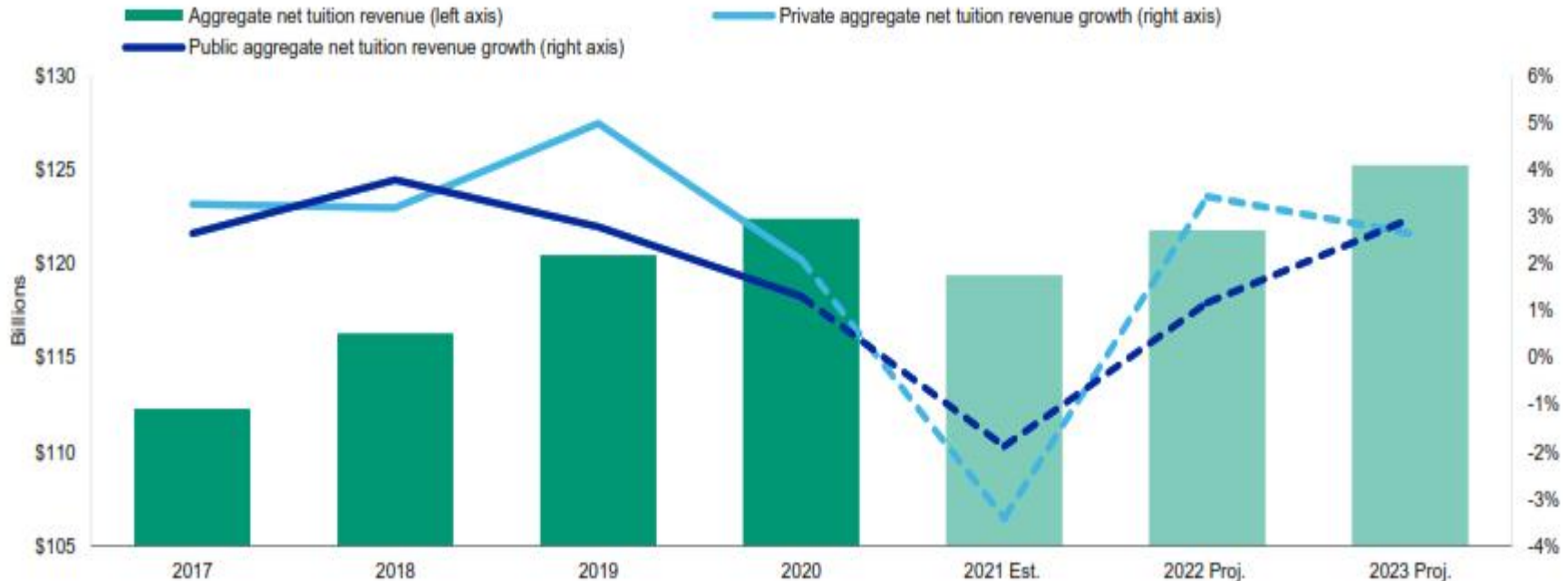
Risks to Monitor

- Inflation and labor shortages will lead to higher costs and lower margins

- Social and cyber risks pose key risks

- Operating budgets for most institutions remained strained

Outlook could turn negative if operating revenue growth falls substantially below inflation, constrained states' tax revenues lead to cuts in state appropriations, or new surges and variants with the coronavirus reverse the resumption of in-person operations.

* Outlook as of December 2021

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MOODY'S

Moody's Outlook Factors, continued

Exhibit 3

Net tuition revenue will improve in fiscal 2022, with private universities showing stronger gains

Legend:
- Aggregate net tuition revenue (left axis)
- Private aggregate net tuition revenue growth (right axis)
- Public aggregate net tuition revenue growth (right axis)

Source: Moody's Investors Service

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Moody's Outlook Factors, continued

The proportion of auxiliary revenue will climb at private universities...

...and at public universities

Source: Moody's Investor Services
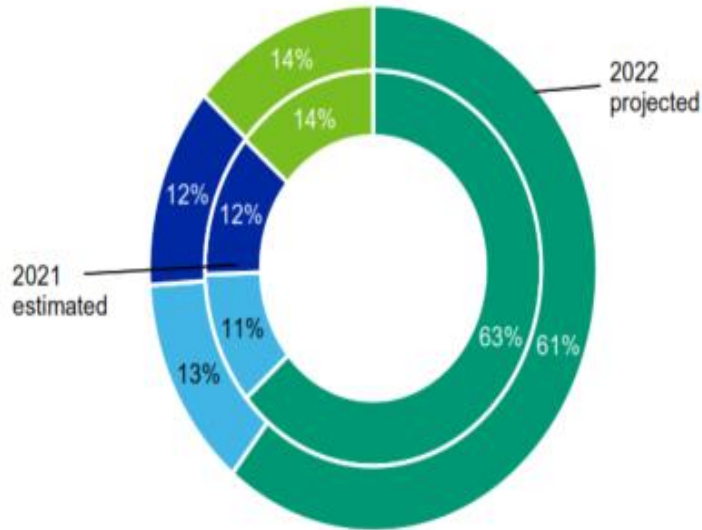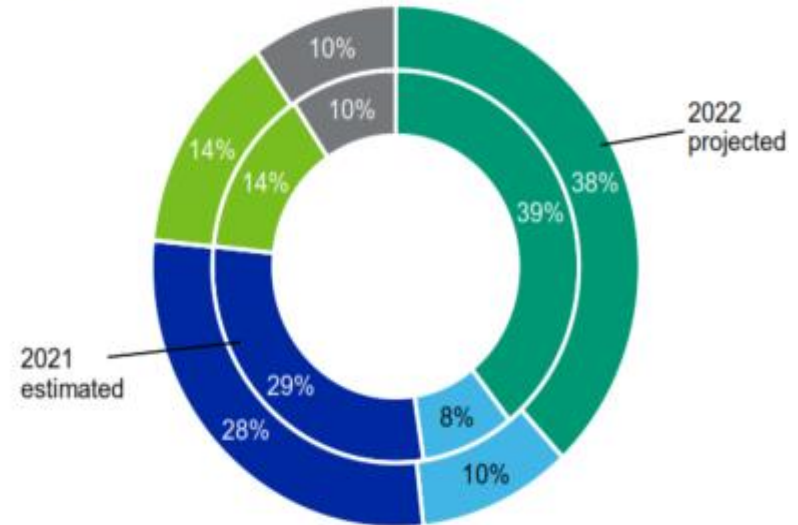
Moody's Outlook Factors, continued

Job losses increased to 14% in higher education in fiscal 2021

Legend: Combined | Private universities | Public universities

Source: Chronicle of Higher Education, November 5, 2021 (Bureau of Labor Statistics data)

Moody's Outlook Factors, continued

MOODY'S

Exhibit 6

EBIDA margins will improve gradually but below pre-COVID levels
Public and private universities

Legend: ■ Less than 5%   ■ 5% - 10%   ■ Greater than 10%

Source: Moody's Investors Service

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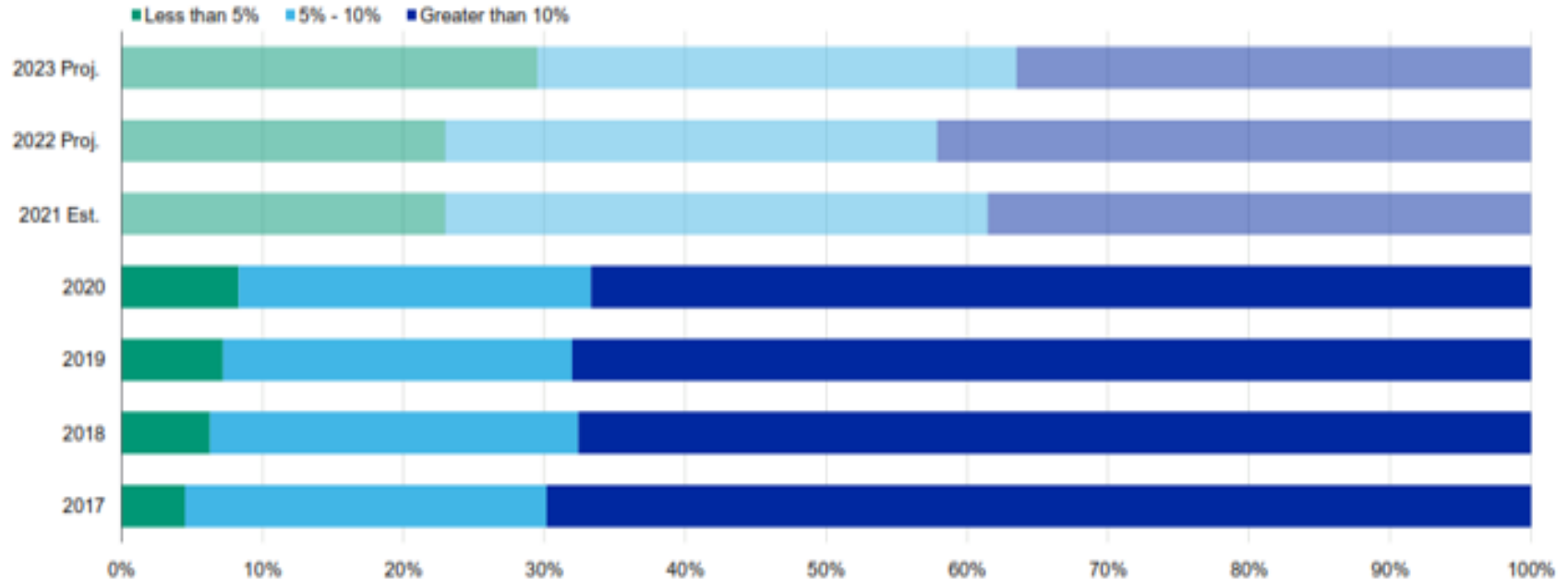
ESG in Higher Education

1) S&P describes how credit ratings will now consider "ESG Factors"
2) SEC disclosure requirements related to ESG, will FASB/GASB follow suit?
3) Recently the Municipal Securities Rulemaking Board issued a Request for Information (RFI) regarding "disclosures of information regarding ESG-related risk factors and ESG-related practices" and "labeling and marketing of municipal securities with ESG designations"- any colleges/universities that list publicly traded debt securities could be subject to these disclosures in the future
4) Donors are paying more attention to *how* nonprofits conduct their work, focused on ESG, rather than simply *what* they do to effectuate mission
5) The Association for the Advancement of Sustainability in Higher Education (AASHE) has 1,000+ colleges and universities that participate in the "Sustainability Tracking, Assessment and Ratings System" (STARS) with 600+ in the "good" category (Platinum, Gold, Silver or Bronze), showing progress towards transparency. Maybe future expansion into social and governance metrics could be addressed in the future?

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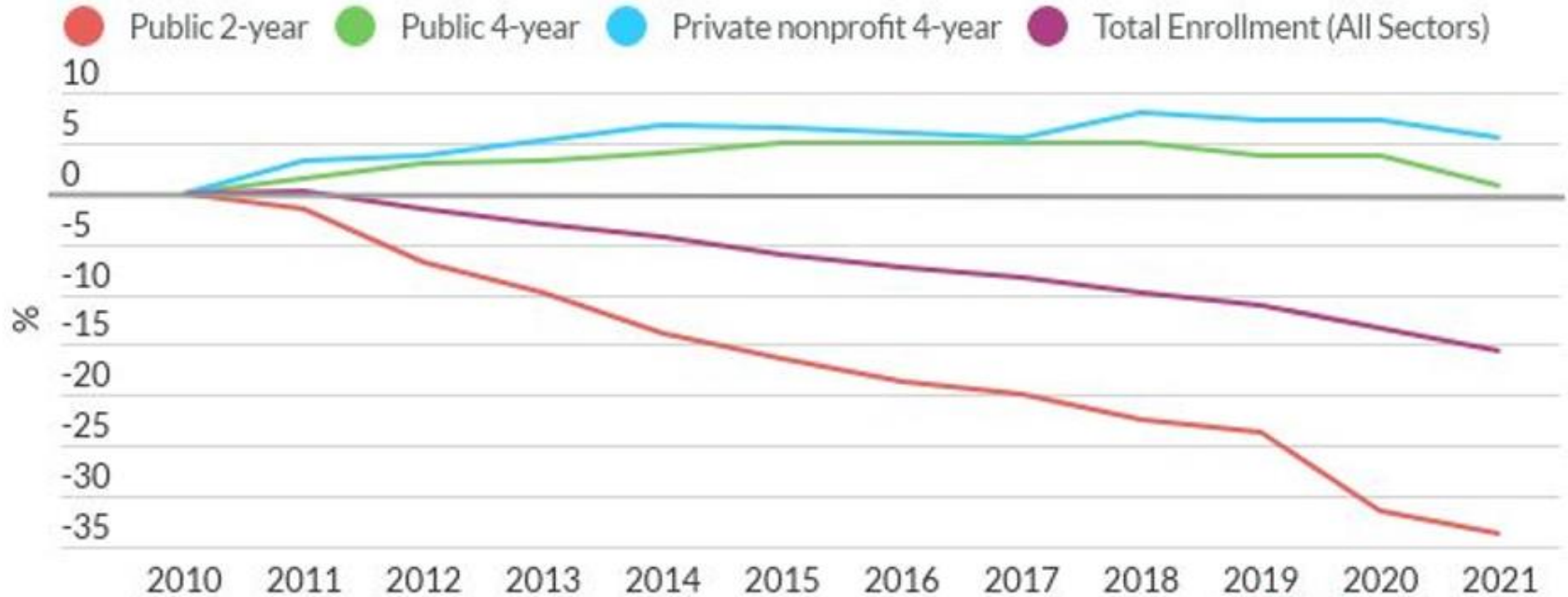
Enrollment Changes – by sector

Percent Change in Total Enrollment from Previous Year by Institutional Sector: 2017 to 2021
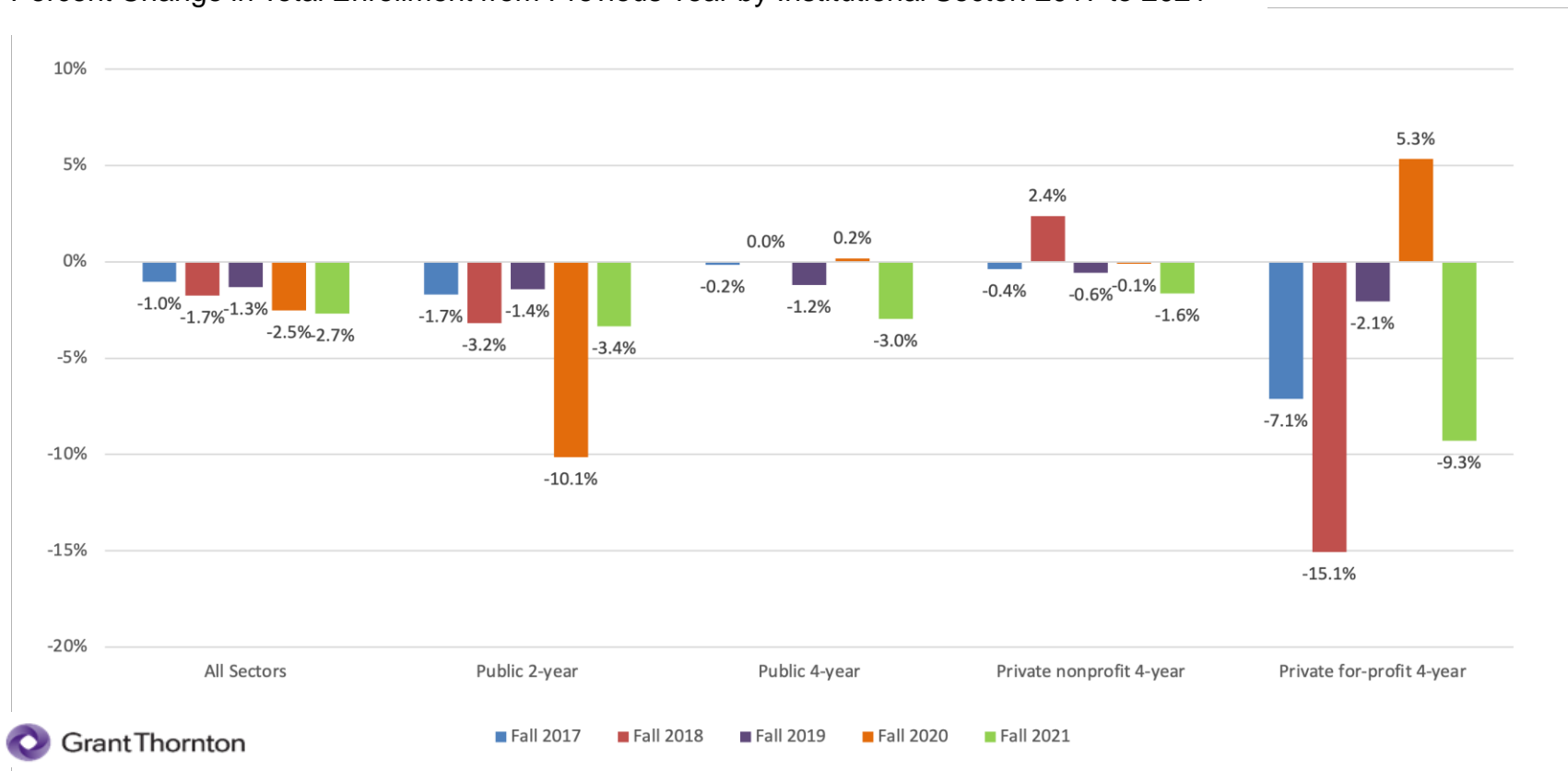
Enrollment Changes – by sector

Higher Education Cumulative Enrollment

Two-year public colleges have lost a third of enrollment since 2010

Source: Fitch Ratings, National Student Clearinghouse

Washington Update

✓ Pell Award levels:
  - Increased by $400 to $6,895 for Academic Year 22-23
  - Biden's FY23 proposed budget includes proposal to increase max Pell award to $8,670 for 2023-24 Academic Year

✓ FASFA Simplification Act implementation deadline extended one year, to be implemented in 2024-25 award year (requires changes to the FAFSA and student aid determinations)

✓ Dept of Ed is reviewing rules around Financial Responsibility regulations and focusing on transcript withholding practices of colleges and universities

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What presidents are saying:

"Confident my institution will be financially **stable**"

"College Presidents Confident, With an Asterisk"

Over five years…

81%

All institutions "agree" or "strongly agree"

84%

Public universities "agree" or "strongly agree"

78%

Nonprofit private colleges "agree" or "strongly agree"

Over ten years…

77%

All institutions "agree" or "strongly agree"

76%

Public universities "agree" or "strongly agree"

79%

Nonprofit private colleges "agree" or "strongly agree"

INSIDE HIGHER ED
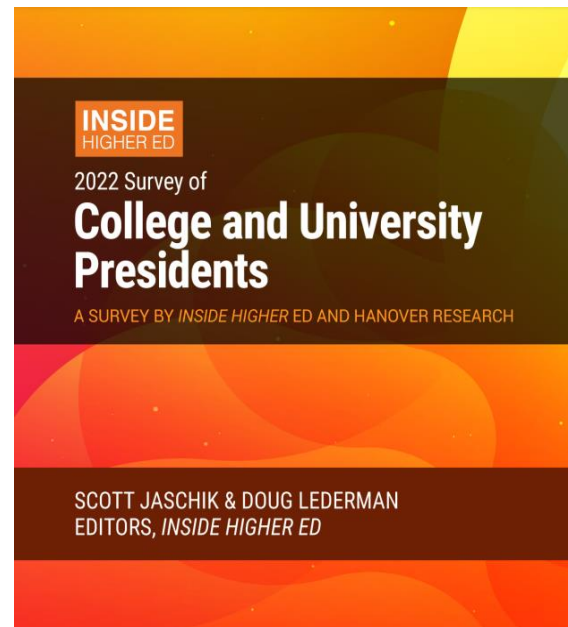
2022 Survey of
College and University Presidents

A SURVEY BY *INSIDE HIGHER* ED AND HANOVER RESEARCH

SCOTT JASCHIK & DOUG LEDERMAN
EDITORS, *INSIDE HIGHER ED*

This most recent survey was published in **March 2022**

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Quality of courses based on format

How would you rate the overall/average quality of each of the following types of courses being delivered this spring at your institution?

- ■ Very poor
- ■ Poor
- ■ Fair
- ■ Good
- ■ Excellent

In-Person (n=334)

27%   73%

Hybrid (n=319)

1%   2%   15%   55%   27%

Fully online (n=332)

3%   19%   59%   19%

Grant Thornton

Source: 2022 Survey of College and University Presidents

23
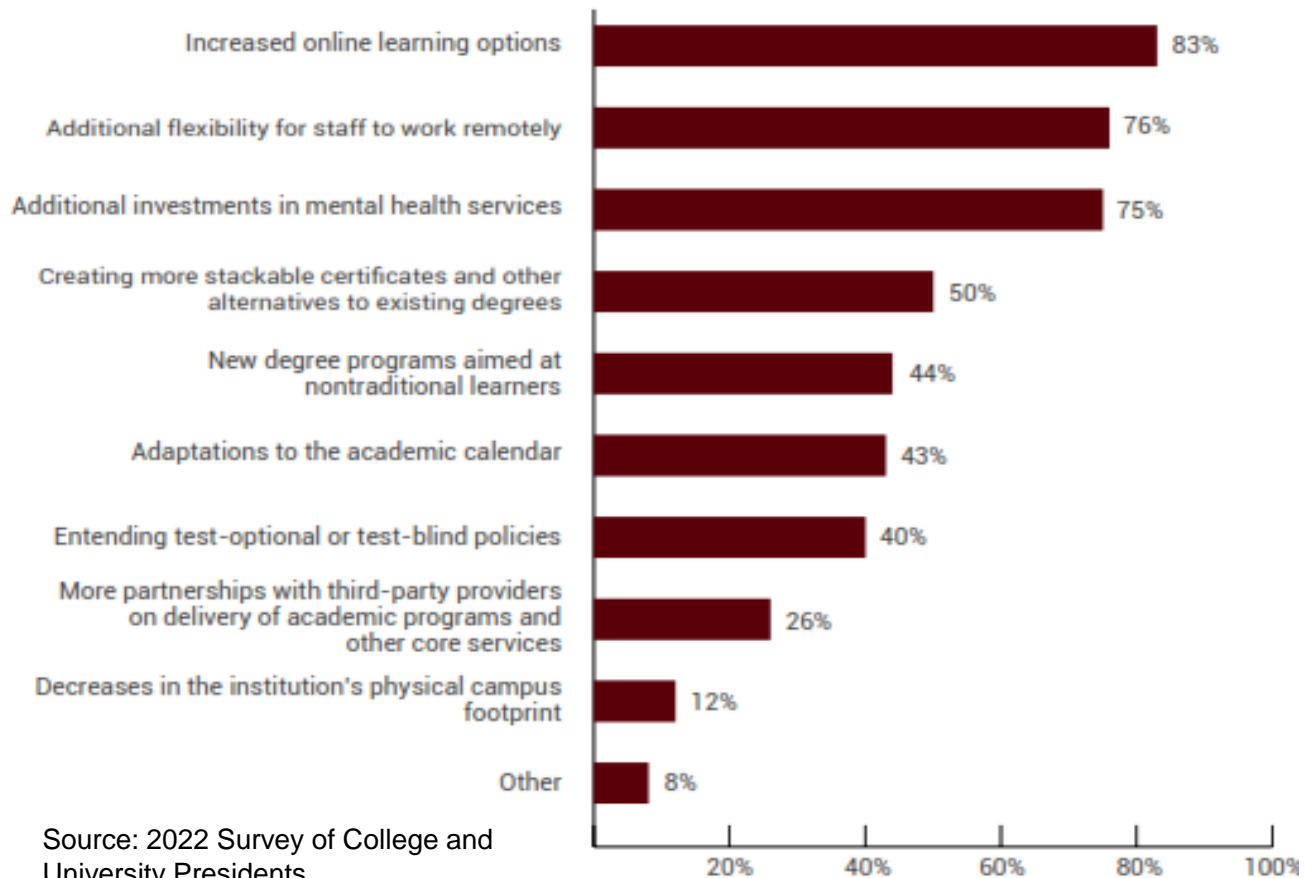
Changes from the pandemic that institutions plan to keep

Which of the following changes has your institution made because of the pandemic that it plans to keep in the long term? Please select all that apply. (n=331)

Change	Percentage
Increased online learning options	83%
Additional flexibility for staff to work remotely	76%
Additional investments in mental health services	75%
Creating more stackable certificates and other alternatives to existing degrees	50%
New degree programs aimed at nontraditional learners	44%
Adaptations to the academic calendar	43%
Entending test-optional or test-blind policies	40%
More partnerships with third-party providers on delivery of academic programs and other core services	26%
Decreases in the institution's physical campus footprint	12%
Other	8%

Grant Thornton

Source: 2022 Survey of College and University Presidents

What chief business officers say overall:

"Confident my institution will be financially **stable over ten years**"

73%
in 2021

53%
in 2020

50%
in 2019

INSIDE HIGHER ED

2021 Survey of
**College and University
Business Officers**

A STUDY BY *INSIDE HIGHER ED* AND HANOVER RESEARCH

SCOTT JASCHIK & DOUG LEDERMAN
EDITORS, *INSIDE HIGHER ED*

Confidence has increased with a growing split between public (79%) and private (68%) with private baccalaureate colleges having the lowest ten-year confidence at 65% while public doctoral is the highest at 88%.

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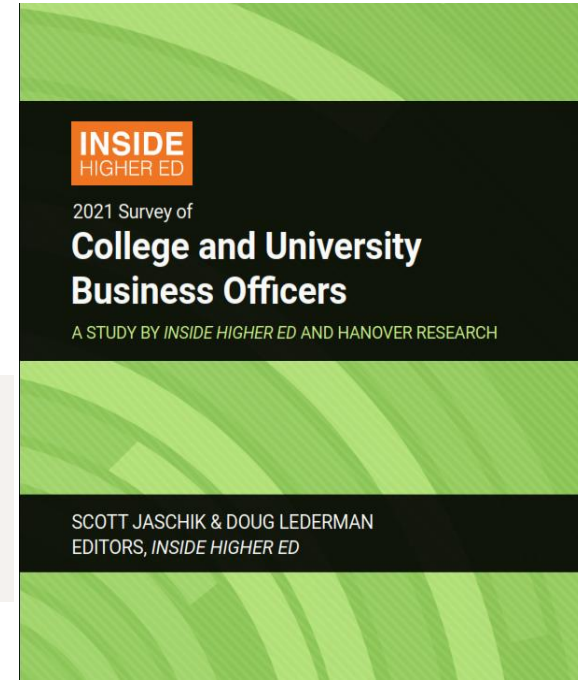
This most recent survey was completed in **July 2021**

Commitment to promote ethical and professional excellence

We are committed to promoting ethical and professional excellence. To advance this commitment, we have put in place a phone and internet-based hotline system.

The Ethics Hotline (1.866.739.4134) provides individuals a means to call and report ethical concerns.

The EthicsPoint URL link can be accessed from our external website or through this link:

https://secure.ethicspoint.com/domain/en/report_custom.asp?clientid=15191

Disclaimer: EthicsPoint is not intended to act as a substitute for a company's "whistleblower" obligations.

Appendix D: List of Documents of Digital Workroom

Supporting Documents in Digital Workroom

Standard One

1. Board or Regents Agenda June 15, 2017: WCSU Mission and Values
2. WCSU Senate Agenda March 2015
3. Mission Draft March 2015
4. Senate Minutes March 2015 Mission Endorsed

Standard Two

1. Development of 2017 Strategic Plan
2. 2017 Strategic Plan
3. Elaboration of Goal 5 2017 Strategic Plan
4. 2017 Goal 5 Evaluation of Programs Final Report
5. Strategic Plan Progress Report 2021
6. Strategic Plan Update Goal 1.1 EAP Revision
7. Strategic Plan Update Goal 1.1.2 Peer Mentor Program
8. Strategic Plan Update Goal 1.2 Adult Learners
9. Strategic Plan Update 2.4.1 Informal Landing Spaces
10. Strategic Plan 2.4.3 Signage
11. Strategic Plan Updates Information Technology & Innovation
12. Continuing & Adult Education Task Force Report
13. Student Affairs Impact Report
14. WCSU Master Plan-Update 2016
15. Environmental Scan 2015 Report
16. Evaluation of 2007 Strategic Plan Final
17. Evaluation of 207 Strategic Plan Physical Plant
18. Strategic Plan Ancell School of Business
19. ABET Self Study Computer Science
20. ABET Final Statement of Accreditation 8 31 2022
21. Academic Program Review Biology
22. External Evaluation Biology
23. Provosts Summary of Spring 2022 General Education Assessment
24. NCHEMS Report
25. Working Group 1 Evaluation of Academic Programs
26. Working Group 2 General Education
27. Working Group 3 FY and Retention
28. Working Group 4 Scheduling
29. Working Group 5 Administrative Programs Executive Summary
30. Working Group 6 Financial Oversight Presentation

Standard Three

1. CT Board of Regents Bylaws.
2. CT Board of Regents New Regents Training
3. CT BOR-4.10 Code of Conduct
4. CT BOR Mission, Vision, and Goals

5. CT BOR 1.5 Transfer and Articulation Policy
6. BOR-Charter-Human Resources and Administration Committee
7. BOR-Charter-Academic and Student Affairs Committee
8. BOR-Charter-Audit Committee
9. BOR-Charter-Executive Committee
10. BOR-Charter-Finance Committee
11. Faculty Advisory Committee Bylaws (BOR)
12. WCSU Faculty Handbook 2023-2024
13. AAUP Contract 2021-2025
14. SUOAF Contract 2021-2025
15. Constitution of the Student Government Association
16. SGA Bylaws
17. WCSU Affirmative Action Plan 2022

Standard 4

1. Undergraduate Catalog (contains all program learning outcomes and four-year plans).
2. Graduate Catalog
3. Faculty Handbook (Contains all Curriculum by-laws, Curriculum Approval Process, and Academic Program Review Process)
4. CT-BOR-Low Completer Policy
5. CSU-AAUP Collective Bargaining Agreement
6. General Education Competency Definitions
7. Working Group 2 General Education
8. Working Group 3 FY and Retention
9. NCHEMS WCSU Final Report
10. Doctor of Nursing Practice Update
11. General Education Assessment
12. Recent Accreditation Reports
13. Recent Program Review Reports
14. Recent Syllabi for all Programs

Standard 5

1. Student Code of Conduct
2. Student Government Association Bylaws
3. Student Government Association Constitutions
4. Student Affairs Impact Report 2018-2020
5. Student Affairs Impact Report 2017-2018
6. 2021 Peer Mentor Program Description
7. Peer Mentor Academic Coaching Preliminary Results
8. Peer Mentoring and Retention
9. Ancell Commons Annual Report 2021-2022
10. Athletics Annual Report
11. Honors Annual Report
12. Institute for Holistic Health Annual Report 2021-2022
13. First Destination Survey Results by School
14. Peer Leader Summit Cover Letter

15. Peer Leader Summit Proposal
16. Working Group 3 FY and Retention
17. Working Group 4 Scheduling

Standard 6

1. CSU-AAUP Collective Bargaining Agreement
2. Faculty Handbook
3. Center for Excellence in Learning and Teaching
4. Western Research Day Programs
5. Creative Activity Reports
6. Scholars in Action Programs
7. Department Bylaws
8. Faculty CVs
9. Faculty Support (Grants, Reassigned Time, Faculty Retraining, Summer Curriculum)
10. Specialized Program Accreditation Letters

Standard 7

1. AAUP Contract 2021-2025
2. SUOAF Contract 2021-2025
3. NCHEMS Report
4. BOR Budget Reports
5. Enrollment Reports

Standard 8

1. Annual Reports of Academic Schools
2. Assessment Reports of General Education
3. Accreditation Reports for Specialized Accreditation
4. Program Reviews
5. Assessment Reports of Academic Programs

Standard 9

1. Undergraduate Catalog
2. Graduate Catalog
3. Student Code of Conduct
4. CSCU Code of Conduct
5. Faculty Consulting Policy
6. WCSU Affirmative Action Statement
7. WCSU Affirmative Action Plan 2022
8. Institutional Animal Care and Use Committee Reports
9. WCSU Faculty Handbook 2023-2024