**Interim Report Submitted to the
New England Commission of Higher Education**

**Central Connecticut State University** | **New Britain, Connecticut** | **August 15, 2023**

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# INTRODUCTION

Central Connecticut State University (CCSU, Central) is pleased to provide the 2023 Interim Report to the New England Commission of Higher Education (NECHE). This report offers a synopsis of developments since the 2018 NECHE site visit, the 2019 Commission letter maintaining Central's accreditation and identifying areas for improvement, and the subsequent 2020 Progress Report.

In May 2019, the Commission asked for and later accepted CCSU's Fall 2020 Progress Report, which addressed success in the following areas:

1. Completing the strategic planning process and beginning to implement its strategic plan;

2. Achieving its enrollment goals;

3. Documenting compliance with Title IV and Title IX requirements with attention to ensuring that staffing is sufficient to comply with Title IX requirements.

In addition to the above, the 2023 Interim Report addresses success in clarifying expectations and demonstrating outcomes related to the Board of Regents' shared services and "Students First" Initiatives.

In Summer 2022 President Zulma R. Toro charged Yvonne Kirby, the Associate Vice President for Planning and Institutional Effectiveness and the NECHE Liaison Officer, with convening a small steering committee, comprised of Kimberly Kostelis, Provost and Vice President for Academic Affairs, James Mulrooney, Interim Dean of the School of Education and Professional Studies, and Steven Minkler, Associate Vice President for Academic Affairs and Dean of the School of Engineering, Science, and Technology. The committee developed a plan and **timeline** to complete the report. All members from the Office of Institutional Research and Assessment as well as the Director of Accounting completed the Interim Report Forms (Data Form) and the E-Series Forms, including

Paula Bunce, Kathy Chung, Martie Kaczmarek, Faith Ratcliff, Vijay Sarran, Anne Tyrrell, and Brian Wood. In addition, in Fall 2022, faculty and staff carrying expertise and responsibility for the nine Standards were invited to participate in **Standards Committees**. This collaborative work provided the foundational information for each Standard. In March 2023, with Faculty Senate assistance, the steering committee solicited feedback from faculty, staff, and students, who could review the documents and provide anonymous online feedback or offer feedback at two open campus forums. The Steering Committee completed final editing, which was then reviewed by the President's Leadership Team and, finally, the University President (President).

Members of the Standards Committees not previously mentioned included Jean Alicandro, Luz Amaya, Carl Antonucci, Jill Bassett-Cameron, Caleb Bragg, Michael Davis, Donna DeCarlo, Betsy Dobbs-McAuliffe, Adina Elfant, Amanda Fields, Scott Hazan, Mark Jackson, Amy Kullgren, Kristine Larsen, Fredric Latour, Byung Lee, Keri Lupachino, Daniel Moreland, Rebecca Pickering, Jared Ragusett, Michael Russo, Maria Santilli, Patrick Tucker, and John Tully. Members of the President's Leadership Team not previously mentioned included Lisa Bucher, Chief Budget & Compliance Officer; Kellie Byrd-Danso, Vice President for Student Affairs; Sal Cintorino, Chief Operations Officer; George Claffey, Chief Information Officer; Lisa Frank, Interim Dean of the School of Business; Beth Merenstein, Interim Associate Vice President of Community Engagement & Experiential Learning; Christina Robinson, Associate Vice President for Enrollment Management; Anna Suski-Lenczewski, Chief Human Resources Officer; Carmen Veloria, Associate Vice President for Academic Affairs; Stacy Votto, University Counsel; Robert Wolff, Dean of the Carol A. Ammon College of Liberal Arts and Social Sciences; and Craig Wright, Vice President for Equity and Inclusion.

# INSTITUTIONAL OVERVIEW

Founded in 1849, Central is Connecticut's oldest publicly supported institution of higher education. Initially, CCSU was the New Britain Normal School. Central transitioned to the Teachers College of Connecticut in 1933 and Central Connecticut State College in 1959. The current name and charter were established in 1983. CCSU is governed by the Connecticut State Colleges and Universities (CSCU, System Office) Board of Regents (BOR), which oversees the four Connecticut State Universities (CSU; Central, Eastern, Southern, and Western), Charter Oak State College, and 12 community colleges, which, as of July 1, 2023, have been consolidated into Connecticut State Community College.

Central is a regional, comprehensive, master's level public university and is the largest of the four CSUs. As of Fall 2022, CCSU enrolled 9,468 students in an array of programs ranging from undergraduate- and graduate-level certificates to degrees at the bachelor's and master's level. The University also has two doctoral degrees: an Ed.D. in Educational Leadership and a Doctor of Nurse Anesthesia Practice, DNAP. Overall, CCSU offers 146 certificate and degree programs, of which 61 are recognized by a discipline-specific accrediting body. Organizationally, Central has five schools; Business; Education and Professional Studies; Engineering, Science and Technology; Graduate Studies; and the Ammon College of Liberal Arts and Social Sciences.

This range of programs and schools demonstrates a commitment to the personal and social growth of Central's students. Further, the University remains dedicated to providing a quality, affordable education to students.

Central consistently seeks to facilitate student growth and education through a commitment to community engagement as well as academic advancement. For instance, CCSU continues to be designated by the Carnegie Foundation for the Advancement of Teaching as a Community Engagement University. As such, CCSU partners with organizations within the community and shares resources and expertise to assist in addressing pressing challenges. Central places community challenges in conversation with academic achievement. Recently, for example, the baccalaureate program in Cybersecurity with a concentration in Cyber Defense received recognition from the U.S. National Security Agency (NSA) for its validated Program of Study - only the second program in Connecticut to receive this designation. The NSA's recognition signifies CCSU's eligibility to pursue the prestigious designation of becoming a National Center of Academic Excellence in Cybersecurity. These are just a few examples of Central's dedication to meaningful academic and social achievements.

This Interim Report mainly focuses on the ways that Central has addressed the issues identified by the Commission in 2018. These include the completion and implementation of a strategic plan, laying the groundwork to achieve enrollment goals, ensuring adequate staffing to comply with Title IV and Title IX requirements, and the impact of the CSCU initiative, Students First.

# RESPONSE TO AREAS IDENTIFIED FOR SPECIAL EMPHASIS

## AREA OF SPECIAL EMPHASIS: STRATEGIC PLANNING

Immediately after the NECHE site visit in 2018, Central began work on a ten-year strategic plan. As part of the strategic planning process an environmental scan was conducted. The University Planning and Budgeting Committee (UPBC) identified 15 Peer institutions to benchmark against. During this process, Central reaffirmed its Mission statement and the relevancy of its Elements of Distinctiveness. In addition, the scan inspired the development of a new Vision Statement, accompanied by a set of Core Values which highlight the principal beliefs that distinguish CCSU from other institutions. **Central's 2020 Progress Report** to NECHE offers comprehensive details about this process.

The resulting plan, **Strategic Plan 2030 - Changing Lives, Building Communities; Central to Connecticut** (SP2030) was approved by the Faculty Senate (Senate) on February 10, 2020. Later that year, the SP2030 was shared with the CSCU System Office and the BOR, which approved the new Vision statement on April 16, 2020.

The SP2030 has five overarching goals:
1.  Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy;
2.  Increasing Access to Higher Education and Ensuring Student Success;
3.  Fostering an Inclusive and Safe Campus Culture that Values and Encourages Individuals to Participate in a Free and Respectful Exchange of Ideas;
4.  Strengthening Stewardship – Advancing Scholarship, Service Learning, and Community Development for the Public Good; and
5.  Assuring Financial Sustainability for the Future.

Goal One of the SP2030 serves as the cornerstone from which CCSU achieves its Mission. The next three goals support academic excellence and are crucial to distinguishing the value and uniqueness of a CCSU education. Lastly, Goal Five facilitates the success of each of these goals.

Each goal is supported by a set of Objectives, Strategies, and Key Activities that, when combined, will contribute to the overall success of the plan. Every goal begins with a narrative and a set of definitions that provide clarity and context for the reader. The SP2030 goals are each supported by a suite of three to five objectives, which in turn contain three to eight strategies designed to help accomplish the goal. The foundation of the SP2030 are the key activities, which provide specific guidance about how each strategy and objective will be achieved. Key Activities, with staggered start dates across ten years, are outlined in the **Action Plan**, a supplemental document to the SP2030. The Action Plan guides planning efforts while remaining responsive to changing conditions and needs. One or more members of the President's Executive Committee (ExCom) has oversight responsibility for each action item. The Action Plan outlines the activities that, when accomplished, are most likely to advance the five goals.

It has been three years since Central adopted the SP2030. Within the Action Plan are 94 strategies that support the objectives and five goals of the SP2030. Currently, 80 of the 94 strategies (85 percent) have been *Initiated*, are *In Progress*, or are *Completed/Ongoing*; only 14 have yet to be started (Table 1). To date, CCSU has made the greatest progress on Goal 4, with 60 percent of the strategies

in a Completed/Ongoing state. The two examples below highlight some of this work:

Goal 4, Objective 2, Strategy A – *Reengineer the Office of Community Engagement and develop a more comprehensive mission and organizational framework, building on the work of the Faculty Senate Community Engagement Committee*. The previous office was expanded to include experiential learning and is now the Office of Community Engagement and Experiential Learning. The office is intricately connected to, and collaborates with, the **Center for Community Engagement and Social Research**. With the combined mission of focusing on integrating the three pillars of support – students, faculty, and community partners – CCSU has established new leadership and reconfigured staffing needs to ensure a team member is aligned with each area.

- Goal 4, Objective 4, Strategy C – *Align community engagement activities with the curriculum while leveraging the resources available in Institutional Advancement*. The Office of Community Engagement and Experiential Learning has developed strong relationships in the community to increase opportunities for students to engage in workforce development and leadership. Central has also worked to increase opportunities for internships and volunteerism. Specifically, CCSU has created a stipend program for students participating in unpaid internships.

*Table 1. Status of Supporting Strategy for Each Goal*

| Goal | Not Started | | Initiated | | In Progress | | Completed/Ongoing | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Goal 1 | 3 | 13% | 10 | 42% | 8 | 33% | 3 | 13% |
| Goal 2 | 5 | 24% | 5 | 24% | 7 | 33% | 4 | 19% |
| Goal 3 | 5 | 25% | 7 | 35% | 1 | 5% | 7 | 35% |
| Goal 4 | 1 | 7% | 2 | 13% | 3 | 20% | 9 | 60% |
| Goal 5 | 0 | 0% | 10 | 71% | 3 | 21% | 1 | 7% |
| Total | 14 | 15% | 34 | 36% | 22 | 23% | 24 | 26% |

Progress is formally measured via the SP2030

Progress Report as well as through monitoring the Action Plan. Each goal has four to six metrics that are broad indicators of progress or success and include retention and graduation rates, enrollment, student and alumni satisfaction, participation rates, and financial indicators. When possible, metrics use 2018 as the baseline for comparison. In essence, the Action Plan provides information at a more focused level while the SP2030 Progress Report measures collective accomplishments of activities. The Interim Report narrative embeds references that demonstrate how the SP2030 is woven into Central's identity.

**AREA OF SPECIAL EMPHASIS: ENROLLMENT GOALS**

In 2018, Central reported an overly ambitious, aspirational enrollment goal of 15,000 students. Since then, many events have transpired, including a global pandemic that caused significant disruption across higher education and CCSU was not an exception. In the Northeast, enrollment decreased among public 4-year master's level institutions at a greater rate than private or research institutions. The decline in enrollment between Fall 2019 and Fall 2022 at Central (-15.1 percent) mirrored that of other similar public master's level institutions in New England (-15.5 percent). CCSU's overall enrollment for Fall 2022 was 9,468 students, the lowest since 1975. While these numbers are concerning, Central has taken several steps to address the enrollment decline and initial data suggest that these actions are having a positive impact. For example, the mid-year (fall to spring) and first-year retention rates (fall to fall) are improving.  Mid-year rates have improved from a low of 85.5 percent in the Fall 2020 cohort to 90.3 and 90.4 in the Fall 2021 and 2022 cohorts, respectively. In terms of the first-year retention rate, the Fall 2021 cohort retained at 76.5 percent, which was an increase of 4.2 percent over the Fall 2020 cohort. In addition, the size of the Fall 2022 incoming class (n=1,234) was 15.9 percent larger than the Fall 2021 class. Preliminary data indicate that the Fall 2023 class is expected to exceed 1,400

students and retention is on track to exceed 80 percent, putting Central back on track to regaining its normal enrollment pattern.

Central has executed several changes to improve enrollment numbers, with additional strategies under implementation. Soon after NECHE's site visit in 2018, CCSU began to review programs and processes related to enrollment and student success. Specifically, the University reorganized offices to improve communication and coordination between functional areas, charged workgroups or task forces to conduct in depth reviews of recruitment and onboarding practices for undergraduate and graduate students, evaluated its advising model, hired an outside consultant to help develop a more equitable and strategic financial aid model, and has assigned a senior administrator the responsibility of ensuring all students have the opportunity to participate in a high impact practice, such as experiential learning, before graduation.

In early 2019, CCSU created the Division of Enrollment Management, managed by an Associate Vice President of Enrollment Management (AVPEM). The AVPEM oversees undergraduate and graduate admissions, the bursar, and financial aid. An in-depth review of Central's financial aid strategy followed this reorganization. As a result, the award of aid was redesigned into a more equitable strategy that leverages both need- and merit-based financial aid. This more **transparent** financial aid packaging went into effect in the 2020-21 academic year.

In August 2019, CCSU hosted a day-long retention and graduation rate summit where faculty and staff learned more about the students Central serves and focused on ways to improve retention. One outcome of the summit was the goal of improving student advising. One recommendation was to explore a dual advising model where undergraduate students would have access to both a professional and faculty advisor (discussed in Standard Six). Shortly after the summit, a workgroup was charged with evaluating different advising models and providing recommendations. The workgroup recommended that Central pilot a dual advising model in Spring 2020, with a goal of implementing this model University-wide in Fall 2020. While the pandemic delayed the implementation of dual advising, as of Spring 2023 this new model has been fully implemented.

In Fall 2021, a task force comprised of faculty and administrators was created to review Central's admission's processes from recruitment through orientation and onboarding at the undergraduate and graduate levels. The task force provided 42 recommendations spanning recruitment and admissions for undergraduate and graduate students, the onboarding process, and marketing and communications. To date, 10 of these recommendations have been implemented, significant progress has been made on 26, one recommendation is in the planning stages, two recommendations have yet to be addressed, and three recommendations are being reconsidered. For example, one of the recommendations was to implement a data management system (Slate) to enhance the admissions process by coordinating and improving communications with prospective students. Slate implementation is now in a second phase, where it is being used to improve communication with continuing students. Another recommendation was to reorganize Central's marketing and communications teams into one office and increase staffing. As a result, CCSU now has greater expertise in marketing and communications, and is in the final stages of hiring a social media expert.

CCSU has also taken steps to increase communication between units, faculty, and staff. Beginning in early summer 2022, leads from the key offices involved in recruiting and onboarding students, along with the Provost and AVPEM, began to meet weekly. The goal has been to ensure that

recruited students do not experience extended times without communication and that offices coordinate outreach.

To address first-year retention, Central has reimagined its first-year experience program (FYE) and modeled this revision after best practices at other institutions. Previously, FYE was a course-based experience, frequently embedded in an introduction to the major-type course that was not comprehensive or intentional. A task force charged with evaluating FYE provided recommendations to reimagine and transition FYE into a more comprehensive and meaningful experience for students. While this new FYE program was scheduled to be fully implemented and assessed by now, the pandemic disrupted Central's progress. To date, CCSU has piloted FYE in Fall 2021 and 2022, hired a full-time coordinator, and plans to fully expand FYE in Fall 2023. At the time of this report, the Office of Institutional Research and Assessment (OIRA) is assessing results from the pilot year.

A new position, Associate Vice President for Community Engagement and Experiential Learning, was created in Summer 2022. The **focus of this position** is to improve engagement opportunities and to expand and enhance experiential learning opportunities for students.

Given CCSU's progress in improving advising, recruiting, and communications, the University has established new aspirational enrollment goals that are distinctly different from the goals used for budget planning (described in Standard Seven). Central's aspirational goal is to return to enrollments experienced in the **early 2010s** – between 12,000 and 12,500 students. By 2030, this enrollment goal would facilitate enhancement of student services. Intermediate goals are to stabilize new-student enrollment to 1,350 for the first-time full-time (FTFT) class, a new full-time transfer population of 715, and an incoming graduate class of 303 students.

As recently as Fall 2019, the University had an incoming FTFT cohort class of 1,359 and 715 new full-time transfer students. The average FTFT cohort size for the 10 years before the pandemic was 1,353, with full-time transfer students at an average of 798. At the graduate level, Central's goal is to transition from 19 percent graduate enrollment to 25 percent to help soften the region-wide decline in high school graduates.

Demographically, Central strives to enable socioeconomic mobility for students in the surrounding communities. The fastest growing population in Connecticut are people of Hispanic/Latino descent, and Central's FTFT population has reflected this increase in diversity, from 11 percent Hispanic/Latino in Fall 2016 to 20 percent in Fall 2022, with the undergraduate population increasing from 13.5 to 17.9 percent (Table 2). Further, Central's undergraduate population has nearly doubled in the percent of students of color from 22 percent in Fall 2010 to 40 percent in 2022

*Table 2 Fall Enrollment – Percent of Population who Identified as Hispanic/Latino (headcount enrollment)*

| Student Type | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|---|---|---|---|---|---|---|---|
| Undergraduate | 13.5% | 14.4% | 15.6% | 16.1% | 16.6% | 17.0% | 17.9% |
| FTFT | 11.0% | 16.5% | 17.6% | 19.5% | 18.1% | 18.6% | 20.0% |

To assist with recruitment and enrollment, CCSU has increased the number of "admitted student days" along with adding strategically scheduled "one-stop" and "last minute" admission/registration events designed to yield higher enrollment and retention for the subsequent semester. To address transfer students, CCSU opened its first satellite advising office at Middlesex Community College. This office is staffed by a CCSU Advising and Student Support Specialist, who serves in a "pre-advising" capacity for students considering transfer to Central, as well as a liaison to on-campus professional advisors. Central plans to open additional satellite advising offices at other community college campuses.

Lastly, Central is developing a Strategic Recruitment and Enrollment Plan: Engaging with Student Success (SREP) to supplement the SP2030. Encompassed in this plan are three pillars: Recruitment, Retention, and Engagement, each closely connected to one or more goals in the SP2030. This plan, which is expected to be finalized in Summer/Fall 2023, will provide a roadmap for goals related to student recruitment as well as engagement in academic and community activities that should increase retention and graduation rates.

**AREA OF SPECIAL EMPHASIS: COMPLIANCE WITH TITLE IV AND TITLE IX REQUIREMENTS**

**Title IV** – Central was removed from Provisional Eligibility Status in 2019 and continues to participate in Federal student financial assistance programs, with zero audit findings. Following the regularly scheduled six-year cycle of renewing the Program Participation Agreement, CCSU reapplied for continued eligibility to award Federal Student Financial Aid and awaits official notification by the end of 2023.

Since NECHE's site visit, Central has implemented a metrics-based packaging strategy with well-defined awarding criteria to help ensure equitable aid offers for students. Working with an outside vendor, CCSU developed a data-based financial aid strategy with clear guidelines and thresholds for merit and need-based aid. **Merit aid** is based on incoming students' academic performance. There are five award tiers, and incoming students will receive the same financial aid package through four years at Central, allowing them to plan accordingly. **Need-based aid** is determined from the Expected Family Contribution (EFC) when the student completes the Free Application for Federal Student Aid (FAFSA). Students maintain eligibility for need-based aid based on their EFC for four academic years, provided they complete the FAFSA each academic year and continue to make Satisfactory Academic Progress. Students from Connecticut and New

England with zero EFC receive the **Pell Promise**, which covers tuition and fees not supported by other state or federal aid. As Table 3 illustrates, the percentage of the incoming class receiving aid has increased.

*Table 3 First-time Full-time Students Awarded Institutional Grants or Scholarships (Source: IPEDS Financial Aid Survey)*

| Metric | | F2017 | F2018 | F2019 | F2020 | F2021 |
|---|---|---|---|---|---|---|
| Students Awarded Aid | (N) | 864 | 1,017 | 954 | 1,027 | 966 |
| Students Awarded Aid | (%) | 61% | 70% | 70% | 87% | 91% |
| Average Aid Award | ($) | $3,566 | $3,954 | $3,781 | $4,013 | $3,775 |

To address the need to standardize financial aid awards and improve communication with students, Central has increased staffing in the Office of Financial Aid and hired a full-time Financial Literacy Coordinator and Advisor. During the admissions process, students are able to access the Net Price Calculator, which allows students to view an estimated cost of attendance and aid offer – in addition to the Master Promissory Note and entrance loan counseling required of all borrowers. Incoming students receive personalized communications throughout the aid offer and acceptance process. Finally, the Financial Aid award letter lists all grants, scholarships, and loan aid that the student has qualified for, and each student receives a Personalized Financial Aid Offer Video.

Financial literacy education is provided at orientation and included in the First Year Experience Program required of all first-time students. Starting in Spring 2024, CCSU students will be able to access a debt education module that complements required federal counseling. This module offers details that can be reviewed multiple times. The Coordinator of Financial Literacy supplements Office of Financial Aid education by hosting financial literacy workshops on-campus and at area high schools. Workshops include topics such as completing the FAFSA, loan types, repayment options, interest rates, and credit scores and reports. Further, the Coordinator visits senior seminar

courses to ensure students understand repayment obligations. These educational events lay the groundwork for major post-graduation decisions, such as managing student debt and attending graduate school. The goal is to ensure each student learns the skills necessary to set an educational budget, track spending, pay off debt, and prepare for life after college.

**Title IX** – Central continues to make progress with equity, inclusion, and compliance with Title IX. Since the NECHE 2018 site visit and the **2020 Progress Report**, the University has worked to improve the campus culture, increased Title IX education for faculty, staff and students. CCSU continues to enforce its "zero tolerance" policy toward sexual misconduct, acts of violence, and bias and discrimination. Additionally, the Office of Diversity and Equity is now the Office of Equity and Inclusion (OEI). More than a name change, this addresses the weight of Central's commitments to equity and inclusion through staffing transitions: the diversity officer has been elevated from director to vice president, and two full-time staff have been hired. In 2021 Central launched the **John Lewis Institute for Social Justice**, designed to inspire students to recognize inequality, address injustice, and grow to become social justice advocates and leaders.

Central continues to focus on improving the campus climate. In 2019 the **Task Force on Sexual Misconduct, Bullying and Campus Climate** (Task Force) produced their final set of recommendations, which included routinely administering a nationally recognized suite of campus climate surveys to **students,** **faculty,** **and staff**. The survey instruments selected are from the Higher Education Research Institute at the University of California-Los Angeles. These surveys were chosen because the resulting reports included benchmark comparison data. CCSU's results, along with the benchmark comparisons, were summarized and shared with

focus groups and the broader campus community. The results are posted on the **Changing Campus Culture** webpage. Central is committed to administering this suite of surveys every three years starting in 2025, when they are next available. In addition to campus-wide surveys, CCSU will comply with a new state law, **Public Act 22-123**, by administering a sexual misconduct climate assessment to all students before March 1, 2024, and every two years after. Once the state-appointed Council on Sexual Misconduct Climate Assessments determines data points for collection, Central will identify a survey to administer.

The Task Force also identified case management as an area for improvement. Shortly thereafter, the University began to implement Symplicity, a software designed to streamline investigations, disclosures, and outcomes of cases ranging from Title IX to discrimination. The software was fully implemented in 2022 and facilitates reporting and compliance with Title IX. Central also hired a Case Manager to conduct intake reports and assist with all investigations, effectively moving to the two-investigator model recommended by the Task Force.

Another outcome of the Task Force's report was a directive from the President to ExCom to develop an Action Plan to Change CCSU Campus Culture where leaders from across the University were charged with making progress on a 15-point plan. The most recent update to the plan is the **August 2020 Progress Report on Transforming CCSU Culture**, which includes ongoing and additional actions designed to improve campus culture, including Bystander Intervention and Intimate Partner Violence training as well as the annual **Red Flag Campaign** which has evolved toward more robust programming, such as **#PutTheNailInIt**, **Denim Day,** and **Clothesline project**. Other important outcomes, though not identified by a task force or a consultant, are the much improved **OEI** and **Victim Advocacy** websites. These pages

provide clear guidance on policies and procedures, including how to file a report, what to expect, and available resources.

Required annual training for Title IX Hearing Board members includes eight hours of online training and additional in-person training provided by the Title IX Coordinator. To date, all members are current with their training. Pursuant to state law **PA 14-11**, the Campus Resource Team, also known as the Sexual Assault Resource Team, meets at least twice each academic year.

Improving Central's campus culture is prominently embedded in the SP2030: *Goal 3 – Foster an Inclusive and Safe Campus Culture that Values and Encourages Individuals to Participate in a Free and Respectful Exchange of Ideas*. Twenty strategies have been designed to help CCSU achieve the Objectives and ultimately Goal 3. As of June 2023, the third of a ten-year plan, 35 percent of the strategies are completed or are in an ongoing/maintenance phase, 40 percent have been initiated or have made substantial progress, and 25 percent are not yet implemented. Three strategies specifically related to Title IX compliance, followed by their implementation status, are: 1) Goal 3.2.C – Incorporate requirements identified in Title IX and the Americans with Disabilities Act into professional development activities (In Progress); 2) Goal 3.4.A1 – Inventory all state and federal compliance policies relating to Title IX, equal employment, ADA, equity and discrimination (Completed/Ongoing); and 3) Goal 3.4.B9 – Professionalize the CCSU Police and incorporate training on diversity, cultural competency, mental health, and Title IX (Completed/ Ongoing).

Goal 3 progress is also measured using five metrics annually updated in the SP2030 Progress Report. Specifically, Metric 2 emphasizes Title IX training. In Central's previous report to the Commission, compliance with annual Title IX training in 2019-20 was 43 percent. In 2022-23, compliance has more than doubled and is currently at 87 percent. While CCSU's goal is 100 percent compliance with Title IX training, it should be noted that Central's employees are compliant with Federal and State policies; it is the institution's policy to require annual training. Other required trainings, such as Ethics 101, and Sexual Harassment Prevention, are tracked in Metrics 3, 4, and 5 of Goal 3.

**AREA OF SPECIAL EMPHASIS: STUDENTS FIRST**

Students First is an initiative the CSCU System Office considered implementing simultaneously with the consolidation of the 12 community colleges. The original concept was to achieve system-wide cost savings through consolidation of back-office functions, including human resources, fiscal affairs, information technology, facilities, financial aid, and institutional research. To date, no action has been taken. Central reached out to the CSCU System Office for an update on Students First. As of June 14, 2023, implementation of Students First initiatives have been limited to the community colleges as they transition into a single institution. The system-wide consolidation of back-office functions at the four Connecticut State Universities – Central, Eastern, Southern, and Western – has not been implemented, services at Central remain unchanged, and the offices continue to function independently of the System Office.

# STANDARD NARRATIVES – STANDARDS 1–7 AND 9

## STANDARD ONE: MISSION AND PURPOSE

Central's **board-approved Mission** and the Elements of Distinctiveness (international education, workforce and state economic development, community engagement, and interdisciplinary studies and cross-curricular initiatives) remain as stated in 2018. During the process of creating

the 10-year strategic plan, **Strategic Plan 2030 - Changing Lives, Building Communities; Central to Connecticut** (SP2030), Central reaffirmed its commitment to the Mission statement and recognized the need to create a Vision statement: A modern public regional university in ambitious pursuit of knowledge, bold ideas, and innovative partnerships that advance social mobility and drive economic, cultural, and intellectual vitality in the communities we serve. The Senate approved the SP2030 in **February 2020**. Shortly thereafter, the Connecticut State Colleges and Universities (CSCU) Board of Regents (BOR) **approved** the Vision statement. In support of the Mission and Vision statements, Central identified nine distinct Core Values which highlight the principal beliefs distinguishing CCSU from other institutions: Accountability, Collaboration, Engagement, Equity, Excellence, Innovation, Integrity, Responsibility, and Responsiveness.

The SP2030 is integrated throughout Central's reporting and budgeting. Annual departmental and division reports link accomplishments to the SP2030 goals as do requests for additional funding. Further, CCSU continues its designation as a **Carnegie Community Engagement Institution** by the Carnegie Foundation for the Advancement of Teaching (SP2030, Goal 4).

## STANDARD TWO: PLANNING AND EVALUATION

At the forefront of planning and resource allocation is Central's **SP2030**. Budget and project requests are prioritized based on alignment with the SP2030 and other University initiatives. The annual budget process is well documented and **publicized** with significant involvement from the campus community. The planning and budgeting process includes the University President (President) and Executive Committee (ExCom), elected members of the **University Planning and Budget Committee** (UPBC), and members of the **Integrated Planning Council** (IPC).

The Office of Institutional Research and Assessment (OIRA) plays an essential role in data analysis, leading to more effective data-based planning and implementation. **OIRA** collects, evaluates, and publishes institutional data through its **Fact Book**, oversees and coordinates all University-wide **surveys**, captures robust student and faculty data at each census date, and serves as the repository for **assessment** data at the program and General Education (GenEd) levels. Since 2018, OIRA's staffing has increased, providing greater support to assessment and data analyses.

**PLANNING** – CCSU employs a systematic and intentional approach to planning and evaluation, facilitated by the SP2030, the UPBC, and the IPC. This planning process focuses on priorities established in the SP2030 and its five interconnected goals. The goals are presented in order of importance, beginning with academic excellence, followed by increasing access to higher education, improving campus community, experiential learning and community engagement, and finally sustainability. Each goal is supported by objectives, strategies, and key activities. This hierarchical structure begins with a high-level concept rooted in actionable activities and outlined in the supplemental **Action Plan**, with overall responsibility assigned to an ExCom member.

The SP2030 is regularly monitored and evaluated using metrics that are shared with the campus community and provided in the supplement: SP2030 Progress Report. Each goal has four to six defined metrics that are updated regularly. For example, Goal 2 Metric 1, *Percent of undergraduate full-time equivalent students who identify as Hispanic*, monitors progress towards becoming a Hispanic Serving Institution (HSI). Undergraduate full-time equivalent (FTE) enrollment, which closely mirrors headcount enrollment, has grown from 15.7 percent Hispanic/Latino in Fall 2018 to 17.6 percent in Fall 2022. To become an HSI, the FTE undergraduate population must exceed

25 percent Hispanic/Latino. While Central has progress to make, the student body is becoming more diverse: in Fall 2022, the FTFT cohort was 20 percent Hispanic/Latino (Table 2). For Goal 5 Metric 2, Central monitors progress on increasing scholarship and grant aid to FTFT students and all undergraduate students. This metric focuses on aid awarded to students that does not need to be repaid or earned (e.g., loans or work study). Since academic year (AY) 2017-18 the percent of FTFT students receiving aid has increased from 61 to 91 percent in AY2021-22. Over the same period, undergraduates receiving grants or scholarship aid increased from 59 to 67 percent. The SP2030 Progress Report document offers a complete listing beyond the above representation of CCSU's monitoring of progress.

Several entities must collaborate to assist Central's goals and progress. The SP2030 guides and informs planning. The UPBC reviews and provides recommendations about planning and budget requests, while the **IPC** serves as the centralized planning, budgeting, and review committee. The UPBC is comprised of elected members from the instructional and administrative faculty unions, ex-officio members from ExCom, and two appointed students, who receive routine updates regarding financial, academic, enrollment, and planning. The **IPC** is chaired by the President and includes nine of the 12 ExCom members, President of the Senate, Chair of the Curriculum Committee, two representatives from the UPBC, and presidents of the undergraduate Student Government Association (SGA) and the Graduate Student Assembly (GSA). The formal budgeting process

begins with each ExCom member submitting budget requests to the UPBC. These requests are based on recommendations from their direct reports, that are aligned with the SP2030 or other stated institutional priorities. The UPBC then submits budgetary recommendations to the President and IPC for review and a final decision.

Like most public institutions, CCSU's revenue is driven by enrollment. In the 2018 Self Study, CCSU set an aspirational enrollment goal of 15,000 students. However, aspirational enrollment goals are not the same as realistic financial planning goals. CCSU's fiscal planning is based on a balanced budget, using existing enrollment data and trends.  While Central is not alone in enrollment challenges, it was the only institution in the CSCU System to implement a budget cut. In fiscal year (FY) 2021, CCSU permanently cut $13.1M from its financial plan and now budgets for enrollment to remain relatively flat (see Standard Seven).

The current aspirational enrollment goal is 12,000 to 12,500 students, and if achieved, would return CCSU to the enrollment level of the early 2010's. In Fall 2021, Central conducted an in-depth review of student admissions and onboarding processes which resulted in 42 recommended improvements for the marketing, admissions, and onboarding of students (see Area of Emphasis: Enrollment Goals). The following year, Central began developing a Strategic Recruitment and Enrollment Plan: Engaging with Student Success (SREP) that will align with and support the SP2030. The SREP is expected to be completed in Summer or Fall 2023 and considers changing demographics in Connecticut, the effects of the pandemic on high school

> **Since academic year (AY) 2017-18 the percent of FTFT students receiving aid has increased from 61 to 91 percent in AY2021-22**

students' preparation for college-level work, and an increasingly diverse student body, including non-traditional students. Based on these considerations, the SREP will provide a road map for increasing enrollment to over 12,000 students by 2030. While Central is already beginning to implement some action items in the SREP, early indications are positive. Enrollment in Spring 2023 was stable (within seven students of Spring 2022 enrollment), and preliminary indicators for Fall 2023 point to an incoming class of over 1,400 FTFT students, a 13 percent increase over Fall 2022.

Consistent with Goal Five of the SP2030, Assuring Sustainability for the Future, Central's careful analyses of state funding and enrollment projections have led to difficult decisions but resulted in greater fiscal stability. In 2021, for instance, Central transitioned from automatically refilling vacant positions to requiring re-evaluation of each open position. Before refilling, supervisors were required to justify whether the skillset was needed, appropriately ranked, and in the appropriate unit. This process resulted in a number of reclassified, transferred, or permanently unfilled positions. As a result of this strategy, CCSU continues to be fiscally sound and was the only institution within the CSCU System to significantly build up its reserves in 2021-22. This shrewd decision-making allowed Central to reallocate resources to strengthen student support services, maintain academic programs, and implement innovative practices aligned with the SP2030.

**EVALUATION** –The OIRA is also responsible for assessing the quality, integrity, and effectiveness of programs and coordination of faculty led assessment of **GenEd** outcomes (see Standard

> **As a result of this strategy, CCSU continues to be fiscally sound and was the only institution within the CSCU System to significantly build up its reserves in 2021-22.**

Eight). The OIRA homepage offers pertinent data, including links to **survey** results and the assessment of student learning. Through the **Assessment** link, there is information about the faculty-led **Academic Assessment Committee** (AAC), which provides an internal peer-review of academic programs, as well as the policy addressing the external **Academic Program Review** (APR) process, which was strengthened in **2019**. External program review takes two forms at CCSU; adherence to discipline-specific accreditation standards or completion of an APR every five years. Included in the APR self-study are five sections based upon examination of the academic program profile, learning outcome assessment, faculty-student engagement, future plans, and alignment with the SP2030. The APR process aligns with the five-year review cycle coordinated by the AAC, beginning with a **Full Report** on the assessment of student learning (see Standard Eight). This formal process culminates with a meeting where the Department Chair, Provost and Vice President for Academic Affairs (Provost), Dean(s), and representative(s) from the OIRA review the feedback and document the agreed upon action items and a corresponding timeline. This process serves to: (1) enhance student learning and success; (2) improve the quality and effectiveness of curricula and instruction; and (3) assist in the allocation of resources. Departments are encouraged to use APR feedback for annual budget requests. Results of the most recent assessments are available in the E-Series reports, as is a listing of the programs evaluated by discipline-specific accrediting organizations.

OIRA is also part of Central's long history of conducting surveys on a regular schedule to capture information not readily available elsewhere. When

possible, national student opinion surveys are used to ensure benchmarking data are available; results are posted on the OIRA **Survey** page or, in the case of campus climate results, on the **Changing Campus Culture** website. Benchmark data are invaluable in providing context, interpreting results, and identifying actionable items. CCSU also administers two in-house surveys, one on Food and Housing Insecurity (annual) and a satisfaction survey for **alumni** three to five years after graduation. In 2021-22, campus climate survey results were used to re-imagine and offer specific direction to the Presidential Commission on Diversity, Equity, and Inclusion. Five workgroups were created to focus on 1) Leadership and Professional Development for Faculty and Staff; 2) Educating Our Campus Community on Who Our Students Are; 3) Hiring and Retaining a More Diverse Faculty and Staff; 4) Creating Community, Cultivating Respect and Facilitating Communication with Each Other; and 5) Supporting the Needs of Our Students. Their first progress report was submitted to the President in June 2023.

## STANDARD THREE: ORGANIZATION AND GOVERNANCE

Central is one of four regional comprehensive universities in the CSCU System, which is governed by the BOR under authority from **Connecticut General Statutes**. State law, **BOR Bylaws**, collective bargaining agreements (CBA), and the Senate Constitution and Bylaws provide a clear framework for the university's governance structure. The organizational structure ensures policies and decision-making processes are consistent with the University's Mission. State law stipulates that the BOR consists of 22 **members** selected from various constituencies intended to represent the public interest; 15 are voting members. **CGS 10a-1a** stipulates that the membership qualifications reflect the state's geographic, racial, and ethnic diversity,

provide for alumni representation, and ensure at least one member has subject-area expertise in primary and secondary education. As a public entity, CSCU provides no opportunity for BOR members to be stockholders or corporate directors. Per CGS 10a-1a, the voting members of the BOR (68 percent) "shall not be employed by or be a member of a board of trustees for any independent institution of higher education in this state or the Board of Trustees for The University of Connecticut nor shall they be public officials or state employees… during their term of membership." **CGS 185 Section 10a-**6 details the duties of the BOR.

BOR Bylaws establish standing committees charged with broad oversight of Academic and Student Affairs; Audit, Finance and Infrastructure; Human Resources and Administration; and an Executive Committee comprised of the chairs of standing and special committees. The Board Chair may establish additional committees to address other subjects or issues as appropriate. As per **state law**, BOR members are expected to remain current regarding their responsibilities; new members receive a comprehensive **orientation**. Experts on various topics occasionally make presentations to ensure BOR members are appropriately educated in areas where critical decisions are required.

Communication among BOR members is carried out through regular public meetings of the Board and its committees. One standing agenda item is a public comment period when members of the public, faculty, staff, and students are invited to speak directly to the BOR. The CSCU **website** is the repository of BOR resolutions, policies, meeting agendas, and **minutes**. CSCU presidents and system administrators meet on a regular basis through an extensive Council structure that advises the System Chief Executive Officer (Chancellor, **effective** June 28, 2023, the title changed from president to chancellor) and executive staff regarding issues affecting the institutions and system.

The CSCU System Office is the administrative arm of the BOR, headed by a Chancellor who serves at the pleasure of the Board and is responsible for implementing BOR policies and directives and any other responsibilities prescribed by the board. CSCU senior staff include a Chief Academic Officer and Chief Financial Officer (System CFO) with responsibilities and decision-making authority parallel to, and often overlapping with, institutional counterparts. System Office staff provide the BOR with information necessary to fulfill its policy-making role. Effective **June 2022** (Agenda Item 11), Chief Executive Officers (Presidents) of the CSCU institutions are now appointed and evaluated by the Chancellor (**Articles 5.2 and 6.2**). The President is responsible for meeting the institution's mission, directing its executive management personnel, promoting its development and effectiveness within approved Board policy, and assuming responsibility for student and employee welfare. Annually, the President provides information to the BOR highlighting Central's accomplishments for the BOR's Digest of Administrative Reports to the Governor.

The System CFO regularly reviews all state, federal, internal, and independent audits, including CCSU's annual financial statements and bond-funded capital improvement projects. Along with the BOR Audit Committee, the System CFO manages and reviews plans for enterprise risk management. The System Office's legal counsel and Chief Information Officer report to the Audit Committee on compliance and internal control matters. Other officers monitor non-financial risk management, the protection of personally identifiable information, and the accuracy of academic records.

Twice each year, Central's Chief Budget and Compliance Officer (CBCO) and President update the BOR on the institution's financial status. The Finance and Infrastructure Committee of the BOR, followed by the full BOR, undertake a mid-year review in February. At the close of the fiscal year, the University presents a review of the year's finances and next year's spending plan, which is subject to BOR approval by resolution.

**INTERNAL GOVERNANCE** –The President manages the institution through an administrative structure responsible for achieving its mission and assessing its effectiveness. The President's direct reports form the ExCom, each overseeing distinct functions tied to the University's Mission. The President holds regular ExCom meetings and monthly meetings with the **IPC**, which hears budget requests and proposals for initiatives, including new academic programs. Through OIRA, the President assesses institutional effectiveness and progress toward the SP2030 goals and identifies areas in need of additional resources (see Standard Two). Through Human Resources (HR), the President ensures that administrators, faculty, and staff are qualified and prepared to meet the objectives and policies of the institution (See Standards Six and Seven).

The President and senior administrators communicate with institutional bodies in various ways. The President meets regularly with the leadership of the Senate, the American Association of University Professors (AAUP), and the State University Organization of Administrative Faculty (SUOAF, Administrative Faculty). Monthly, the President holds a combined meeting with the academic deans and the Provost. Each semester, the President meets with all student organization leaders. The Provost also meets monthly with the Senate President to discuss issues of concern and encourage cooperation between faculty and administrators. Deans hold monthly meetings with department chairs in their schools. To further advance University dialogue, the President and Senate President hold four open forums each academic year, where in addition to the in-person participants, typically 70 to 100 faculty and staff attend virtually. The Senate is comprised of elected members from the AAUP and SUOAF unions;

meetings are open to all, including members of ExCom who routinely attend. The SGA President is a permanent guest of the Senate, which creates an avenue for students to present initiatives to faculty, staff, and senior administrators. The Senate, as prescribed by its constitution and bylaws, has a substantive voice in academic programming, personnel, and matters of policy, exercising decision-making authority over curriculum and academic policy. The **Senate** exercises its voice during Senate meetings and through subsequent formal resolutions, memos, and recommendations to the President.

The President of the SGA meets with the President and the Vice President for Student Affairs on a regular basis. The SGA is governed by the SGA Senate, which is comprised of elected members who represent all student populations. Student representatives are elected to serve on various Faculty committees, such as the UPBC and Curriculum Committee. Similarly, graduate students are represented by the GSA.

Reporting directly to the President, the **Provost** is the chief academic officer and oversees the institution's schools and colleges (Business; Education and Professional Studies; Engineering, Science, and Technology; Graduate Studies; and Liberal Arts and Social Sciences), the **Student Support Services**, the Registrar, the Elihu Burritt Library, and **Academic Centers**. While academic deans provide oversight for APR and all credit-bearing programs, regardless of schedule or modality, the instructional faculty (Faculty) have primary responsibility for the curriculum, including course content and quality. Faculty participate in shared governance, principally

through the Senate's **Standing Committees of the CCSU Faculty** (Standing Committees), which have representation from every academic department or school, as appropriate. Shared governance ensures relevant, interdisciplinary perspectives and Faculty engagement in curriculum, assessment, standards, and integrity (See Standards Six and Eight). Committees working with budgetary and/or long-term planning are composed of both Faculty and Administrative Faculty, with some ex officio, non-voting positions for management. Members of committees are elected by representative constituents. These committees report to the Senate, where motions are voted on and subject to approval by the President. Central does not engage in contractual arrangements that deliver course content, provide assessment of achievement, or recruit prospective students.

The committee-based structure of the Senate provides a substantive faculty voice in most matters impacting the university. The Senate Committee on Committees reviews and modifies committee bylaws and missions on a staggered three-year cycle. Modifications are voted on by the Senate. Constituencies that do not directly report to the Senate are required to prepare annual reports, describing activities and any requests for financial and/or personnel resources. These annual reports are provided to the President who then reviews and makes recommendations for any necessary adjustments in resources and administrative structure. Any changes that require faculty input as part of shared governance then follows the normal route through the Senate. For instance, the Curriculum Committee has representation from every academic department. All curriculum changes are voted on first by the

> **Shared governance ensures relevant, interdisciplinary perspectives and Faculty engagement in curriculum, assessment, standards, and integrity.**

Curriculum Committee and then go to the Senate. The Senate, which typically has a different Faculty representative from the department, also discusses and votes on changes to the curriculum. If the Senate affirms the change, then it moves forward to the President for final approval. The UPBC, through the Senate, advises the President within the context of the University's mission, strategic planning, and budgetary priorities. The Senate serves in an advisory capacity in administrative officer appointments, budgetary planning, university organizational structure, promotion and tenure policy, and matters affecting the educational quality and mission of the University.

## STANDARD FOUR: THE ACADEMIC PROGRAM

Consistent with the Mission of broadly educating students, Central offers **146 degree and certificate programs** at the undergraduate and graduate levels through both on-ground and online modalities. Academic programs have appropriate depth and breadth, courses are sequenced appropriately, and Faculty have the required expertise and creativity to provide quality instruction. Student achievement is regularly measured and validated by external review processes (see Standard Two) and through the assessment of general education (see Standard Eight). Each academic program has a digital presence through **webpages** that detail the program and its attributes, the curriculum, admission and degree/certificate requirements, learning outcomes, and Faculty. Historical information regarding curriculum and program requirements from 1990 to the present are digitally available in the **Undergraduate/Graduate Catalog**.

**ASSURING ACADEMIC QUALITY** –The University maintains an effective system of academic oversight, grounded in shared governance, that assures the quality of its academic programs (see Standard Eight). Nearly half of the 27 **Standing Committees** focus on teaching or curriculum. All programs undergo an external review process through a

discipline-specific accreditor or through the **APR** process (see Standards Two and Eight). Academic planning is guided by the **SP2030**, Faculty expertise, available resources, and student needs. While CCSU has no planned substantive changes, any significant change to our academic program is subject to a rigorous review process. The process is initiated by Faculty, then approved by shared governance committees, the administration, and, finally, the BOR. In the event a program is significantly modified or discontinued, students are able to transfer to a different program or complete the program during the BOR-approved teach-out phase. The University regularly secures written agreements that ensure access to resources beyond its direct control, such as hospitals and schools (field placement sites). CCSU's system of academic oversight ensures that all expectations are appropriate to the subject matter.

**UNDERGRADUATE PROGRAMS** – All academic programs are based on clear, articulated learning objectives that include mastery of the content knowledge and key theories to ensure that students delve deeply into their discipline from the introductory to advanced levels. All students must complete at **least 12 credits** in their major at the 300 level or above and build the proficiencies required for mastery of their discipline. Faculty design the course sequencing, and departments routinely update academic major curricula to adapt to changing needs in the discipline and workforce. Program course requirements are available to students in the Undergraduate catalog and **curriculum sheets**.

**GENERAL EDUCATION** – Central ensures academic excellence by providing a robust **GenEd** program that requires 44-46 credits. The 10 GenEd learning outcomes are Aesthetic Knowledge (AK), Civic Engagement (CE), Critical Thinking (CT), Ethical Dimensions (ED), Historical Understanding (HU), Information Literacy (IL), Quantitative Reasoning (QR), and Scientific Reasoning (SR). Graduates must also demonstrate proficiency in English

when writing (WC) or communicating orally (OC). Students must also satisfy a foreign language proficiency requirement and take courses that 1) incorporate an international component and 2) emphasize equity, justice, and inclusion. Central continues to build on an effective GenEd assessment model, which relies on experienced faculty to evaluate freshmen and senior level artifacts using faculty-approved rubrics. In 2021, CCSU was awarded a $150,000 grant from the Davis Educational Foundation (DEF) to further expand this model to all GenEd learning outcomes (see Standard Eight).

## GRADUATE PROGRAMS
– CCSU offers an array of graduate programs that extend the depth and sophistication of material covered at the baccalaureate level, and which require greater access to specialized journals, databases, and other technical and scholarly materials. Graduate students may complete no more than nine credits of approved 400-level coursework toward the graduate degree; in these courses, they are required to complete distinctively more advanced work than undergraduates. Graduate program revisions require an additional level of review which includes the Graduate Studies Committee. In 2019 the **Accelerate Central** framework was adopted, allowing students to earn a bachelor's and master's degree in as few as five years. Students may double count six to eight credits toward both degrees. Eligible students must have a minimum 3.30 grade point average (GPA) and immediately matriculate into the master's program upon conferral of the bachelor's degree. Individual departments and programs may have additional admission criteria appropriate to the field. These criteria are reviewed by the Graduate Studies Policy

Subcommittee. Graduate Admissions reviews applications and ensures admitted students are qualified for advanced academic study. Historically, about 75 percent of **graduate students** are enrolled part-time, which extends the time to complete the degree. The average time to degree since 2018-19, for all graduate students, regardless of program or enrollment status (full- or part-time) was between **2.5 and 2.8 years** (Data Form 8.4 has more detail).

All Faculty have research-relevant or practice-relevant expertise. Faculty teaching graduate level courses must possess an appropriate terminal degree; exceptions are vetted by the department chair, dean, Provost, and Human Resources. Central does not otherwise distinguish between graduate and undergraduate Faculty, though research and creative activity are requirements of the CBA and included in the pre-and post-tenure review process. Central's graduate programs include primary study in research methods, theory, and/or application, with a sequenced curriculum that emphasizes the various program components and outcomes, appropriate for each level. Master's and doctoral students must satisfy increasingly advanced expectations. CCSU's graduate students demonstrate mastery of their discipline through required capstone experiences, such as a thesis, comprehensive exam, or special project carefully integrated into the research- or practice-based curriculum. Doctoral programs require candidates to complete a dissertation/ scholarly project with expectations that exceed those of a master's thesis. To ensure quality work, dissertations must be approved by the primary advisor, thesis committee, program coordinator, and the Dean.

> **All Faculty have research-relevant or practice-relevant expertise.**

**TRANSFER CREDIT & INTEGRITY IN THE AWARD OF ACADEMIC CREDIT** –The **Transfer Admissions** website contains policies and procedures for accepting transfer credits, a list of institutions Central has **articulations agreements** with, and a public-facing **transfer database**. The database lists the equivalencies for the top feeder institutions. In all cases, courses are evaluated by CCSU Faculty and the appropriate equivalency is determined. Transfer credits are posted to the student's record, and a secondary evaluation is completed to ensure proper alignment.

Central ensures the integrity of its degree programs by adhering to the **residency requirement**, which requires undergraduate students to complete a minimum of 30 credits (or 25 percent of the program) at CCSU and a minimum of 15 credits in the major. Graduate students may transfer up to nine credits for programs requiring 30-35 credits, or 25 percent of the total credits for programs requiring 36 credits or more. All programs are assessed on a regular cycle (Standard Eight). Of the 65 baccalaureate programs, only six engineering/technology programs require more than 120 credits. These programs are externally accredited, require between 125 and 130 credits, and, per BOR policy, receive an exemption. Credits beyond those required are completed as free/unrestricted electives. The number of free electives varies; some accredited programs mandate specific coursework limiting student choice for electives. Central does not offer competency-based programs.

Through Standing Committees, the Senate maintains decision-making authority in matters related to curriculum and content, degree requirements, and scholastic standards. The academic deans, Provost, and the President must approve all policies regarding the award of credit. In cases of dual enrollment, CCSU Faculty are responsible for course content, design, and evaluation. Central does not evaluate or give credit for prior learning but will accept such credits transferred from other accredited institutions. Credit towards graduation is not awarded for pre-collegiate-level or developmental work. As discussed in Standard Eight, the evaluation of student learning is covered by the Academic Assessment Policy. Students are expected to invest **at least two hours** on out-of-class work for each hour of in-class instruction.

Central's clear **standards and policies** for graduation, retention, probation, dismissal, grading standards, and re-admission are included in the Undergraduate/Graduate Catalog. Program-specific policies are provided in handbooks (e.g., **Nursing**) and available digitally and in print. To support students, Faculty are required (per the CBA) to hold office hours totaling at least five hours per week across three days. Faculty and administration work together to ensure academic integrity through policies and procedures dealing with **academic misconduct**. Most courses are offered in traditional 15-week semesters. Some courses are offered in abbreviated time periods but maintain the same content, standards, and contact hours as 15-week courses, regardless of modality. An analysis in 2021 showed that modality had no significant impact on student achievement. Students learning online are supported by the Information Technology Help Desk and the Learning Center while Faculty who teach in non-traditional modalities are supported by the **Center for Teaching and Innovation** (CTI). Student access to online content is secured through a unique login and passcode as well as multifactor authentication.

Lastly, CCSU offers certificate programs approved through the standard curriculum process. All certificate programs are comprised of courses that can be used to satisfy requirements in other degree programs at either the undergraduate or graduate level. The academic quality of these programs is monitored through the work of the Academic Assessment Committee.

## STANDARD FIVE: STUDENTS

Central attracts, enrolls, and retains a diverse student body. Undergraduate programs cater to FTFT and transfer students while graduate programs, offered on campus and online, attract an **older population** where the majority of students are 30 years or older. University programs and services are designed to support the student body, which is 38.1 percent ethnically and racially diverse, up more than five percent since Fall 2017. Thus, CCSU continues to progress toward reflecting the demographics of surrounding communities.

**ADMISSIONS** – Consistent with its Mission, Central provides broad access to quality academic programs for **first-year, transfer, veteran, adult/returning,** and graduate students. Admissions requirements, deadlines, and other resources for programs are presented on the website. A summary of services available to all students, such as the **Drop-in Childcare Center**, are published on the **Making it Possible** page. Consistent with Goal 2 of the SP2030, Central is committed to the ethical recruitment and admission of students. CCSU strongly adheres to Federal and State laws, and follows best practices outlined by the **National Association of College Admissions Counseling**. Potential and continuing students can view policies regarding eligibility for **admission** and **continued** enrollment via the **graduate** and **undergraduate** catalogs and the **University website**. The catalog, website, and **Student Handbook** describe academic requirements for admission as well as behavioral expectations for all CCSU students. In response to the global pandemic, when many students were unable to complete SAT/ACT testing, CCSU re-

> ### CCSU continues to progress toward reflecting the demographics of surrounding communities.

evaluated the need for such scores; Central is now test-optional. High school GPA, class rank, and high school achievement are the primary qualifications considered for first-year students. Once a student has been accepted to CCSU, they may need to demonstrate additional skills to be accepted into specific academic programs. For example, **teacher education** and **nursing** programs require minimum grades in specific courses or a minimum GPA for acceptance to the program. Students' ability to successfully complete the program and **national** and state test passage rates (Data Form 8.3) confirm the appropriateness of these minimum requirements.

Students who are first-generation, low-income, and/or students with disabilities have an opportunity to enroll in our federally funded TRiO Student Support Services program, which provides additional services. Students who don't meet traditional admissions criteria but have the potential to successfully perform college-level work are recruited into the **Educational Opportunity Program**. These students have continuous access to additional services and supports. Students recruited for their athletic ability must meet National Collegiate Athletic Association (NCAA) and CCSU admission standards and are supported by the **Academic Center for Student Athletes** (ACSA). A Faculty Athletic Representative works closely with the ACSA to ensure the academic integrity of the athletic program and welfare of student athletes. The ACSA ensures athletes have an academic experience comparable to all CCSU students despite additional obligations; as a result, they have similar, if not higher, graduation rates. **Data** show that student athletes have exceeded the traditional cohort's six-year graduation rate by an average of 3 percent over the last four years.

First-year students must provide evidence of college-level readiness in math and writing. Students may opt to submit SAT/ACT scores or take appropriate placement exams. Students who need supplemental math or writing instruction have various options for courses. International students must demonstrate competency in English; **undergraduate** students whose native language is not English are required to meet minimum TOEFL, IELTS, or Duolingo scores. Graduate students may satisfy this requirement by providing proof of completion of a degree in the U.S. or an English-speaking institution. Students who do not meet these standards may participate in the Intensive English Language Program to enhance their communication skills.

CCSU monitors the progress and success of new, transfer, and continuing students. **Academic performance** as well as **retention and graduation rates** of undergraduate cohorts (e.g., **FTFT** and **transfer**) are tracked; most retention reports track students for 10 years, and the data are disaggregated by gender, race/ethnicity, and school (see Standard Eight). These data, along with time to degree for undergraduate and graduate programs, are available on the OIRA website and shared with campus stakeholders to inform decision-making in support of student success.
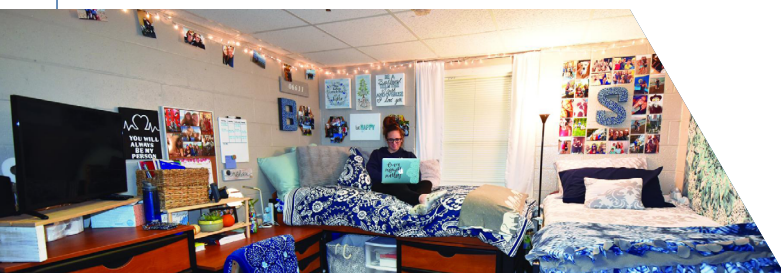


**STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES** - CCSU continues to offer academic and non-academic student support services that promote retention, academic success, and achievement of post-graduation goals. All services are determined based on student needs and goals. The majority of these services, including **Financial Aid** and **The Learning Center**, are located in the

Willard-DiLoreto Complex (WD Complex). The WD Complex also houses the **Student Wellness Center**, which combines **Counseling and Student Development**, **Health Services**, and **Wellness Education**. This center manages all functions related to student physical and mental health. Demand for appointments has increased 76 percent since AY2017-18. Clustering services within the WD Complex has improved access for students and resulted in improved collaboration among departments. The **Blanket of Support** page highlights over 30 programs and services available to students throughout the workweek. Several support services, ranging from counseling to **academic interventions**, offer in-person or virtual meetings, providing needed flexibility for students who commute, work, or have other commitments. The on-campus food pantry, **Maria's Place**, provides students food and supplies free of charge, as nearly 50 percent of the student body is food insecure.

Central works diligently to support student success and collects data to ensure appropriate support services are available to students. For example, the **Student Satisfaction Inventory** (SSI) is administered every other year. In 2021, students' ability to access services remotely was highlighted as one of CCSU's strengths. In 2018-19, the Financial Aid Office moved under the Enrollment Management function. Surveys administered before and after this move indicate increased satisfaction with the timing of aid award notification (5.16 to 5.36) and counseling (5.24 to 5.48). Standards 6 and 8 also discuss changes made as a result of the SSI.

Since the NECHE visit in 2018, Central has created the Office of New Student Programs which coordinates an immersive, overnight Orientation program in addition to one-day intensive programs for first-time and transfer newcomers. Students meet with advisors, create their course schedules, discuss expectations of their majors, and learn about Central's comprehensive **Blanket of Support**. Central's student body has become increasingly

diverse and more inclusive, and 49 percent of the incoming class is first-generation. Mirroring the **state**, the **Hispanic/Latino** population is the fastest growing demographic. These changing demographics inform the goal of Central becoming a Hispanic Serving Institution that offers sufficient student support services. These ideals are captured in the SP2030; examples include broadening the scope of the OEI beyond compliance, strengthening academic cultural centers, and regularly administering **campus climate surveys**.

The desire to become a Hispanic Serving Institution as well as consistently support our diverse student body connects with economic support goals for students. SP2030 Goal 5 Metric 2 calls for an increase in the percent of students receiving grants or scholarships that do not need to be repaid. Since Fall 2017, the percent of all undergraduates receiving aid increased by eight percent while FTFT increased by 30 percent (Table 3; SP2030 Progress Report, Goal 5, Metric 2). The **Office of Financial Aid** (FinAid) encourages all students to submit the FAFSA and, effective Fall 2020, has implemented a more equitable awarding philosophy based on merit and need with a policy that follows state and federal regulations. FinAid and Admissions work together to ensure that all students are aware of the costs associated with college. **The Net Price Calculator** provides students with individualized costs and financial aid estimates. Once admitted, students have access to cost of attendance, loan debt, and Pell lifetime eligibility through Banner Self-Service. Students are mailed the financial aid offer letter and guidebook that breaks down their net cost. Financial literacy is embedded in the newly revised FYE program, and, effective Fall 2023, all students will

have access to relevant online modules to complete and review as necessary.

Students also have several options for campus engagement, which has a positive influence on retention and academic achievement. CCSU offers over 130 **clubs and organizations** that provide opportunities for co-curricular activities, **student leadership, and campus governance** (the success of students participating in clubs and organizations is discussed in Standard Eight). Students share in governance through the SGA, Student Union Board of Governors, the Inter-Residence Council, and GSA (See Standard Three). Students may also participate in recreational sports and NCAA athletic programs. As an NCAA Division I institution with 16 sponsored sports, CCSU's 380 student athletes (AY2022) are required to follow both NCAA and University policies; athletes are provided with insurance, safety information, and supervision. The **Student Athlete Handbook** is distributed each fall. All recreational and athletic programs adhere to sound educational policy and integrity standards. Staff at **Campus Recreation**, the center for non-varsity recreational activities, verify eligibility, health clearance, and insurance of participating students. Campus Recreation is in the Division of Student Affairs, while Athletics is in the Division of Operations and Logistics. Each manages a separate budget.

The University ensures that support services are staffed at levels that meet student demand and that providers are appropriately **credentialed** for their scope of responsibility and practice. Mental health counselors and health service providers must maintain licensure in the State of Connecticut.

> **Central's student body has become increasingly diverse and more inclusive, and 49 percent of the incoming class is first-generation.**

As a result of a large retirement wave due to significant changes in retirement benefits, Central used this opportunity to review and reimagine staffing, which allowed reallocation of resources from other units to hire two additional counselors. **Faculty** and **Administrative Faculty** have access to professional development funds sufficient to remain current with best practices and enhance academic standards within courses and programs. The CCSU Police Department remains the only **Commission on Accreditation for Law Enforcement Agencies** accredited department in the CSCU System. Further, Facilities and Information Technology collaborate to ensure access to current technology and appropriate space.

The University publishes a set of ethical standards, polices, and resources available on the website, **Graduate Studies Resources** page, and undergraduate **Student Handbook** which is shared during advising days, orientation workshops, and other programs. Other **policies and procedures** are readily available to all students and the public, including information on Family Educational Rights and Privacy Act (FERPA) and what constitutes **directory information**. The State has a well-established **policy on records retention** for higher education. Student transcripts are permanent records; other records may be destroyed following a retention period and approval from the Connecticut State Library.

To support equitable outcomes for students, Central offers a high-impact Work Study program along with mentoring programs and hosts three federally funded TRiO programs. Annual data driven analyses guide program revision as needed (see Standard Eight). CCSU also offers academic interventions to students on academic probation. These services have contributed to Central's student success. In Fall 2022, 70 percent of participants increased their GPA and 37 percent returned to good standing.

## STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP

**FACULTY AND ACADEMIC STAFF** - Well-qualified Faculty and Administrative Faculty are the core of student success. The **AAUP-CBA** covers all faculty, full-and part-time, tenured and non-tenured, as well as librarians, counselors, athletic trainers, and coaches, and outlines the shared governance agreement between the Connecticut State Universities (CSU) and the AAUP. Faculty are assigned to a specific academic department within each college/school of the University, and CCSU does not utilize teaching assistants. Deans and the Provost, together with the OEI, monitor and evaluate the composition of the Faculty, especially during searches. New Faculty lines are awarded using criteria aligned with the SP2030, student demand, and instructional needs; new hiring priorities are proposed to the UPBC.

CCSU has an appropriate number of Faculty and Administrative Faculty who provide academic support to students through advising, classroom instruction, and regularly scheduled office hours. Consistent with its mission, Central has maintained a student-to-faculty ratio of 14:1 since Fall 2019. In comparison, the average student-to-faculty ratio of Central's peer institutions is 16:1.

Faculty members must hold terminal degrees and demonstrate evidence of effective scholarship or creative activity, teaching, and service as outlined in the AAUP-CBA. As of Fall 2022, 86 percent of full-time Faculty, including temporary hires, hold a terminal degree. Part-time Faculty have similar standards. Exceptions are made for individuals with significant professional expertise and must undergo additional review. Faculty recruitment and hiring follow **established procedures** and reflect a collaborative effort among HR, OEI, the Faculty comprising the search committee, the hiring department, and the academic dean,

to ensure an open, equitable process. This standardization assures that recruitment follows all legal requirements and provides equal employment opportunities. HR verifies that candidates hold appropriate qualifications. Each new hire receives a letter outlining the scope and duration of the appointment, including any conditions for renewal.

Central is committed to equal employment opportunities through SP2030 and its annual **Affirmative Action Plan**, pursuant to section 46a-68 of the Connecticut General Statutes. Progress toward these goals is reviewed annually by the University and the State Commission on Human Rights and Opportunities. Diversity goals are monitored in SP2030 Goal 1, Metric 1. Since 2018, diversification of the student body (up four percent) has outpaced that of Faculty or staff (up 2.9 and 1.2 percent, respectively). Improving representation amongst Faculty and staff continues to be a priority. Since 2022, for instance, 50 percent of new hires in the School of Education and Professional Studies were persons of color.

Salaries and benefits are competitive and collectively bargained by the AAUP and SUOAF. Fall 2022 data provided by the OIRA's **annual benchmarking study** shows that the median full-time Faculty salary ($107,843) is higher than other public master's level institutions in the region ($90,698). Union contracts and internal grants also provide professional development funds. The AAUP-CBA, department by-laws, and Senate guidelines collectively define faculty responsibilities as well as their recruitment, appointment, evaluation, promotion, and grievance processes. In addition, these documents clearly outline obligations to act responsibly and ethically. Faculty assignments allow sufficient time for meaningful engagement in classroom instruction, advising, office hours, creative activity/scholarship, and productive service. An additional tool that provides flexibility in the distribution of time and assignments is discretionary reassigned time that supports faculty activities

consistent with the University's mission. Academic freedom is also guaranteed by the contract.

The CBA outlines the evaluation process for renewal, tenure, promotion, and post-tenure professional assessment for all Faculty and Administrative Faculty. Faculty receive constructive feedback on their teaching, creative activity, and service through a formal annual review process prior to tenure and every sixth year after tenure. Faculty scholarly activity expectations are defined for each academic department and posted on the **Senate** website. Periodically updated, these guidelines define field-specific currency and have been approved by the department, Academic Affairs, and the AAUP. Per the AAUP-CBA, nearly $2.8M in funding for FY2023 was available to Faculty for professional development, research grants, and curriculum-related activities. Additionally, tenured Faculty are eligible to apply to take sabbatical leave; in a typical semester, approximately a dozen Faculty are granted sabbaticals.

CCSU students are taught and supported by appropriately credentialed personnel, and AAUP-CBA stipulates the minimum credentials needed for appointment. Higher ranks, beginning at the assistant professor level, librarian, or counselor must hold an appropriate terminal degree or meet minimum educational, licensure, and experiential requirements. The **Center for Teaching and Innovation**, staffed by full-time professionals, maintains professional development and instructional support to ensure Faculty are current in pedagogical advancements. The **Learning Center**, the **Writing Center**, and **advising centers** support and supplement Faculty efforts to educate Central's student body. Tutors in the Learning Center participate in a certification program offered by the College Reading and Learning Association. Writing Center tutors are trained through a required tutoring of writing course and regular professional development. In addition, the OIRA routinely collects data related to student success, such as

student surveys, GPA analyses, and assessment of student learning (see Standard Eight), and the information is disseminated and posted to appropriate audiences.

All academic programs undergo an external peer review on a regular cycle either through a national accrediting body (about one-half of programs) or the Program Review process (Standard Two). These processes also ensure course content is current, flagging potential concerns and highlighting distinguishing characteristics. Keeping the SP2030 and the University's mission in mind, the self-study and reviewer's recommendation speak to the program's success with student learning and resource sufficiency in relation to current and anticipated needs.

**TEACHING AND LEARNING** –Through ongoing professional development and Center for Teaching and Innovation support for online and hybrid instruction, Faculty remain current in their discipline and instructional pedagogy. Deans and department chairs ensure a mix of modalities and course offerings, so that instruction is appropriate for CCSU's students. Analyses of courses taught between Fall 2017 and Spring 2021 revealed that there was no discernable difference between the average grades earned in a course (course GPA) or the rate at which students earned a D, F, or withdrew when the data were compared either by modality or by semesters leading up to the pandemic (primarily on-ground instruction), or after the pandemic began (largely online instruction).

CCSU provides extensive programs, support, and funding to enhance the quality of teaching and learning, including opportunities to engage with novel pedagogies with the highest level of design and technological support. For example, the new XR lab (Virtual Reality, Mixed Reality, and Augmented Reality), which helps Faculty explore new pedagogies, is the first of its kind in Connecticut. And the number of students benefiting

from this technology has grown quickly. By Spring 2023, augmented reality had been embedded into 22 courses. Now, nursing students routinely use simulated instruction that has drawn the attention of **local news media**. Central also supports the development of pedagogy through internal grant programs. Instructional effectiveness is monitored through evaluation processes and assessment reporting for the AAC. When feasible, multiple sections of the same course are distributed amongst different faculty; however, where specialization is important, one faculty member may teach multiple sections. Still, the number of Faculty diverse in teaching style and perspective is sufficient to ensure that students are exposed to a range of ideas and content.



Central continues to monitor its progress with advising. In August 2019, Central hosted a Retention Summit with nearly 50 attendees, 14 of which were advisors or served on the Committee for Academic Advising. The summit led to the creation of a workgroup to review advising and explore dual advising models. The outcome was a dual advising model where admitted undergraduate students are assigned both a professional and faculty advisor. Knowing that student needs change, the initial primary advisor for a student is a 12-month full-time professional advisor who can advise and/or direct students to needed resources, and the secondary advisor is a faculty member. As students advance, these roles shift to better serve students in upper-level courses and prepare them for post-graduation options. To ensure quality, communication is encouraged between professional and faculty advisors. The 2017 National Survey of Student Engagement (NSSE) Advising Module indicated that

freshmen at CCSU were significantly much less engaged with advisors than students from other public, 4-year institutions (**10 of 11 questions**, 91 percent). The **2021 NSSE Advising Module** results indicate that CCSU freshmen are now just as engaged, if not more, and suggest the new advising model is effective. Senior students show a similar trend. Assuring quality advising will continue to be a priority at Central and is incorporated into five different Objectives that support Goals 1, 2, and 3 and are assessed in Metric 5 of Goal 1 in the SP2030.

Faculty research/creative activity is the second most weighted category in the Faculty review processes. As Faculty engage in scholarship, research, and creative activities, they can apply for a variety of internal grants, including AAUP Research Grants, Conference and Workshop Travel Funds, Faculty-Student Research, Faculty Development, and Research Reassigned Time. Since 2021, the President has provided additional funds to support pedagogical initiatives aligned with SP2030. These initiatives support the work that Faculty have already been doing to engage students in research both in and outside the classroom. While requirements vary by major, many degree programs require student research. The breadth and scope of undergraduate and graduate research can be found **here**. This research is aligned with policies governing research on **humans** and **animals**, which are communicated through Academic Affairs and available on the website.

## STANDARD SEVEN: INSTITUTIONAL RESOURCES

Central continues to be mindful of institutional resources and, through careful contingency planning, has met the challenges of the past few years through enhanced student recruitment, vigorous private-sector fundraising, and a dedicated commitment to fiscal responsibility.

**HUMAN RESOURCES** – To support its Mission and strategic objectives, Central employs 876 full- and 527 part-time employees (Data Form 7.1). The employee to student ratio is roughly 7:1, which is consistent with peer institutions. To ensure employees are appropriately qualified, all are required to meet educational and/or expertise requirements as specified in position descriptions and/or the CBAs. While CCSU is more diverse than it was in 2018, faculty and staff do not yet mirror the diversity of the student body. Progress toward meeting these diversity goals is measured in Goal 1, Metric 1 of the SP2030. An external review of HR indicated that CCSU should redesign the recruitment and hiring process and transform its professional development services. The institution is currently working to implement these recommendations.

CCSU employees are represented by seven **unions**; the remainder are designated as Management/Confidential Professional. Unionized employees are members of the State Employees Bargaining Agent Coalition, which negotiates and ensures fringe benefits, employment conditions, and protections. Terms and conditions for employment, including compensation, personnel evaluations, merit-based qualifications, and performance management, are stipulated in and governed by respective **CBAs** and related HR **policies**, all of which are available on the website. CCSU strives to compensate its employees in line with peer institutions via benchmark salary surveys and in accordance with CBAs. As a result, Central's compensation package is competitive, merit-based, and reflective of market trends.

**FINANCIAL RESOURCES** –Central has a robust budget process that emphasizes a conservative balanced budget approach; allocations reflect judgment of the best fiscal course to meet the Mission of the University. Central remains flexible in addressing budgetary challenges through contingency plans coupled with non-critical

position vacancies. For instance, the pandemic caused Central to pivot to remote learning in March 2020. In alignment with its Mission, Central reprioritized funding to student support and isolated expenses directly related to COVID-19. Soon after, the CSCU System Office issued guidance allowing Central to refund the unused Spring 2020 portion of student room and board charges. Ultimately, federal CARES Act funds supplemented these refunds along with COVID-related expenses.

The University continues to complete annual analyses at key points to project shortfalls and develop contingency plans. In FY2021, for instance, Central experienced unprecedented revenue declines due to reduced enrollment and housing occupancy. To balance the budget, CCSU implemented multiple permanent reductions totaling $13.1M and eliminated 46 full-time non-critical, vacant positions. The budget reduction, combined with an infusion of one-time Institutional & Supplemental Federal HEERF funding, allowed Central to increase reserves by $23.7M between FY2020 and FY2022.

CCSU maintains fiscal stability despite enrollments not yet rebounding to pre-pandemic levels and state appropriations not keeping up with cost drivers such as **fringe benefits**, which increased by 24 percent. In FY2022, the State provided approximately 45 percent of Central's revenue through a State Appropriation and Fringe Recovery budget process, which included $4.7M of the one-time American Rescue Plan Act deficiency funding. The institution shouldered the remaining 55 percent. Despite these challenges, Central maintains a balanced budget.

In accordance with **C.G.S Section 10a** and its **bylaws**, the BOR has authority and autonomy in budget and finance matters. As part of the State's budget process, the BOR approves the institution's biennial budget requests, mid-year adjustments, and tuition and fees for the University. The State Legislature appropriates general fund dollars to

the CSUs, and appropriations are apportioned to each of the CSUs based on the BOR-approved general fund allocation methodology. In addition, CCSU submits an annual spending plan (operating budget), with a mid-year update, to the BOR for approval. The spending plan differs from the audited financial statements in that construction is not included. Central had an unrestricted reserve balance of $58.8 million as of June 30, 2022 (as noted in the **CSU Audited Financial Statements**) and allocated more than 50 percent of its **resources** in FY2022 to education-related expenses (academic affairs, academic support and student services; **see Historical IPEDS Expenses by Program**). The education-related expenses per full-time-equivalent enrolled student increased 30 percent between FY2018 ($14,204) and FY2022 ($18,507). In keeping with CCSU's other fiscal policies, FinAid annually reviews and adjusts its policies to ensure proper student support of incoming and continuing students. With support from the CCSU Foundation, Central has expanded financial aid resources. Since Fall 2018, the percentage of undergraduate students awarded financial aid has increased from 59 to 67 percent (see SP2030 Progress Report, Goal 5, Metric 2).

Central maintains financial integrity and fiduciary responsibility by adhering to Federal, State and regulatory requirements. The CBCO, whose primary role is to advocate for the University, is responsible for managing and overseeing Central's financial resources and all traditional financial functions as shown in the **Fiscal Affairs Organizational Chart**. The CBCO is a member of ExCom and reports directly to the President. Reporting to the CBCO, the Controller manages a team well-qualified for financial accounting, reporting, and auditing. In accordance with State Comptroller requirements, the CBCO and President sign off on a suite of **Annual Internal Control Questionnaires**. These analyses provide a foundation for decision making and risk assessment/management. The results are available to the State Auditors of Public Accounts

(APA). These data inform the spending plan, which proposes expenditures to meet current service cost increases and budget impacts for new and expanded programs. The responsibility for all controllable costs, including faculty and staff positions, is assigned to ExCom members. To improve transparency, **Historical Expenditure Information** by department is available on the website.

As described in Standard Two, ExCom members submit budget proposals to the UPBC that align with the SP2030 or other University priorities. The UPBC budget review **process** includes solicitation of feedback from across all divisions of the campus community; this informs deliberations and recommendations to the President and IPC for consideration. These considerations are placed in conversation with the contingency planning described above as well as the President's reallocation of resources to meet budget reductions. These are the tools CCSU uses to address operating shortfalls, consistent with Goal 5 Objective 2 of the SP2030.

By cultivating an entrepreneurial culture in support of academic excellence, Central strives to increase revenue (SP2030 Goal 5 Objective 1). To ensure that academic program development or modification is done thoughtfully, CCSU adopted the **Integrated Planning Pathway**, developed by the IPC, to establish a transparent, integrated process for review and evaluation of campus proposals. This process ensures that new programs or proposals are evaluated with respect to facilities and technological needs, budgetary impact, and compatibility (or lack of) with other academic programs. Once academic programs have been approved, Central follows the BOR **Academic Programs Proposals and Approval Process**.

The University posts closing entries and provides supplementary data and schedules to external auditors and the BOR for the creation of the consolidated **CSU System audited financial statements**. Central's financial records, examined by the APA, are available. The President and CBCO execute CCSU's management report letters for the APA audits. The BOR Audit Committee reviews the audited financial statements and APA audits, providing procedural oversight limiting the number of audit issues. Finally, the **Office of State Ethics** requires that state contracts in excess of $500,000 comply with the state ethics laws.

The **CCSU Foundation**, Inc., a non-profit organization governed by an independent board of directors, raises funds for CCSU's educational programs and research through private contributions. In 2022, the CCSU Foundation and Central updated their operating agreement and codified operational policies and procedures to govern the organization. These include charters for all Board subcommittees, the updating of memorandums of understanding (which provide funds or funding by ensuring compliance with the **Uniform Prudent Management of Institutional Funds Act**), and policies and procedures for social giving or "crowdsourced gifts." The CCSU Foundation's successful communication efforts include literature about the importance of private gifts to a tax-supported institution followed by prompt acknowledgement of every donor gift. The CCSU Foundation employs independent certified public accountants and external auditors to conduct an **annual audit** available to the public, which can also access their most recent **Form 990 tax return**. The highest priorities for fundraising include scholarships for students as well as support for academic development, the library, and intercollegiate athletics (SP2030 Goals 2 and 5). Central's fundraising efforts have enabled the CCSU Foundation to increase student scholarship support to over $2.8 million in FY2022, an increase by more than 100 percent since the previous self-study. CCSU continues to grow an endowment now valued at $91 million (March 2023).

CCSU abides by the publicly available BOR **budget policies and resolutions**, **with its fiscal policies** readily available online, including **purchasing**, **travel**, or other transactions. The University maintains financial integrity and fiduciary responsibility by adhering to federal and state regulations and requirements. It identifies opportunities for improvement by examining the Annual Internal Control Questionnaire, Independent Third-Party APA Audits, and periodic review of processes and procedures. The Controller manages a team for financial accounting, reporting, and auditing, which monitors and reconciles cash and appropriation ledgers to ensure the University can meet its obligations.

**INFORMATION, PHYSICAL, AND TECHNOLOGICAL RESOURCES** – Central's resources are sufficient and appropriate to meet its mission and delivery of academic programs. Since the 2018 report, CCSU finished several large-scale renovations and additions, ensuring that campus facilities either meet or exceed requirements of the Americans with Disabilities Act and the sustainability standards set per Connecticut High Performance Building Standards. Further technological delivery and use has been enhanced through the new Applied Innovation Hub, which serves several engineering programs with laboratories dedicated to electrical simulation, electronic circuitry, cybersecurity, networking, and the new **XR Lab**.

In support of its Mission, Central has committed to extensive expansion of information technology resources. CCSU initiated an $8.9M upgrade to its network infrastructure in 2022 to increase, update, and replace 2,000 devices on campus. To ensure that academics are well supported, the network interconnects buildings, classrooms, and end-user devices and serves as an aggregation point between newer campus services and devices, including IP-based security cameras, code-blue phones, electronic door locks, and HVAC systems. In 2020, Central hired its first Deputy CIO & Chief Information Security Officer to maintain cyber security and compliance on campus. The institution continues to abide by CSCU System Office policies to guide cybersecurity standards and compliance. In addition, Central has executed several improvements to campus-based cybersecurity implementation and completes annual disaster recovery tests and penetration tests.

Central has processes in place to ensure operational and technological safety and continues to reduce and control hazardous waste. The **Office of Environmental Health and Safety** works with the campus community on waste reduction and education, compliance with state and federal regulations, and environmental sustainability. In addition, Central's Police Department is focused on ensuring health, safety, and a stable work and learning environment. Central's results from the **SSI survey** regarding campus safety (question 3) confirms that students feel safer at CCSU (5.92) than they did in 2019 (5.75) or 2015 (5.66).

The Elihu Burritt Library continues to evolve from a primarily print-oriented facility to including more online resources. Library users have access to over 123,000 academic e-journals and magazines, over 90 research databases, nearly 300,000 eBooks, and streaming video services from Kanopy. Electronic resources are remotely available 24 hours a day. In addition, Library staff use chat reference and

> **Central's results from the SSI survey regarding campus safety (question 3) confirms that students feel safer at CCSU (5.92) than they did in 2019 (5.75) or 2015 (5.66).**

consultation services to support the campus community.

## STANDARD NINE: INTEGRITY, TRANSPARENCY, and PUBLIC DISCLOSURE

**INTEGRITY** – CCSU maintains integrity and transparency in support of its Mission and high ethical standards. Central commits to its Core Values, which include accountability, equity, integrity, and responsibility. As a result, members of the campus community are expected to act responsibly, ethically, and with integrity in all matters from the academic to non-academic, expectations which are embedded in the SP2030 and clearly defined in policies and procedures posted across appropriate websites (e.g., **CSCU**, **OEI**, and **HR**), s**tudent** and **faculty** handbooks, and CBAs. These resources provide guidelines for the resolution of grievances and discrimination claims, and the U**niversity Counsel's** website clarifies policies and resources regarding ethics and compliance. Central rigorously adheres to all Federal and State laws, such as the Family Educational Rights and Privacy Act of 1974 (FERPA) and Title IX. Collectively, these policies and procedures ensure fair and equitable application of standards.

All University dealings with external constituencies are governed by contracts such as the **CSCU Procurement Manual** (issued by the State Attorney General) that include core principles such as nondiscrimination and adherence to student privacy rights. Internally, appropriate policies and procedures are in effect and periodically reviewed concerning matters such as intellectual property rights, conflicts of interest, privacy rights, and fairness toward students, faculty, and staff. The institution's educational policies and procedures are designed to be equitably applied to all students, and this intentional design is expressed clearly through the **Office of Student Rights & Responsibilities** and

**Academic Integrity policies**.

Policies and practices are developed and enforced through regular attention to shifting campus needs and campus culture. To establish a clearer understanding of campus needs and culture, the President and Senate schedule two open forums each semester during which ExCom, academic deans, faculty, staff, and students exchange ideas and inquire about significant issues. In 2018, in an effort to improve campus culture and prioritize integrity, CCSU established a culture **task force**, which developed an **Action Plan to Change CCSU Campus Culture**. The University hired a consultant, developed a **training strategy**, and worked to improve transparency across the institution. Central continues to monitor the **Campus Climate** and administer surveys to **faculty**, **staff** and **students** to better understand needs and prioritize specific efforts. Dedicated to improving the campus climate, the President periodically **communicates updates** for the campus community.

Central builds on integrity through a commitment to the free pursuit and dissemination of knowledge that adheres to the **Code of Conduct for the CSCU System**. Academic freedom is prominently discussed in the AAUP and SUOAF CBAs, and the Senate's **Academic Freedom Committee** promotes awareness of this concept.

As a public institution of higher education, CCSU is governed in its administration and operation by the **Connecticut General Statutes**, which established the authority of the CSCU System and BOR to grant degrees. In accordance with state and **federal** laws and its **policy** on affirmative action, Central is committed to providing a safe and nondiscriminatory environment for employment and educational purposes. **Policies** exist to guide **hiring** and the **recruitment and admission** of students while the **CBAs** provide integrity to the employee evaluation process. Further, the Senate **Equity, Justice, and Inclusion Committee** encourages

accountability by advising, recommending, and instructing on curricular enhancements designed to foster respect for all people.

CCSU has policies and procedures to ensure that programs, operations, and responsibilities are managed with honesty and integrity. The **Office of Grants and Funded Research** oversees the integrity of the financial aspects of research. Central's **Institutional Review Board** ensures the protection of human research subjects while the **Institutional Animal Care and Use Council** upholds ethical and humane treatment of animals.

Central sponsors many outreach activities that are open to the community and the public, providing there is a university sponsor. These events are administered through the sponsoring department and approved by the respective division; the **Central Reservations Office** manages all such events and ensures events are appropriate and supportive of the institution's Mission.

Central has and will continue to comply with all policies and Standards set by NECHE as well as the Core Values it has committed to during its strategic planning process, including Equity, Integrity, and Excellence. CCSU submits an annual report to NECHE, which facilitates the monitoring of its accreditation and fiscal health between site evaluations, and in 2020 submitted its Progress Report as requested. Since 2018, Central has not experienced any adverse events and no substantive changes are planned at this time.

**TRANSPARENCY AND PUBLIC DISCLOSURE** – CCSU makes available a wealth of public information that assists prospective students and offers transparency to the campus and the community about the University's Mission, Vision, Core Values and status as a public institution. These details are accessible from the **About Central** section of the website and include links to CCSU's **Leadership Team**, which is comprised of ExCom members and academic deans. Additional links facilitate further descriptions of the **Connecticut Board of Regents for Higher Education**, the **Institutional Profile** and campus setting, the **SP2030**, and **Fast Facts**, which contain information about the size and characteristics of Central's student body as well as cost of attendance. Central's **Current Accreditation** status with NECHE is also on the About CCSU page.



Central maintains public transparency regarding data collection and assessment as well. The **OIRA** website contains an abundance of data, with reports that have been vetted for accuracy. This comprehensive compilation of reports presents aggregated data; for instance, the **Fact Book** includes information on admissions, graduation and retention rates, enrollment, employees, and completions. Central's **Consumer Information & Required Disclosures** page provides detailed information and resource links, including a listing of current **academic programs** by modality, financial assistance information, **net price calculator**, **price of attendance** (both full- and part-time tuition and fees), updated **student loan debt** and **default rates**, **refund policies**, **retention** and **graduation rates**, **post-graduation employment salaries**, and **further study after graduation**. Additional information on financing and **paying** for college, including **payment plans**, is available on the **Financial Aid** and **Bursar** websites. Students can search for specific **programs of study**; they can also explore options for **fully online** programs.

The **Blanket of Support** page provides transparent access to more than 30 student support services focused on academic support, career and job opportunities, health and wellness, and other resources. Students can find co-curricular opportunities through the Student Life drop-down menu on the top banner of the CCSU website. These pages describe available resources, note the physical location of services, and highlight virtual or online availability of services. Additionally, the university has implemented a virtual "Ask Kizer" (the Blue Devil mascot) chatbot for general university questions as well as a virtual "Ask a Librarian" service connecting students with a reference librarian.

The academic **catalog** contains institutional descriptions consistent with our mission and provides accessible, transparent articulations of student and University obligations, including Academic Policies and Requirements. The catalog, published annually, identifies approved academic programs, with respective academic policies and requirements for all degrees and certificates. Separate sections in the catalog include **programs and requirements**, **courses**, **length of study** (in credits), **Undergraduate Policies & Requirements** and **Graduate Policies & Requirements**. **Online course schedules** reflect accurate course offerings from Banner for each semester or intersession.

Catalog archives are electronically available on the website (beginning in 1990) and in the Office of the Registrar, OIRA, and the Library. The catalog also notes active programs in **temporary suspension** or closed for admission. Curriculum Committee **Bylaw**s require an annual review of courses that have not been taught in three years; courses not archived are noted in the catalog as being infrequently taught.

Each academic program includes a brief description on its **webpage** as well as program-specific learning outcomes, which articulate what students should learn and be able to do by the time they graduate.

Program pages include links to faculty associated with the program, the curriculum, admission requirements, and tuition and fees. Student success in each academic program is presented on the **assessment** website. The results of Faculty assessment of student learning in each program are available in program **assessment reports**, while student mastery of GenEd learning outcomes are presented in **individual reports** by learning outcome and accessible from the Consumer Information page. Licensure pass rates for programs such as **Nursing** and the **Doctor of Nurse Anesthesia Practice** are posted on departmental webpages. The CCSU **Council for the Accreditation of Educator Preparation** website contains the most recent reports on employer satisfaction, candidate competency results, and employment results.

The **Office of Institutional Marketing** (OIM) maintains Central's comprehensive website to for transparent, public access to current and accurate information about the University. By implementing the **Website Design/Development Guide** and working with frontline offices, such as the Registrar and Recruitment and Admissions, OIM provides a consistent, reliable user experience. Together, the frontline offices and OIM continually monitor and adjust the accessibility of critical information. To help ensure site accuracy, the OIM uses RESTful API, which allows the exchange of content, such as course listings or program requirements, to translate directly from the **catalog** to the website or other publications. As part of standard operating procedures, the OIM annually audits the CCSU website to ensure correct and accurate content is presented and used in publications and that outdated content is identified and archived.

The CCSU website provides considerable information to the public about **undergraduate** and **graduate** admissions, transfer **credit equivalencies** and **articulation agreements**, **employment**, **grading**, and **assessment**. Admissions and other staff are also available to provide in-depth responses to

additional information requests. Through the **Office of Student Rights and Responsibilities**, students can access the BOR **Student Code of Conduct** and the **student handbook**, which contains regulations for student appeals, complaint procedures, and student resources. The Registrar maintains **advising and registration procedures**, registration policies for **undergraduate** and **graduate** students, and **withdrawal policies**. In addition, the website highlights educational opportunities, such as transition programs through **Pre-Collegiate and Access Services** as well as study abroad opportunities through the **Center for International Education**. A complete **directory** of faculty and staff is also available. Faculty information includes degree(s) earned, the institution awarding the degree(s), and departmental affiliation. While the University maintains and distributes an internal list of those on sabbatical leave each year, it is not easily accessible to the public, as the University does not publicly report faculty on medical or any other forms of leave.

The **University Counsel** maintains a webpage devoted to transparent explanation of the Freedom of Information Act and guidance about requesting publicly available information from the University. The OIRA homepage contains links to data policies and contact information for public queries about reports. Central posts several years of **expenditure information**, **audited financial statements**, and several audit reports produced by the APA. Audited financial statements for the **CCSU Foundation**, Inc. are also publicly available. Central does not have contractual agreements where individuals act on behalf of the institution for the purposes of recruiting, admissions, or program management.

## STANDARD EIGHT: REFLECTIVE ESSAY ON EDUCATIONAL EFFECTIVENESS

Central believes that education is an effective vehicle for social mobility. As a result, CCSU is dedicated to graduating critical thinkers and effective communicators who can understand and apply quantitative information as well as engage with meaning and purpose with their communities. The foundation of a Central education is a solid core of general education outcomes, which are monitored in the SP2030. The SP2030 serves as Central's roadmap to improving student success and fulfilling its mission. Goals 1 and 2 of the SP2030 center around enhancing academic excellence, preparing graduates at all levels to succeed, and ensuring student success. CCSU helps students develop strong educational foundations in the liberal arts, creates a student-centered environment, fosters experiential learning, ensures that programs are current, innovative and forward-looking, and recognizes the centrality of Faculty to student success. Central measures student success through outcomes-based assessment, retention and graduation rates, and surveys administered to current and former students. Where possible, benchmark information contextualizes these results. Much of this activity is embedded in the SP2030, and a few of these data elements are incorporated in the SP2030 Progress Report. By hiring an Assessment Coordinator who oversees these areas, Central maintains a firm commitment to student success and has expanded its ability to monitor and evaluate the effectiveness of direct and indirect assessments.

### ASSESSMENT OF STUDENT LEARNING

**GENERAL EDUCATION** – Central continues to strengthen its assessment of GenEd. In January 2021, CCSU received a $150K grant from the Davis Educational Foundation (DEF) to expand its **Senate** approved GenEd assessment model and increase

campus-wide assessment from five to 10 GenEd learning outcomes. As previously stated in Standard 4, these include Aesthetic Knowledge (AK), Civic Engagement (CE), Critical Thinking (CT), Ethical Dimensions (ED), Historical Understanding (HU), Information Literacy (IL), Oral Communication (OC), Quantitative Reasoning (QR), Scientific Reasoning (SR), and Written Communication (WC).

GenEd outcomes are assessed using student artifacts collected from graded assignments specifically aligned with a GenEd rubric. Artifacts from all students completing the assignment are collected, but the primary focus is on work from freshmen (students with 25 credits or fewer) and seniors due to the high volume of work produced. Critical elements of the DEF grant included broadening Faculty participation in GenEd outcomes assessment, developing Faculty-approved rubrics for the five outcomes that had not been aligned to the model, hosting Faculty-led workshops to ensure full alignment of assignments with rubrics, and conducting Faculty-led assessment scoring retreats. An essential feature of the DEF grant was to facilitate an increased emphasis on aligning assignments with a rubric. Without this critical step, the resulting information would not be as meaningful.

At the start of the grant, Central had Faculty-approved rubrics for the following GenEd outcomes: WC, CT, QR, CE, and IL. The remaining outcomes—SR, ED, HU, OC, and AK—had not been assessed using a common rubric. To rectify this, five interdisciplinary Faculty teams were charged with developing outcome-specific rubrics, all of which have been completed and tested. During the testing phase, it was clear that SR needed significant modification, and the revised rubric will be tested in Fall 2023.

To date, more than 125 full-time Faculty have been involved in this initiative. Assignment-alignment workshops have been held for each **rubric**, resulting in 134 rubric-aligned assignments that serve as exemplars. Two scoring retreats have covered assessment of nine of the 10 outcomes. In the first two years of the grant, 2,451 artifacts from aligned assignments were collected from undergraduate students (freshmen through seniors). To date, Faculty have scored 1,135 freshmen and senior level artifacts across nine of the 10 outcomes. An important aspect of this initiative is broad representation of student work from across the University's 66 undergraduate academic programs. As shown in Table 4, six of nine outcomes (AK, CT, IL, OC, QR, and WC) were represented by at least one-third of Central's undergraduate majors.

Assessment scoring retreats are the penultimate step in this initiative. In alignment with best practices, each retreat begins with a norming session to ensure Faculty working on the same outcome consistently interpret the rubric dimensions and standards, which improves interrater reliability. To further control for scoring differences or biases, each artifact is scored by two Faculty, and no Faculty member can score work they have previously graded as the instructor.

*Table 4 Number of Academic Programs Represented by Learning Outcome and Number of Artifacts Collected and Scored*

| Learning Outcome | Majors Represented | | Artifacts Collected & Scored |
|---|---|---|---|
| | (N) | (%) | (N) |
| Aesthetic Knowledge (AK) | 23 | 34% | 70 |
| Civic Engagement (CE) | 15 | 22% | 100 |
| Critical Thinking (CT) | 30 | 44% | 159 |
| Ethical Dimensions (ED) | 18 | 26% | 147 |
| Historical Understanding (HU) | 14 | 21% | 66 |
| Information Literacy (IL) | 25 | 37% | 97 |
| Oral Communication (OC) | 27 | 40% | 100 |
| Quantitative Reasoning (QR) | 31 | 46% | 170 |
| Scientific Reasoning (SR) | n/a | n/a | n/a |
| Written Communication (WC) | 24 | 35% | 226 |

The first assessment retreat resulting from DEF work consisted of five Faculty teams scoring CT, ED, IL, QR, or WC. This marked the first time Central held an assessment retreat using artifacts from assignments that had been rigorously aligned with the rubrics. Results from the retreat show that seniors scored higher than freshmen students in all assessed outcomes (Figure 1). The differential between seniors and freshmen ranged from 0.2 points for WC to a high of 0.5 points for IL. Both freshmen students and seniors scored highest on WC and lowest on IL. Each rubric contains several dimensions that provide deeper insight to student learning. For example, in Figure 2, results for QR show that seniors scored higher than freshmen across all dimensions. The highest scoring dimension for seniors was Interpretation, with a score of 2.9. Interpretation also has the largest differential (0.6 points) between freshmen and seniors. Assumptions was the lowest scoring dimension for freshmen and seniors; still, seniors scored 0.5 points higher than freshmen. Seniors had the least gain over freshmen students in the dimensions of Representation (0.1 points) and Calculation (0.2 points).
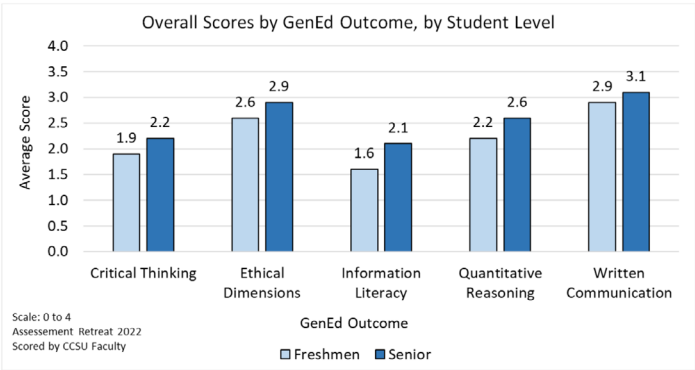


Figure 1 Average Scores for Five General Education Outcomes
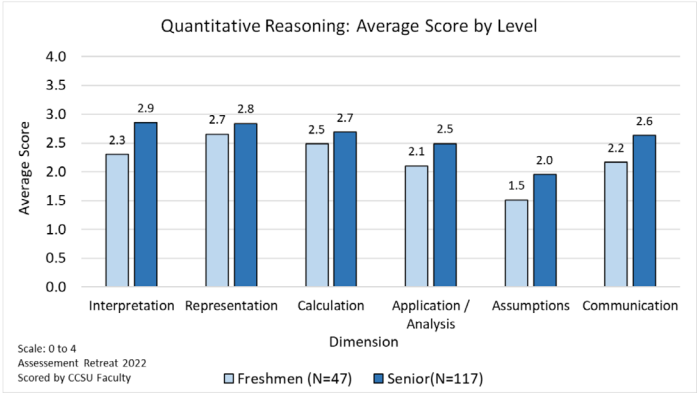


Figure 2 Average Score for Each Dimension of Quantitative Reasoning, by Student Level

In Spring 2023, Faculty were presented with summaries for each of the five outcomes scored at the first assessment retreat. The reports also included results disaggregated by gender and race/ethnicity. Going forward, and where appropriate, data will be disaggregated by Pell grant status, first-generation status, and incoming student type (transfer vs first-time). In response to these data, Faculty have considered setting a goal for senior level students to score 0.5 points higher than freshmen students. Detailed **reports** for each outcome are available on the OIRA website and via a link on the Consumer Information page. These data are also used to measure progress with the SP2030, specifically Goal 1, Metric 3, and reflect what students gain from a Central education.

Since the introduction of this GenEd model, Central has set the goal of participating in the VALUE Scoring Collaborative (VALUE Institute), an

American Association of Colleges and Universities (AAC&U) initiative, where experienced Faculty scorers from across the U.S. are recruited to assess student artifacts. To accomplish this, CCSU has purposefully employed the same rubrics used by the VALUE Institute for scoring CE, CT, QR, and WC. Participating in the VALUE Institute allows for an external perspective; additionally, Central can perceive how students compare nationally and provides information on whether students are attaining satisfactory levels of achievement. In 2022, CCSU submitted rubric-aligned artifacts for CT, WC, QR, and CE to the VALUE Institute. The results show that, Central students, in comparison to the national average, scored about the same for CT (2.24 and 2.29, respectively) and WC (2.93 and 2.86, respectively) while scores for CE were a little higher for Central students (2.41 and 2.23, respectively). QR results are still pending (Figures 3, 4, and 5). These data provide direct evidence that CCSU students are receiving a quality education: they think critically about information and effectively communicate their ideas.
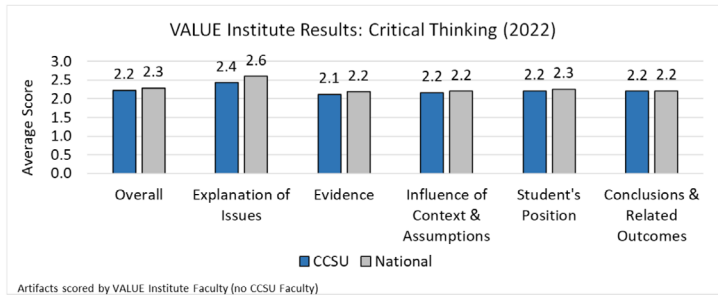


*Figure 3 Results from VALUE Institute, Critical Thinking: Comparison of CCSU to National Average*
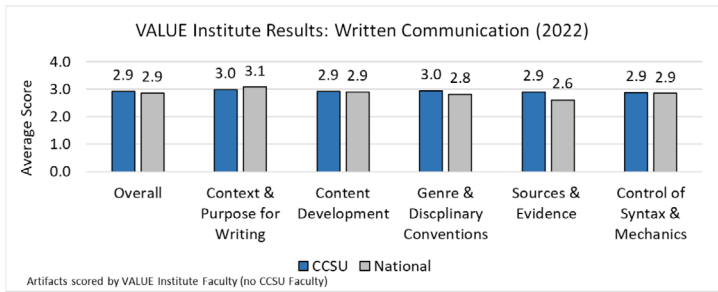


*Figure 4 Results from VALUE Institute, Written Communication: Comparison of CCSU to National Average*
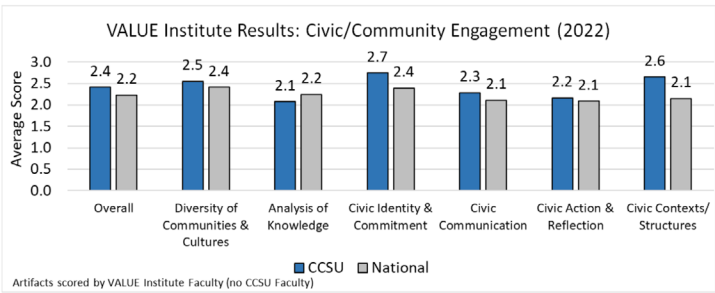


*Figure 5 Results from VALUE Institute, Civic/Community Engagement: Comparison of CCSU to National Average*

One of the more critical steps in Central's GenEd assessment model is ensuring the alignment of assignments to their intended rubric. Prior to the DEF grant, CCSU relied on Faculty to evaluate how well an assignment aligned with a given rubric. During scoring retreats, Faculty began to recognize the ways in which assignments were not aligned well enough to be accurately scored. Therefore, one goal of the DEF grant was to institutionalize the idea of assignment-alignment collaborations among Faculty. There have been two interesting developments related to the assignment-alignment work. First, several Faculty have observed that this process has significantly improved the clarity of their assignments. Students have demonstrated a clearer understanding of the assignment expectations and are performing better on these assignments. The second finding comes from the VALUE Institute: Central's artifacts are more scorable than artifacts from other institutions (i.e., there were fewer instances in which VALUE Institute Faculty identified an artifact or dimension as not scorable: personal communication with Dr. McConnell, AAC&U). This feedback provides evidence that assignment-alignment workshops are effective while boosting Faculty confidence in the results.

Central will continue to host assignment-alignment workshops to further institutionalize this important step. These workshops contribute to the creation of a library of assignments that Faculty can use as exemplars, ensuring sufficient artifacts for scoring retreats. These actions should generate a more sustainable assessment of GenEd learning outcomes

that is scalable across disciplines. Further, as Faculty become more experienced at GenEd assignment-alignment, program-level assessments should be positively impacted. In addition to ensuring the assessment activities yield quality results that are actionable, findings are communicated to all Faculty. Participating Faculty receive individualized reports (scores from their courses), while the AAC members and Senate receive summarized reports available on the OIRA website. Beginning in AY2023-24, department chairs will receive a copy of each outcome report, and OIRA will work with the Deans to integrate this information into Council of Chairs meetings. Lastly, CCSU plans to participate in the VALUE Institute every three to four years as this will help provide context for our results.

**ACADEMIC PROGRAM** – At Central, all undergraduate and graduate academic programs are required to have learning outcomes (see E-Series), which are published in the Catalog and on each **program's** website. The academic **assessment policy**, developed by Faculty and approved by the Senate, requires each program to identify measures for assessing student progress in achievement of its outcomes. Progress in assessment is monitored by the **AAC**, a Standing Committee of the Faculty. The AAC provides feedback about academic program assessment and assists in coordinating the overall GenEd assessment program.

While Faculty in academic programs are responsible for designing outcomes and identifying measures of student learning relevant to their fields, the internal peer review portion of the assessment policy requires academic departments to report program assessment activities using a common template developed by the AAC. The AAC uses a

> **The AAC scores each full report and provides constructive feedback to the program Faculty.**

multifaceted rubric to evaluate each report. The **rubric** contains four sections, each with specific dimensions. The first section, Learning Outcomes, has four dimensions that are used to determine if the program's learning outcomes are well written, discrete, verb-driven, and describe what a student should know or be able to do by graduation. The second section reviews the completeness and relevance of collected data (Data) and uses eight dimensions from evaluating the completeness of collected data to a strong connection between the data and the learning outcome. The third section, Analysis, considers whether a thorough data analysis was conducted, if the analysis was appropriate (i.e., the conclusions aligned with the results), and if strengths and areas for improvement were identified. Lastly, the Use of Results section assesses reported plans to use the data to implement program improvements, how results from prior years were used, and whether Faculty plan to modify assessment efforts. Each dimension is scored on a zero to three-point scale where zero is *No Information*, a score of one equates to *Does Not Meet Expectations*, a score of two is *Meets Expectations*, and a score of three corresponds to Exceeds Expectations. The AAC scores each full report and provides constructive feedback to the program Faculty.

The **AAC reporting cycle** is aligned with the external APR Policy cycle (see Standard Two). Accordingly, a full assessment report is due every fifth year and culminates with a summary report in the year of the external program review (either by an accrediting agency or as part of the APR process). Interim reports are due in the intervening years. The staggered reporting schedule is organized so that 20 to 25 percent of programs complete a full report

every year. All assessment reports are due each fall and describe the assessment activities of the prior academic year. The AAC feedback on full reports is used to inform the APR self-study. In 2020, the AAC modified its feedback process to include an in-depth conversation with program Faculty, in addition to the standard feedback letter, which allowed for additional clarification. This modification has been well received, and Faculty leave the meeting with a greater understanding of what processes are working well and what may need improvement.

At CCSU, many certificate programs are "embedded" within degree programs, meaning that the required coursework and learning outcomes are a subset of the requirements in the related degree program. In these cases, the certificate program does not need to be assessed independently of the degree program. This policy has been in place since 2015-16.

While Central has a robust assessment process in place, compliance is not always perfect. Prior to the pandemic, compliance with submitting assessment reports was typically in the low-to-mid 80 percent range. When the pandemic hit, Faculty had to quickly transition from mostly on-ground to online learning, and compliance dropped significantly. However, compliance for reports due in Fall 2021 (covering student assessments in AY2021) rebounded to 81 percent. More impressively, 97 percent of programs submitted assessment reports due in Fall 2022 (covering student assessments conducted between Fall 2021 and Spring 2022, and evaluated by the AAC in AY2022-23).

AAC scoring results from departmental assessment activity between AY2018 and AY2021 demonstrate that, of those programs reviewed, Learning Outcomes continues to be the highest scoring element of the rubric's five overarching areas (Figure 6). The average score for Learning Outcomes, across all dimensions or collectively, was 2.3 or higher, and 100 percent of the programs met or exceeded expectations (score ≥ 1.5; Figure 7). The average collective scores for Data, Analysis, and Use of Results have increased by at least 0.3 points between AY2018 and AY2021. Closer examination of the collective score for Data shows that in AY2018 only 63 percent of program reports met or exceeded expectations, meaning the data collected may have been incomplete, the metric was unclear, or the data were not summarized. In comparison, 89 percent of AY2020 and 100 percent of AY2019 and AY2021 program reports met or exceeded expectations for Data.
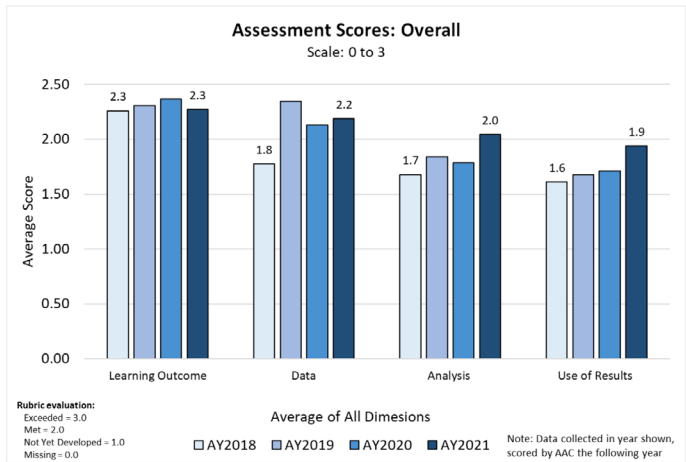


Figure 6 Overall Assessment Scores by Criteria and Year of Assessment Activity

Overall scores for Analysis have also increased since AY2018 with 92 percent of the programs reviewed in AY2021 either meeting or exceeding expectations (Figure 7). All three dimensions within Analysis improved between AY2018 and AY2021 (Figure 8). The largest observed improvement was the use of data to identify a program's strengths and needed improvements; the average score increased from 1.5

to 2.0 points. Progress was also made in conducting Appropriate Analyses (0.3-point increase) and Data Analyzed (0.3-point increase).

Use of Results, across all dimensions, continues to be the lowest rated criterion (Figure 6). These data are not surprising. For program Faculty to make use of the results to identify needed program changes, they must first ensure they have clear and measurable learning outcomes and have collected meaningful data that can be appropriately analyzed. Still, Figure 9 shows improvement between AY2018 and AY2021 across each dimension for Use of Results. Faculty have improved their ability to use the data to identify curricular or programmatic adjustments (1.7 to 2.0), make use of data over time (1.3 to 1.8), and determine whether adjustments to program assessment methods should be made (1.9 to 2.1).

Of significant importance is that, for the first time since this assessment model started (AY2008), 100 percent of reviewed programs either met or exceeded the rubric elements for Data in AY2019 and again in AY2021. Another first (AY2021) is that more than 90 percent of reviewed programs either met or exceeded expectations for Analysis and Use of Results. Collectively, these data suggest that the model for evaluating program learning outcomes is working and sustainable.
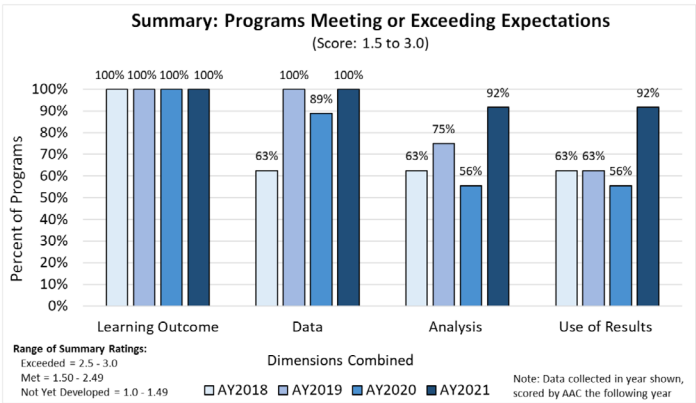


*Figure 7 Percent of Programs Meeting or Exceeding Expectations by Criterion and Year of Assessment Activity*
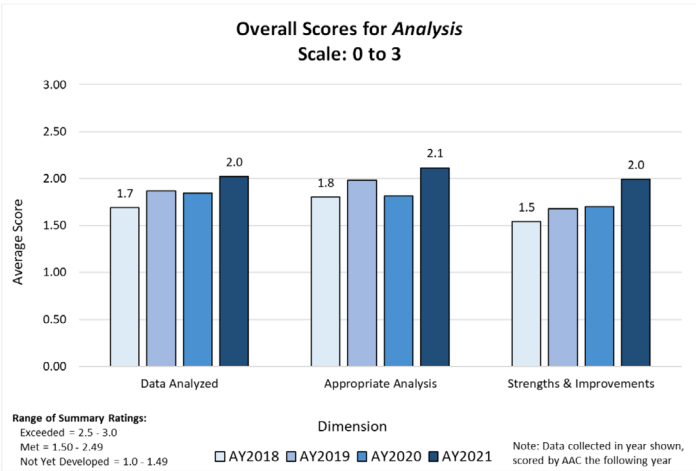


*Figure 8 AAC Rubric Section: Analysis by All Dimensions*

**Overall Scores for *Use of Results***
Scale: 0 to 3
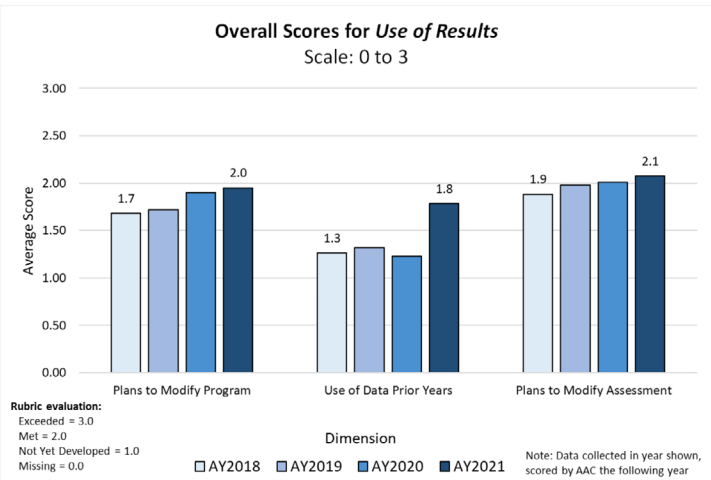


*Figure 9 AAC Rubric Section: Use of Results by All Dimensions*

In addition to the assessment process and results described above, most graduate programs include a capstone project, such as a thesis or comprehensive exam, to measure student learning. CCSU has a common rubric for assessing the thesis, and most capstone projects are evaluated by more than one Faculty member. Within the School of Education and Professional Studies, which houses the majority of the university's graduate population, students earn various certifications by meeting State of Connecticut requirements. For example, the Superintendent of Schools (093) certification program has a 100 percent pass rate in three of the last four years on the annual Connecticut Administrators Test. Additional licensure and pass rates can be found in Data Form 8.3.

## TIME TO DEGREE

Unlike undergraduate students, there is no nationally accepted metric/definition to measure graduation rates for graduate students. A complicating factor is that CCSU has several graduate level programs that extend beyond a traditional credit hour requirement (e.g., 30 credits). For example, the master's in Counselor Education requires 60 to 63 credits, while the same degree in English requires 30 credits. The wide range in program requirements makes it particularly important to monitor graduate success for each

program rather than by credential level, as is done for undergraduate program requirements. For graduate students, Central uses **Time to Degree**, which begins with the population of students who have completed the program and calculates time from beginning to completion of their graduate career. Although not a perfect metric, in the absence of a cohort, the data provide insight into graduate student success. Since the 2018-19 graduating class, the time to degree for graduate programs has improved. Time to degree for programs requiring 30 credits decreased from 3.5 and 3.3 years in 2016-17, respectively, to 2.8 years in 2020-21 and 2021-22, a reduction of 0.5 years. Programs that require 33 credits also reduced their time to degree by 0.5 years over the same period, however not as dramatically, from 2.7 years to 2.3 and 2.5 years in 2020-21 and 2021-22, respectively. While 2.8 years may seem as though CCSU students take a little longer to earn a master's degree, it is important to note that more than 75 percent of Central's master's students are enrolled part-time. Considering that part-time students typically complete one or two courses per semester and most programs require 10 to 11 courses, an average time to degree of 2.8 years is reasonable (Data Form 8.4 has more detail).

## RETENTION AND GRADUATION

Central has long understood the importance of retention and graduation rates; as a result, these data are prominently featured in Goal 2 of the SP2030. The second metric of Goal 2 measures progress toward improving first to second year retention rates and six-year graduation rates, while the third metric disaggregates the data by race/ethnicity, specifically, reducing the attainment gap between White and Hispanic/Latino students and between White and Black students. Central's long-running retention and graduation rate study tracks the success of the **FTFT** and **full-time transfer** cohorts by gender, race/ethnicity, and school. Central's student **athletes** are also monitored. To

put this data into perspective, CCSU regularly compares both first-year retention and six-year graduation rates to its **Peer** benchmark group. The University also participates in the Consortium for Student Retention Data Exchange (CSRDE), which provides demographic breakdowns for retention and graduation rates of FTFT, new transfer students with at least 30 credits, and students majoring in science, technology, engineering, or math disciplines.

Prior to the start of the pandemic, Central had made significant progress in closing the six-year graduation rate gap between male and female students. The gap was reduced from an average of 12.7 percent (2001 to 2008 cohorts) to 7.2 percent (2009 to 2013 cohorts). Nevertheless, the attainment gap at six years has now increased to more than 14 percent for the 2015 and 2016 cohorts (Table 5, Figure 10). These two cohorts are the first to begin graduating after the beginning of the pandemic. Fortunately, it appears that the increased differential between male and female students may be an anomaly. The four- and five-year graduation rates, beginning with the 2017 cohort, have returned to more normal differentials. In fact, the four-and five-year graduation rate differential for the 2017 and 2018 cohorts is smaller than pre-pandemic levels.

*Table 5 Four, Five, and Six-Year Graduation Rate Differential Between FTFT Male and Female Students*

| Graduation Rate at: | Differential in Graduation Rate between Male and Female Students (Fall Cohort) | | | | | | |
|---|---|---|---|---|---|---|---|
| | 2001-2008 | 2009-2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
| 4 Years | -9% | -11% | -11% | -10% | -17% | -7% | -9% |
| 5 Years | -9% | -11% | -12% | -16% | -16% | -6% | n/a |
| 6 Years | -13% | -7% | -10% | -14% | -15% | n/a | n/a |

*Figure 10 Comparative Graduation Rates between CCSU and the Average of its Peer Institutions (Source: IPEDS)*

Central monitors equity gaps between White and Black students and between White and Hispanic/Latino students (SP2030 Goal 2, Metric 3). Central appears to connect with Black students quite well in the first year, as evidenced by their higher retention rate. In fact, Black students retained to the second year at higher rates than White students in 14 of the last 21 cohorts (Figure 11). However, this advantage eventually slips away. In the 2016 cohort, which is the most recent six-year graduation rate, 54.8 percent of White students graduated compared to 47.1 percent of Black students (an equity gap of 7.7 percent). The most recent data that CCSU can benchmark against, which helps provide context, is the 2015 cohort. Central's Peer comparison group has an average equity gap of 15 percent (Figure 10), mirroring data from the CSRDE study. These data confirm that the University has an equity gap for Black or African American students that is roughly one-half of the national average of its Peer Institutions.

At Central, the equity gap between Hispanic/Latino students and White students is eight percent and similar to that of the Peer comparison group, which has a seven percent gap (Figure 10). However, Central's Hispanic/Latino students have a slightly different retention pattern than either the White or Black cohorts (Figure 11). As mentioned above, Black cohorts typically retain at a higher rate than White cohorts. However, when the same comparison is made for Hispanic/Latino students, only in three of the last 21 cohorts have Hispanic/Latino students retained at a higher rate than the White cohorts. Hispanic/Latino students do not begin to retain at a higher rate than White students until their seventh year. Students in the 2010 Hispanic/Latino cohort not only caught up to the White cohort, but they had a higher 10-year graduation rate (Figure 12). Unfortunately, the equity gap widened when the pandemic began. The data also reveal that, over the last five years, a higher percentage of the Black and Hispanic/Latino cohorts who had not graduated within six years do graduate between the seventh and tenth year (an average of 8.4 and 7.7 percent, respectively) compared to the White cohort (4.1 percent).

## Comparison of Black to White Retention Rates

**Retained to 2nd Year**

14 of 21*

**Retained to 3rd Year**

5 of 20*

**Retained to 4th Year**

1 of 19*

**Graduated in 6 Years or Retained to 7th Year**

0 of 16*

Similar Retention Rates

Cohorts Begin to Diverge

Fall Cohort

— Black    — White
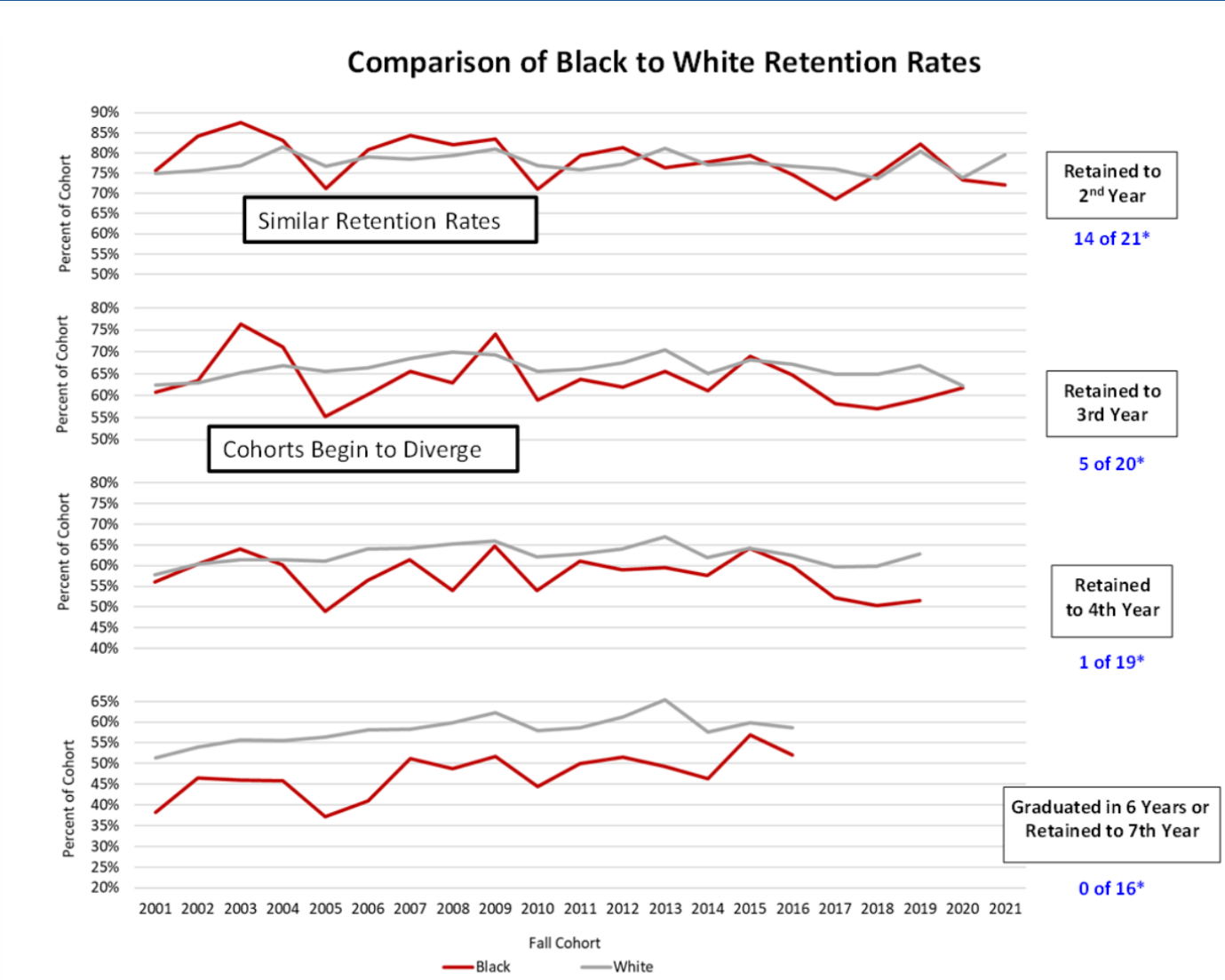
* Number of times Black students retained/graduated at higher rate than White students

*Figure 11 Comparison of Black and White Student Retention and 6-Year Graduation Rates*

## Graduated in 10 Years

COVID-19

Fall Cohort

— Hispanic or Latino    — White
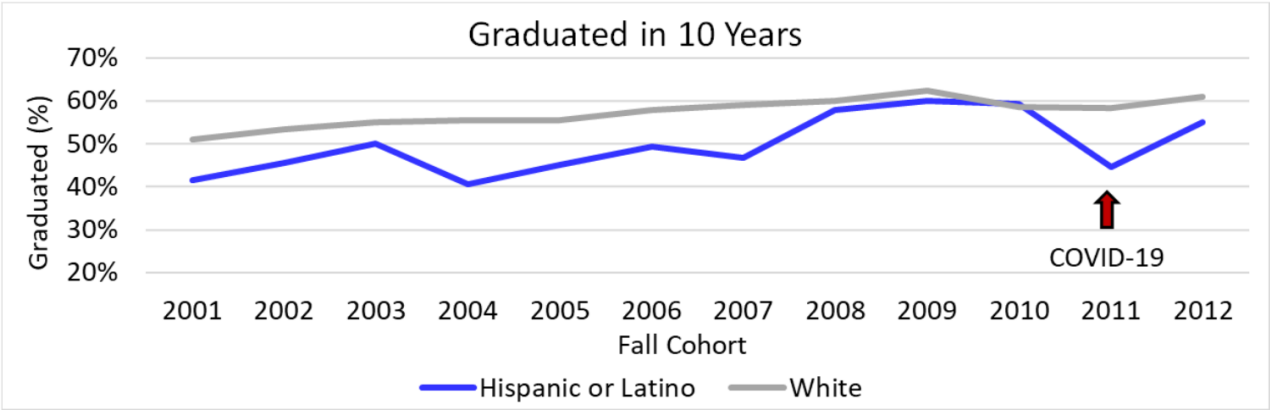
*Figure 12 Comparison of Hispanic or Latino and White 10-year Graduation Rates*

## STUDENT ACADEMIC SUCCESS

Retention and graduation rates continue to be a focus for the University, and the campus community has taken many steps to identify needed improvements. In August 2019, CCSU held a day-long retention and graduation rate summit for Faculty and staff. The day focused on debunking myths about student preparedness, learning how student supports have changed over the years, discussing how to engage with Generation Z students, and, finally, recommending improvements. Outcomes of the summit included two commitments: 1) evaluate the potential of a dual advising model where students would have both a professional advisor and a Faculty advisor (see Standard Six), and 2) strengthening the University's FYE program. In 2018-19, the **Senate** appointed an ad hoc committee to conduct a thorough review of FYE. This was followed by the creation of an FYE task force in Fall 2019 charged with developing a comprehensive **FYE program** that moves beyond a single course model. The FYE task force issued its report in April 2021. As a result of these efforts, Central piloted a new first-year course for undeclared students (Fall 2022) that focused on helping students choose a major by their third semester. In Fall 2023 a first-year seminar will be available to all students. The curriculum is designed to facilitate the development of skills and knowledge needed to successfully navigate the transition to Central, including self-advocacy, budgeting one's time and resources, and making the most of campus supports.

Recently, and in alignment with **SP2030 Goal 2 Objective 1.A.2** *Evaluate and invest in student support and wellness services such as advising, tutoring, mentoring, and counseling*, Central expanded its analyses of retention and graduation rates to include term-to-term monitoring of students participating in mentoring programs. Students in the 2017 cohort of Success Central, a peer mentoring program for freshmen and sophomores, earned more credits, had higher grade point averages, and had higher retention rates than their demographically similar comparison group. Central's First Year Connected (FYC) program, introduced in Fall 2020, matches first-generation students with a knowledgeable, non-academic coach to provide an extra layer of support in promoting a healthy transition to CCSU. The results of the FYC program are promising. These students are retaining at higher rates (up eight percent), earning higher cumulative GPAs (2.52 compared to 1.99), and have completed three more credits by the end of their second semester in comparison to demographically similar students who did not participate in FYC. Central relies on programs such as these to robustly support its students.

As a result of these initiatives, CCSU has been designated as a **First-Gen Forward** institution, an initiative of the National Association of Student Personnel Administrators and the Suder Foundation. This recognition, which is awarded to institutions that have demonstrated their commitment to advancing the success of first-generation students, affords Central access to professional development opportunities and the engagement with other institutions who are successfully supporting this population of students.

The University has made a substantial investment to assist students who are not performing successfully in college and those who need additional support and guidance to succeed in their courses. Meeting the needs of such students is the mission of The Learning Center, which provides support services that include individual and small group academic success coaching, early alert counseling and referral, tutoring in specific academic subjects, and interventions for students on academic probation. Any CCSU student who is interested in improving their study skills, becoming more organized, or managing their time better can participate in free Academic Coaching. Students whose cumulative GPA falls below 2.00 are automatically placed

on academic probation and required to complete an academic intervention through the Learning Center, such as academic coaching or Making the Dean's List. Since AY2018-19, at least 73 percent of students who enrolled in an intervention have successfully completed the program; roughly 70 percent improved their semester GPA; and between 34 and 48 percent of the students achieved good academic standing, raising their cumulative GPA to above a 2.00.

Achieving good academic standing can be more challenging for students who have accumulated more credits, as the metric is based on the cumulative GPA, not the semester GPA. Some students find themselves in a situation where they successfully improved their semester GPA to above a 2.00 but are still on probation due to the large number of earned credits. With these students in mind, Central is piloting a revised policy in Fall 2023 that affords students more time to bring their cumulative GPA above 2.00, providing their semester GPA is above 2.00.

Central is implementing Slate, an efficient data management tool that will make it easier to coordinate support services and improve communication to students. Slate is replacing the "home grown" Early Alert system which was designed to be a means for faculty and staff to send an alert about a student having difficulty and requiring support (academic or non-academic). Unfortunately, the system lacks automation and there is no ability to track a student's progress. Slate, when fully implemented, will allow CCSU to create custom messaging campaigns to students, reminding them of important processes such as registration for upcoming semesters, probation and dismissal

notifications, and appeals, as well as celebratory messages recognizing student accomplishments. The integration of SLATE into these processes allows for better awareness and collaboration between the individual units involved in a process to ensure the appropriate support is provided and tracked, allowing for closing the loop.

> **Any CCSU student who is interested in improving their study skills, becoming more organized, or managing their time better can participate in free Academic Coaching.**

## STUDENT ENGAGEMENT

Central administers a suite of engagement and satisfaction surveys on a regular schedule: The **Beginning College Survey of Student Engagement** (BCSSE, administered annually to new students), the NSSE (given every-other year to freshmen and seniors), and the **SSI** (all students surveyed every other year). The resulting First-Year Student Advising Benchmark Reports from the BCSSE, which are specific to each student, include a trove of information that advisors can incorporate into their sessions with students. For example, the report flags if a student is on par, below, or above peers with respect to a variety of themes such as estimating the time needed to study or whether they will be socially challenged. The **NSSE** offers optional survey modules that Central makes use of, including Academic Advising and High Impact Practices. The advising results are key to monitoring progress on the University's implementation of dual advising (see Standard Six). While CCSU has frequently administered the High Impact Practices survey, little has been done with the results up to this point. However, the University is committed to improving experiential learning opportunities for students and, as such, high-impact practices are incorporated into Goals 1, 2 and 4 of the SP2030. Additionally, in 2022 Central hired a high-level administrator, the Associate Vice President for Community Engagement and

Experiential Learning, to focus on this work, with the goal of creating opportunities to engage all students in a community or experiential learning experience. Finally, the SSI helps to track satisfaction levels in areas such as registration and financial aid. Data from both the NSSE and SSI are used to monitor progress on the SP2030, Goal 1, Metric 5.

Just before the pandemic started in 2020, Central began to administer a suite of **campus climate** surveys from the Higher Educational Research Institute (HERI). Students were asked to complete the Diverse Learning Environments survey, while employees were asked to participate in either the HERI Faculty Survey or the HERI Staff Climate Survey. In comparison to students from similar institutions, students at CCSU have not taken full advantage of resources; examples include faculty office hours, advising, tutoring, career counseling, and health and wellness opportunities. The health and wellness results are interesting in that Central has a higher proportion of students who identify as having attention-deficit/hyperactivity disorder (3.0 percent higher) or a psychological disorder such as depression or anxiety (3.8 percent higher) yet utilize the available health and wellness services at a lower rate. These data, coupled with data from Student Wellness, clarified the need for more communication as well as a central location for these services where students would have easier access. In addition to these changes, two additional counseling staff were hired. Since 2018-19, the number of appointments scheduled and completed has increased almost 50 percent and the number of days from initial call to first appointment has decreased by 1.5 days. To promote services available to students, the Division of Student Affairs distributes a monthly newsletter to faculty and staff, What's Happening in Student Affairs, which reminds them about resources, so they are prepared when a student needs help.

Campus climate is about more than ensuring students are mentally and physically well; they also need to engage in co-curricular activities. Central has monitored student engagement in club activities for several years, and the results are impressive. Students involved in on-campus clubs were retained and graduated at considerably higher rates than students who did not (Figure 13). Club involvement also facilitates CCSU's goal to increase the four-year graduation rate. Since the 2011 cohort, students involved in clubs had a four-year graduation rate that was, on average, 19 percent higher than students who did not participate. The differential was even more impressive for six-year graduation rates, which had a 29 percent rate increase.
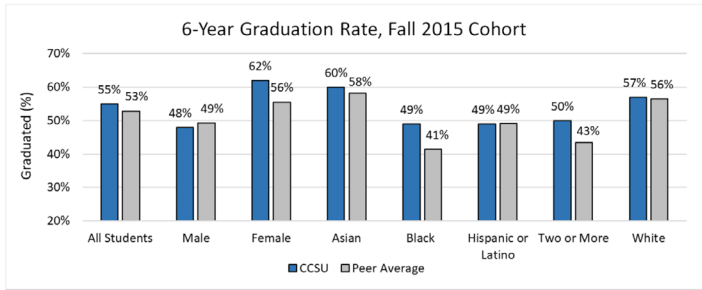


*Figure 13 Six Year Graduation Rate of Students who Participated in Club Activities*

Finally, SP2030 Goal 1 Metric 2 tracks progress using data from the **Alumni** survey, which asks former students about their experience three to five years after graduation. The survey includes a sequence of eight questions where the alum is asked if CCSU effectively improved or enhanced their skills and abilities in areas such as analyzing data, identifying a problem/formulating a solution, or presenting orally. Results from 2017 (graduating classes of 2013, 2014, and 2015) show that 80 percent or more of the respondents reported that CCSU had effectively prepared them for all skills and abilities included in the survey. In 2021, which was administered at the height of the pandemic, responses from alumni were less favorable, dropping to the low 70 percent range for the same questions. Results from the 2023 survey administration (graduating classes of 2017, 2018, and 2019) have improved for baccalaureate degree

recipients but are lagging at the graduate level. Yet, when asked if their time at Central had helped them to be more broadly educated, there was a significant increase from 2017 to 2023. At the baccalaureate level, 80 percent of recipients reported being broadly educated in 2023 compared to 67 percent in 2017. Graduate-level alumni reported even higher rates of being broadly educated: 88 percent in 2023, up from 76 percent in 2017. Additionally, the most recent results show that 87 percent of bachelor's level and 94 percent of graduate level alumni reported that completing their degree at CCSU was "worth the effort."

## INSTITUTIONAL PLANS

The next five years at Central will bring a few challenges as well as exciting changes. The University will continue to build on current efforts toward increasing enrollment and student success, maintaining a balanced budget, and improving campus culture. Future initiatives at Central will concentrate on supporting the growing needs of Connecticut and the region. These initiatives include:

1. Creating a new health college with expanded health-related academic programs and a free community health clinic;

2. Working toward designation as a Hispanic Serving Institution (HSI); and

3. Enhancing community engagement opportunities and expanding experiential- and service-learning experiences for students.

### CHALLENGES

Central's revenue and ability to balance a budget

> **Central has strengthened its reserves while receiving one-time State funding. Between FY2020 and FY2022**

is driven by tuition and state appropriation to the CSUs, which is then allocated to each university according to the CSCU System Office distribution model. Beginning in FY2025, one-time funds from the State will diminish with funding returning to pre-pandemic levels. In addition, in the near future the CSCU System Office may adjust the funding formula for the four Connecticut State Universities as they work to improve the financial standing of our sister institutions. Strategically, Central has strengthened its reserves while receiving one-time State funding. Between FY2020 and FY2022, CCSU built up reserves by an additional $23.7M. As of June 2023, CCSU was on track to add an additional $8.2M to reserves, bringing the total preliminary estimate to over $66.9M.

In the context of declining one-time funds, maintaining enrollment levels is key. Central cannot control the enrollment challenges emerging from projected high school graduation rates: according to the **Digest of Education Statistics**, the number of students graduating from Connecticut public high schools is expected to decline 6.2 percent between 2022 and 2031. In addition to this more limited pipeline, incoming classes of college-bound students are less prepared from losing nearly two years of learning in the pandemic. According to **Inside Higher Ed**, ACT admission test scores have dropped to a 30-year low; likewise, SAT scores have declined. The **National Assessment of Educational Progress** (also known as the nation's report card) found that reading and math scores from eighth grade students have dropped significantly. These data indicate that Central should boost support to ensure student academic success.

As discussed in the Area of Emphasis on enrollment

goals, Central recently implemented several changes to attract new students and improve retention. Improvements include greater outreach to high schools and community colleges, strengthened community partnerships, and enhanced communications with prospective students from initial recruitment through the onboarding process. To address retention, Central has implemented changes to advising for a more personalized approach, added robust engagement programs such as First Year Connected, Success Central, and the revised FYE model, and expanded mental health services. It is too early to know how impactful these changes will be or if additional changes will be necessary.

> **Improvements include greater outreach to high schools and community colleges, strengthened community partnerships, and enhanced communications with prospective students**

Improving campus culture is a focus that should also contribute to recruitment and retention efforts. Several initiatives are under way to create a more culturally aware and responsive campus community. The OEI will continue diversity and inclusion education for faculty, staff, and students. Beginning in Fall 2023, workshops about diversity and inclusion as well as microaggressions will be conducted in-person, rather than online modules, affording the opportunity for productive conversations. The OEI and OIRA will begin to implement the next round of campus climate surveys for faculty, students, and staff, and the results will be disseminated to the campus community. As before, focus groups and open forums will be the primary venue for dialogue and feedback, and the results will highlight Central's progress as well as next steps.

Central will closely monitor progress while addressing these challenges and be open to pivoting to new strategies as necessary, always ensuring that institutional priorities move forward in a cost effective, efficient, and student-oriented way.

## INITIATIVES

One of the best ways for CCSU to support its students is to continue progress toward enrollment, retention, and campus culture improvements. However, these are not the only initiatives that will help Central better serve its students and the region. In alignment with Central's Mission, the Governor's strategic plan on workforce development, and the healthcare needs of Connecticut, the University is planning a new health college. Health-related departments in the School of Education and Professional Studies and the School of Engineering, Science and Technology, will move to the new college. The remaining education-related programs will form a stand-alone School of Education.

The new health college will afford many opportunities to students and the surrounding community. First, this college will allow existing health-related programs (e.g., Nursing, Social Work, Exercise Science, and Marriage and Family Therapy) to thrive in addition to encouraging the pursuit of additional, complementary health-related programs, such as a Master's in Social Work and a certificate in Rehabilitation Engineering.

Second, the health college will include a much needed, free community health clinic that will concentrate on supporting the local community. Central is located in **New Britain**, a city with double the poverty level of the state (20 and 10 percent, respectively) that is significantly diverse, with 43

percent of its population being Hispanic/Latino in comparison to the state (18 percent). According to the **Connecticut Health Foundation,** Black and Hispanic people are less likely to have health insurance or access to regular health care. They often receive disparate, biased medical treatment. A free community health clinic could relieve some of these disparities while Central students working in the clinic gain experiential learning and required clinical hours. This also addresses the challenge of placement for nursing students in area hospitals to meet their clinical rotation requirements. The community clinic should ease some of this pressure. A medical doctor has been hired to oversee the clinic, and, in Spring 2023, this doctor began meeting with program faculty to identify courses where students could obtain experiential learning opportunities in the clinic. The doctor also organized student-led "pop-up" clinics. This new hire means that Central students will be directly supervised as they put into practice what they are learning in the classroom.

Work in the community clinic will not be confined to one discipline or set of programs: a broader goal is to expand learning opportunities to students across disciplines. For example, students from programs in the Department of World Languages, Literatures, and Cultures could assist with cultural and linguistic aspects of healthcare. Students affiliated with the clinic will engage directly with community members, with on-ground experiences to benefit the community and the students. The interdisciplinary aspect of this work will not only enhance collaboration across campus but also demonstrate practical pathways for students in invaluable fields of study that tend to have a less

> **In Fall 2022, the incoming class was 20 percent Hispanic/Latino and preliminary numbers for Fall 2023 indicate that the incoming class will be roughly 22 percent**

linear professional trajectory than health fields.

Specific initiatives such as the new health college and free clinic could also contribute to the goal of becoming a HSI. CCSU is located in a region that is more than 40 percent Hispanic/Latino. Between 2010 and 2020, the Hispanic/Latino population was the fastest growing demographic in the state, increasing **30.1 percent**. Given these demographic shifts and the location of the University, it makes sense to work toward HSI designation. Reaching this goal will also make Central eligible for additional federal monies to enhance support services for all students. To become HSI eligible, Hispanic/Latino undergraduate enrollment must exceed 25 percent. Central has been slowly making progress in this area, gaining about one percent a year with minimal effort. In Fall 2022, the incoming class was 20 percent Hispanic/Latino and preliminary numbers for Fall 2023 indicate that the incoming class will be roughly 22 percent. In addition to FTFT students, Central has initiated stronger recruiting efforts at HSI-designated community colleges in the state. For the last three years, Central has been working with *Excelencia in Education* to strengthen student support programs, become more aware of which data should be disaggregated by demographic information, and increase cultural sensitivity. In 2021-22, Central was designated as an **Emerging HSI** institution.

As Central's student population shifts – increased diversity, increasing numbers of first-generation students (about 50 percent), and, at least for the next few years, students less prepared to succeed in college – the University will need to be more thoughtful in identifying funding and support

programs for student success. One strategy in the early stages of implementation is incorporating more High Impact Practices (HIP) into the curriculum, as these correlate to student academic success and increased retention. Over the next five years, Central intends to provide every graduating student with two or more HIP experiences. To accomplish this goal, the University will incorporate HIPs into the curriculum in embedded formats and as stand-alone offerings. Starting in FY2024, the University will host faculty development workshops about incorporating HIPs into a curriculum. Central recognizes that underrepresented students are the least likely population to participate in certain HIPs. At the same time, students less prepared for college or students of color have much to gain by participating in these educational activities. Therefore, CCSU will work to engage more minority students, as well as students majoring in a science, technology, engineering, or math disciplines, in at least one HIP such as an undergraduate research opportunity.

The University also recognizes the financial stress many of its students are under and the ways that this material reality can discourage opportunities such as internships and service-learning. To advance and increase experiential- and service-learning, Central recently developed a program that includes a stipend for students in unpaid internships. In FY2023, 24 students received stipends. The University will seek additional funds to expand this program.

Many of CCSU's initiatives and challenges are interconnected. Progress on these initiatives, which align with the University's mission, enhance opportunities for student success and will make a Central education more meaningful and attractive. These efforts will have the added benefit of contributing to a fiscally stable environment.

# 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 | Undergraduate: http://ccsu.smartcatalogiq.com/Current/Undergraduate-Graduate-Catalog/Undergraduate-Academic-Policies-and-Requirements/Transfer-Credit-from-Other-Academic-Institutions/Transfer-Credit-Policy <br><br> Graduate: http://ccsu.smartcatalogiq.com/Current/Undergraduate-Graduate-Catalog/Graduate-Academic-Policies-and-Requirements/Academic-Advising-and-the-Planned-Program-of-Graduate-Study/Transfer-Policy-for-Graduate-Credits |
|---|---|
| Print Publications | Undergraduate/Graduate Catalog |
| Self-study/Fifth-year Report Page Reference | Page 18 |

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.ccsu.edu/studentrights/ and https://docs.ccsu.edu/Student_Code_of_Conduct.pdf |
|---|---|
| Print Publications | n/a |
| Self-study/Fifth-year Report Page Reference | Page 29, 32 |

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 | CCSU uses a secure login and passcode. Multifactor authentication is required at irregular intervals. |
|---|---|
| Self-study/Fifth-year Report Page Reference | Page 18 |

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 | |
| Print Publications | |
| Self-study Page Reference | |

The undersigned affirms that Central Connecticut State University meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____                    Date: _July 18, 2023_____

*March,2016,  June 2020, August 2021*

**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 2022 | Assets 2021 | Liabilities 2022 | Liabilities 2021 | Net Position 2022 | Net Position 2021 |
|---|---|---|---|---|---|---|
| Current | $391.6 | $389.6 | $181.3 | $158.1 | | |
| Noncurrent Assets | $1,469.2 | $1,435.6 | | | | |
| Noncurrent Liabilities | | | $2,612.0 | $2,934.9 | | |
| Total | $1,860.8 | $1,825.2 | $2,793.3 | $3,093.0 | | |
| Net Position | | | | | -$774.1 | -$755.4 |

Legend: Current, Noncurrent Assets, Noncurrent Liabilities, Net Position
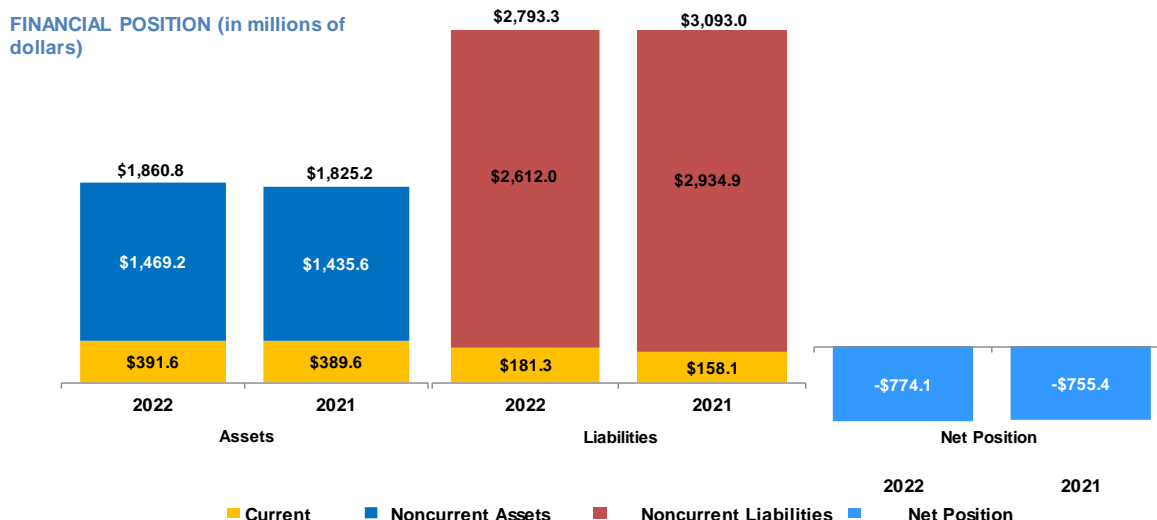
*Net investment in capital assets* represents the System's capital assets net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets.

*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)**
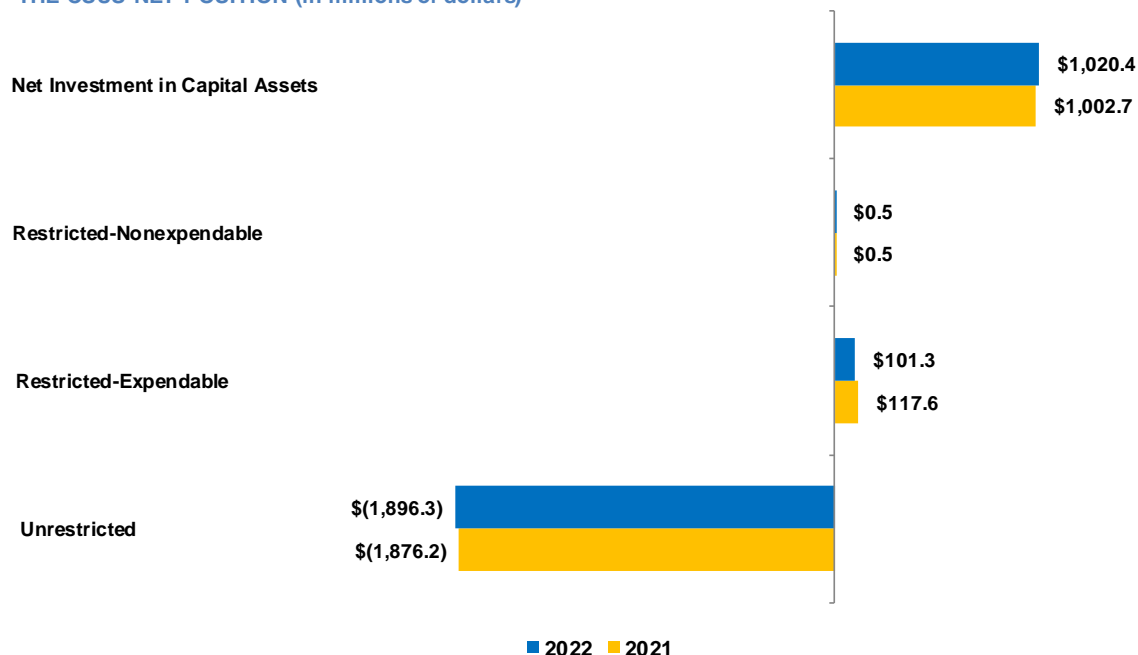


At fiscal year end June 30, 2022, the System had an investment in capital assets of $1,278.0 million, an increase of $22.2 million or 1.8% over fiscal year end 2021. This increase was primarily due to the increase in buildings and improvements placed in service during FY22.

**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
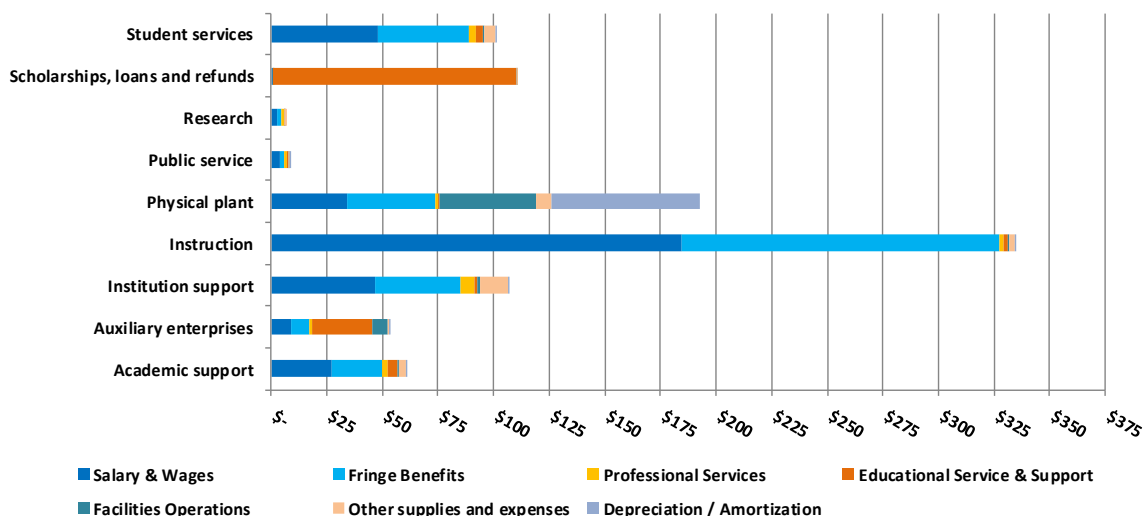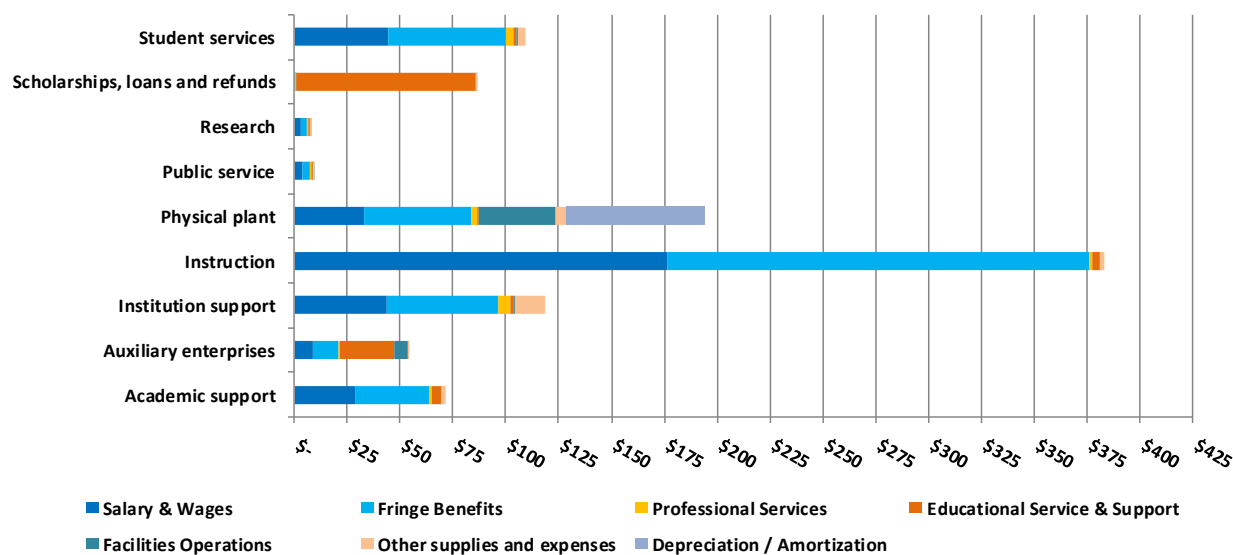
**EXPENSE BY NATURAL CLASSIFICATION (in millions)**



■ 2022  ■ 2021
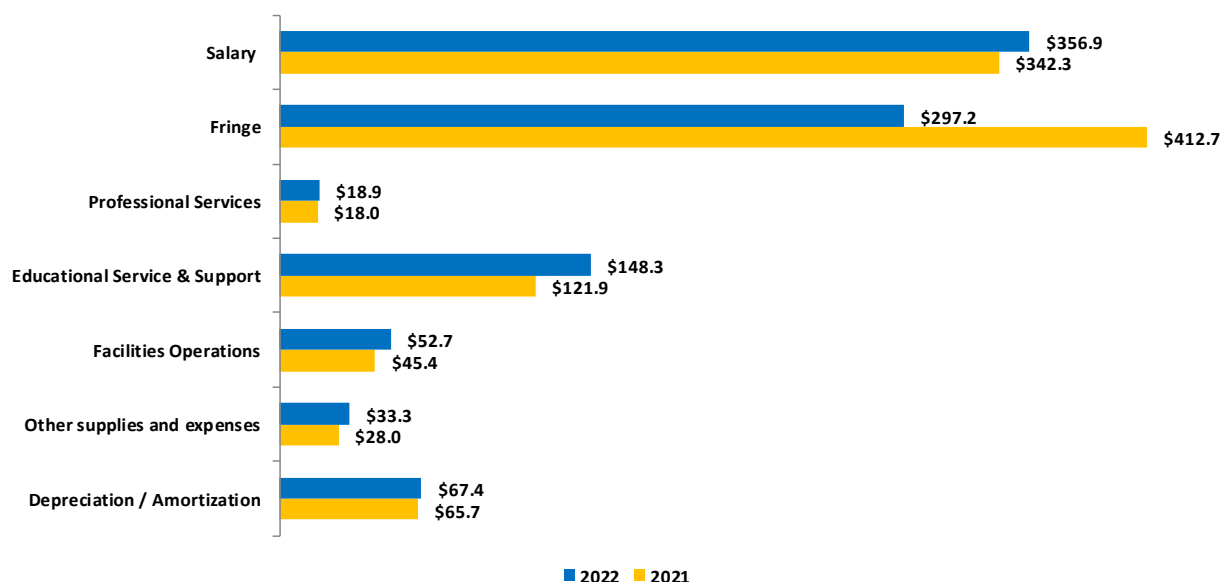
## Statements of Cash Flows

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

## Connecticut State University System
Statements of Net Position
June 30, 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.

**Connecticut State University System**
Combined Statement of Financial Position – Component Units
Year Ended June 30, 2022

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.

|  | **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 |

CSCU

**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
Supplemental Financial Information
June 30, 2022 – 2014

**CSCU**

# 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.

**CSCU**

| | 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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# FY22 Annual Audit Presentation

Connecticut State Colleges and Universities

**December 2022**

This communication is intended solely for the information and use of management and those charged with governance of Connecticut State Colleges and Universities and is not intended to be and should not be used by anyone other than these specified parties.

# Significant risks

The following provides an overview of the areas of significant audit focus based on our risk assessments.

| Significant risk area | 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. <br><br> • Assess the ability of each entity to segregate duties in its financial reporting, information technology, and at the activity-level. <br><br> • 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. <br><br> • 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. <br><br> **No exceptions noted.** |

# Areas of audit focus

| Areas of focus | 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<br><br>• Perform detailed testing of a sample of revenue and aid transactions, agreeing to source documentation<br><br>• Perform deferred revenue testing to determine proper cut-off.<br><br>• 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)<br><br>• 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.<br><br>• Assess management's analysis of allowances for doubtful accounts for reasonableness, consistency with methodology and accuracy of inputs (only at COSC).<br><br>**No exceptions noted.** |
| Grant revenues | • Performed detailed transaction testing of revenue recognized in the current year<br><br>**No exceptions noted.** |
| Net position | • Tested net asset proof to ensure proper classification between net asset categories<br><br>**No exceptions noted.** |

# Areas of audit focus (continued)

| Areas of focus | Results |
|---|---|
| Capital Assets | • Rolled forward account balances to ensure completeness<br>• Sampled current year additions by vouching capitalized amount to supporting invoices / contracts<br>• Ensured reasonableness of depreciation expense recorded in the period<br>**No exceptions noted.** |
| Debt | • Confirmed amounts outstanding<br>• Ensured reasonableness of interest expense<br>**No exceptions noted.** |
| State appropriations | • Obtain detail of appropriations received from the state and reconciled to the GL<br>• Confirm amounts with the state, agree to revenue recorded in the general ledger<br>• Review receivable balance, reconcile the cash received to amounts outstanding based on confirmations<br>**No exceptions noted.** |
| Net pension & OPEB liabilities (and related deferred inflows / outflows and expense) | • Review the analysis of accrued postretirement benefit obligations<br>• Assess the reasonableness of actuarial assumptions: discount factor, trend rates and cash flows, amongst others<br>• Test participant census data<br>**No exceptions noted.** |

# Areas of audit focus (continued)

| Areas of focus | Results |
|---|---|
| Cash and cash equivalents | • Confirmed material balances and tested reconciliations to the GL |
| | **No exceptions noted.** |
| Adoption of GASB 87- Lease Accounting | • Performed detail testing to ensure the completeness of leases considered for implementation |
| | • Selected a sample of leases included in the population to test accuracy of the inputs |
| | • Reviewed management's methodology and journal entries to record the GASB 87 adoption entries |
| | • Compared draft disclosures to disclosure requirements to ensure completeness and accuracy of presentation/disclosure |
| | **No exceptions noted.** |
| 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.** |
| 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 | Correct Misstatements | Uncorrected Misstatements | Disclosure Adjustments | Omitted Disclosures |
|--------|----------------------|---------------------------|------------------------|---------------------|
| **CSUS** | None noted | None noted | None noted | None noted |
| **CCC** | None noted | None noted | None noted | None noted |
| **COSC** | None noted | None noted | None noted | None noted |

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# Quality of accounting practices

| | |
|---|---|
| Accounting policies | Other than the adoption of GASB 87, there were no significant changes to accounting policies during the period. |
| Accounting estimates | Significant estimates include:<br>• Net pension and OPEB liability, and related deferred inflows / outflows<br>• Liability for compensated absences<br>• Useful lives of depreciable assets<br>• Allocation of expenses among functional expense classifications<br>• Allowance for student receivables<br>• Term of certain leases with option periods to be exercised at a future date |
| Disclosures | Disclosures within the financial statements are materially complete and accurate. |
| 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

**INTERIM REPORT FORMS**
**GENERAL INFORMATION**

Institution Name: | Central Connecticut State University

OPE ID: | ? | 137800

| | | | **Annual Audit** | |
| --- | --- | --- | --- | --- |
| | ? | | Certified: | Qualified |
| Financial Results for Year Ending: | ? | 6/30 | Yes/No | Unqualified |
| Most Recent Year | ? | 2021 | Yes | Unqualified |
| 1 Year Prior | | 2020 | Yes | Unqualified |
| 2 Years Prior | | 2019 | Yes | Unqualified |

Fiscal Year Ends on: | 6/30 | (month/day)

Budget / Plans
Current Year | 2022
Next Year | 2023

Contact Person: | ? | Yvonne Kirby
Title: | Associate Vice President for Planning & Institutional Effectiveness
Telephone No: | 860-832-1784
E-mail address | ykirby@ccsu.edu

## Standard 1:  Mission and Purposes

**Attach a copy of the current mission statement.**

| Document | | Website Location | | Date Approved by the Governing Board |
|---|---|---|---|---|
| Institutional Mission Statement | ? | https://www.ccsu.edu/about/mission/ | ? | 7/21/2010 |

## Standard 2:  Planning and Evaluation

| PLANNING | Year approved by governing board | | Effective Dates | | Website location |
|---|---|---|---|---|---|
| **Strategic Plans** | ? | | ? | | ? |
| Immediately prior Strategic Plan | 2017 | | 2017-2019 | | |
| Current Strategic Plan | 2020 | | 2020-2030 | | https://www.ccsu.edu/strategicplan |
| Next Strategic Plan | | | | | |

| | Year completed | | Effective Dates | | Website location |
|---|---|---|---|---|---|
| **Other institution-wide plans\*** | | | | | |
| Master plan | | | 2012-2020 | | https://www.ccsu.edu/facilitiesmanagement/major-facilities-projects |
| Academic plan | | | | | |
| Financial plan | 2022 | | 2023 & 2024 | | https://www.ccsu.edu/fiscalaffairs/historical-expenditure-information |
| Technology plan | | | 2023 | | https://www.ccsu.edu/it/ITAnnualReport.html |
| Enrollment plan\*\* | 2023 (expected) | | 2023 - 2030\* | | https://www.ccsu.edu/strategicplan/ |
| Development plan | | | | | |
| **Plans for major units (e.g., departments, library)\*** | | | | | |
| ? Affirmative Action | 2023 | | 2023 | | https://www.ccsu.edu/diversity/affirmativeAction.html |
| | | | | | |

| **EVALUATION** | **Website location** |
|---|---|
| **Academic program review** | |
| Program review system (colleges and departments). System last updated: ? | https://www.ccsu.edu/oira/assessment/reports.html |
| Program review schedule  (e.g., every 5 years) | https://www.ccsu.edu/oira/assessment/reports.html |

\*Insert additional rows, as appropriate.

## Standard 3:  Organization and Governance
## (Board and Internal Governance)

**Please attach to this form:**

**1)  A copy of the institution's organization chart(s).**          https://www.ccsu.edu/neche/exhibits.html

**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 for 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 |

Please enter any explanatory notes in the box below

\* The enrollment plan *Strategic Recruitment and Enrollment Plan: Engaging with Student Success*  is expected to be completed by summer/fall 2023

**Standard 3:  Organization and Governance**
**(Locations and Modalities)**

**Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)**

*(Insert additional rows as appropriate.)*

| | Location (City, State/Country) | Date Initiated | Enrollment* | | | |
|---|---|---|---|---|---|---|
| | | | 3 years prior | 2 years prior | 1 year prior | Current year** |
| ? | | | (FY2020) | (FY2021) | (FY2022) | (FY2023) |
| ? Main campus | New Britain, Connecticut | 1849 | 13,046 | 12,467 | 11,260 | 11,122 |
| ? Other principal campuses | | | | | | |

**Educational modalities**

| | Number of programs | Date First Initiated | Enrollment* | | | |
|---|---|---|---|---|---|---|
| | | | 3 years prior | 2 years prior | 1 year prior | Current year |
| | | | (FY2020) | (FY2021) | (FY2022) | (FY2023) |
| Distance Learning Programs | | | | | | |
| Programs 50-99% on-line | Accounting, BS (00036) | 1976 | 490 | 417 | 361 | 333 |
| | Advanced Detective, OCP (19979) | 2020 | | 9 | 8 | 11 |
| | Business Leadership, OCP (19978) | 2020 | | 11 | 15 | 18 |
| | Commercial Lending, OCP (20237) | 2021 | | | 0 | 2 |
| | Detective Certificate,  C1 (19982) | 2020 | | 5 | 5 | 1 |
| | Educational Leadership, EDD (18064) | 2015 | 0 | 0 | 0 | 0 |
| | English, MA (00080) | 1976 | 25 | 21 | 21 | 18 |
| | Finance, BS (02650) | 1990 | 300 | 303 | 316 | 297 |
| | Nursing, MSN (19027) | 2017 | 14 | 12 | 12 | 12 |
| | Management, BS (00037) | 1976 | 505 | 437 | 377 | 360 |
| | Management Information Systems,  BS (02380) | 1985 | 156 | 135 | 118 | 107 |
| | Marketing, BS (00039) | 1976 | 313 | 302 | 282 | 288 |
| | Strategic Communication, MS (02522) | 1990 | 34 | 22 | 19 | 13 |
| | Supply Chain Analytics, OCP (19446) | 2018 | 2 | 1 | 0 | 0 |
| | Supply Chain Logistics Management, MS (19545) | 2018 | 7 | 11 | 4 | 8 |
| Programs 100% on-line | Accounting, OCP (19351) | 2017 | 14 | 5 | 0 | 0 |
| | Data Science, OCP (09289) | 2001 | 6 | 7 | 4 | 3 |
| | Data Science, MS (09328) | 2002 | 39 | 57 | 65 | 59 |
| | Modern Languages, Spanish Option, On-line, MA (18263) | 2017 | 27 | 25 | 29 | 15 |
| | Strategic Communication, MS (19705) | 1990 | 1 | 10 | 7 | 9 |
| | Supply Chain Logistics Management, MS (19544) | 2018 | 9 | 17 | 19 | 18 |
| ? Correspondence Education | | | | | | |
| Low-Residency Programs | | | | | | |
| Competency-based Programs | | | | | | |
| Dual Enrollment Programs | CCSU Dual Enrolled students | 2020/21 | 69 | 88 | 65 | TBD |
| Contractual Arrangements involving the award of credit | | | | | | |

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

Please enter any explanatory notes in the box below

**IPEDS 12 month enrollment for 22/23 is preliminary

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

**Fall Enrollment\* by location and modality, as of Census Date**
**Fall 2022**

| Degree Level/ Location & Modality | Associate's | Bachelor's | Master's | Clinical doctorates (e.g., DPT, DNP) | Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.) | M.D., J.D., DDS | Ph.D. | Total Degree-Seeking |
|---|---|---|---|---|---|---|---|---|
| Main Campus FT | | 6,076 | 337 | 57 | 0 | | | 6,470 |
| Main Campus PT | | 1,423 | 716 | 28 | 66 | | | 2,233 |
| 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 | | | 13 | | | | | 13 |
| Distance education PT | | | 58 | | | | | 58 |
| Correspondence FT | | | | | | | | 0 |
| Correspondence PT | | | | | | | | 0 |
| Low-Residency FT | | | | | | | | 0 |
| Low-Residency PT | | | | | | | | 0 |
| Unduplicated Headcount Total | | 7,499 | 1,124 | 85 | 66 | | | 8,774 |
| Total FTE | | 6,541 | 607 | 79 | 30 | | | 7,256 |
| Enter FTE definition: | Undergraduate FTE = Credit Hours / 15 ;  Graduate FTE = Credit Hours / 12 | | | | | | | |
| Degrees Awarded, Most Recent Year ( 2021/22) | | 1,624 | 492 | 29 | 14 | | | 2,159 |

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 3.1, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Please enter any explanatory notes in the box below

## Standard 4: The Academic Program
### (Summary - Non-degree seeking Enrollment and Awards)
### Fall Enrollment* by location and modality, as of Census Date
### Fall 2022

| 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 | 62 | 0 | 5 | 67 | 6,470 | 6,537 |
| Main Campus PT | 361 | 264 | 0 | 625 | 2,233 | 2,858 |
| Other Principal Campus FT | | | | | | |
| Other Principal Campus PT | | | | | | |
| Branch campuses FT | | | | | | |
| Branch campuses PT | | | | | | |
| Other Locations FT | | | | | | |
| Other Locations PT | | | | | | |
| Overseas Locations FT | | | | | | |
| Overseas Locations FT | | | | | | |
| Distance education FT | | | | 0 | 13 | 13 |
| Distance education PT | 2 | | | 2 | 58 | 60 |
| Correspondence FT | | | | | | |
| Correspondence PT | | | | | | |
| Low-Residency FT | | | | | | |
| Low-Residency PT | | | | | | |
| Unduplicated Headcount Total | 425 | 264 | 5 | 694 | 8,774 | 9,468 |
| Total FTE | 198 | 82 | 5 | 285 | 7,257 | 7,542 |
| Enter FTE definition: | Undergraduate FTE = Credit Hours / 15 ;  Graduate FTE = Credit Hours / 12 | | | | | |
| Certificates Awarded, Most Recent Year (2021/22) | | | | 143 | | |

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

*C1 certificates are eligible for Financial Aid. The University has not applied for a Title IV aid for our C1 degrees as of 11-15-2022. We have included a total of 1.0 FTE C1 enrollment to the Title IV group.

| Title IV eligible certificate programs | Not Title IV Eligible certificate programs |
|---|---|
| Gerontology, C1 (20603) | Detective Certificate, C1 (19982) |
| Art Education, GRADCERT (10167) | Racial Justice, C1 (20623) |
| Biology, GRADCERT (10603) | Accounting, OCP (19351) |
| Elementary Education, GRADCERT (10181) | Accounting Analytics, OCP (20602) |
| English, GRADCERT (10605) | Additive Manufacturing Engineering, OCP (20113) |
| French, German, Italian & Spanish, GRADCERT (10171) | Advanced Detective, OCP (19979) |
| Gerontology**, OCP (18714) | Advanced Manufacturing Engineering, OCP (20114) |
| History, GRADCERT (10172) | Business Leadership, OCP (19978) |
| Mathematics, GRADCERT (10606) | Commercial Lending, OCP (20237) |
| Music Education, GRADCERT (10174) | Construction Management, OCP (14628) |
| Physical Education, GRADCERT (10178) | Data Science, OCP (09289) |
| Science Education, GRADCERT (10176) | Environmental Health and Safety, OCP (14629) |
| Supply Chain Analytics, OCP (19446) | Lean Manufacturing and Six Sigma, OCP (14630) |
| Technology and Engineering Education K-12, GRADCERT (10185) | Pre-Health Studies, OCP (10169) |
| TESOL, GRADCERT (10609) | Public Relations/Promotion, OCP (14632) |
| TESOL, OCP (15703) | Software Engineering, OCP (20622) |
| Educational Leadership, SYC (02597) | Supply Chain and Logistics, OCP (14634) |
| Professional Counseling, PM CERT (14631) | Transition Specialist , OCP (18965) |
| Reading and Language Arts, PM CERT (10607) | Superintendent of Schools, PM CERT (14633) |
| Reading and Language Arts, SYC (00067) | |
| ** Program in Phase-out period | |

## Standard 4:  The Academic Program
### (Headcount by UNDERGRADUATE Program Type)

| For Fall Term, as of Census Date | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Next Year Forward (goal) |
|---|---|---|---|---|---|
| | (Fall 2019) | (Fall 2020) | (Fall 2021) | (Fall 2022) | (Fall 2023) |
| **Certificate** | 0 | 0 | 5 | 1 | TBD |
| **Associate** | 0 | 0 | 0 | 0 | TBD |
| **Baccalaureate** | 9,045 | 8,593 | 7,743 | 7,664 | TBD |
| **Total Undergraduate** | 9,045 | 8,593 | 7,748 | 7,665 | 0 |

## Standard 4:  The Academic Program
### (Headcount by GRADUATE Program Type)

| For Fall Term, as of Census Date | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Next Year Forward (goal) |
|---|---|---|---|---|---|
| | (Fall 2019) | (Fall 2020) | (Fall 2021) | (Fall 2022) | (Fall 2023) |
| **Master's** | 1,608 | 1,519 | 1,348 | 1,228 | TBD |
| **Doctorate** | 136 | 132 | 131 | 151 | TBD |
| **First Professional** | | | | | |
| **Other** | 365 | 408 | 426 | 424 | TBD |
| **Total Graduate** | 2,109 | 2,059 | 1,905 | 1,803 | 0 |

## Standard 4:  The Academic Program
### (Credit Hours Generated at the Undergraduate and Graduate Levels)

| | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Next Year Forward (goal) |
|---|---|---|---|---|---|
| | (Fall 2019) | (Fall 2020) | (Fall 2021) | (Fall 2022) | (Fall 2023) |
| **Undergraduate** | 117,488 | 111,185 | 99,159 | 98,939 | TBD |
| **Graduate** | 13,023 | 12,852 | 11,943 | 11,346 | TBD |
| **Total** | 130,511 | 124,037 | 111,102 | 110,285 | 0 |

## Standard 4:  The Academic Program
### (Information Literacy sessions)

| | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Next Year Forward (goal) |
|---|---|---|---|---|---|
| Main campus | (Fall 2019) | (Fall 2020) | (Fall 2021) | (Fall 2022) | (Fall 2023) |
| Sessions embedded in a class | 28 | 0 | 0 | 8 | 12 |
| Free-standing sessions | 103 | 0 | 81 | 74 | 80 |
| Branch/other locations | | | | | |
| Sessions embedded in a class | | | | | |
| Free-standing sessions | | | | | |
| Online sessions | 21 | 86 | 46 | 28 | 28 |
| **URL of Information Literacy Reports** | https://www.ccsu.edu/oira/general-education-learning-objectives/outcomes-assessment-data | | | | |

Please enter any explanatory notes in the box below

| ? |
|---|

Credit Seeking Students Only  -  Including Continuing Education

|  | | 3 years prior | 2 years prior | 1 year prior | Current year | Goal (specify |
|---|---|---|---|---|---|---|
|  | | (Fall 2019) | (Fall 2020) | (Fall 2021) | (Fall 2022) | (Fall 2023)* |
| **Freshmen - Undergraduate** | ? | | | | | |
| Completed Applications | ? | 7,807 | 7,724 | 6,285 | 7,302 | |
| Applications Accepted | ? | 5,124 | 5,009 | 4,703 | 5,601 | |
| Applicants Enrolled | ? | 1,377 | 1,198 | 1,093 | 1,256 | 1,350 |
| % Accepted of Applied | | 65.6% | 64.8% | 74.8% | 76.7% | TBD |
| % Enrolled of Accepted | | 26.9% | 23.9% | 23.2% | 22.4% | TBD |
| Percent Change Year over Year | | | | | | |
| Completed Applications | | n/a | -1.1% | -18.6% | 16.2% | TBD |
| Applications Accepted | | n/a | -2.2% | -6.1% | 19.1% | TBD |
| Applicants Enrolled | | n/a | -13.0% | -8.8% | 14.9% | TBD |
| Average of statistical indicator of aptitude of enrollees: (define | ? | | | | | |
| SAT Combined Score | | 1063 | 1060 | 1069 | 1053 | TBD |
| **Transfers - Undergraduate** | ? | | | | | |
| Completed Applications | | 1,880 | 1,703 | 1,547 | 1,903 | |
| Applications Accepted | | 1,345 | 1,169 | 1,156 | 1,280 | |
| Applications Enrolled | | 917 | 789 | 724 | 778 | 715 |
| % Accepted of Applied | | 71.5% | 68.6% | 74.7% | 67.3% | TBD |
| % Enrolled of Accepted | | 68.2% | 67.5% | 62.6% | 60.8% | TBD |
| **Master's Degree** | ? | | | | | |
| Completed Applications | | 1,256 | 1,218 | 1,191 | 1,276 | |
| Applications Accepted | | 953 | 866 | 862 | 871 | |
| Applications Enrolled | | 673 | 676 | 616 | 562 | |
| % Accepted of Applied | | 75.9% | 71.1% | 72.4% | 68.3% | TBD |
| % Enrolled of Accepted | | 70.6% | 78.1% | 71.5% | 64.5% | TBD |
| **First Professional Degree** | ? | | | | | |
| Completed Applications | | | | | | |
| Applications Accepted | | | | | | |
| Applications Enrolled | | | | | | |
| % Accepted of Applied | | - | - | - | - | - |
| % Enrolled of Accepted | | - | - | - | - | - |
| **Doctoral Degree** | ? | | | | | |
| Completed Applications | | 49 | 31 | 54 | 63 | |
| Applications Accepted | | 40 | 30 | 51 | 61 | |
| Applications Enrolled | | 39 | 30 | 45 | 58 | |
| % Accepted of Applied | | 81.6% | 96.8% | 94.4% | 96.8% | TBD |
| % Enrolled of Accepted | | 97.5% | 100.0% | 88.2% | 95.1% | TBD |

Please enter any explanatory notes in the box below

EDD Cohorts are every other year, admits in Summer term only.

SAT Scores are for first-time, full-time students.

*Fall 2023 goal numbers are for full-time students; enrollment goal for full-time graduate

Continuing Education students are not included.

## Standard 5: Students
## (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 | 2 years prior | 1 year prior | Current year | Goal (specify year) |
|---|---|---|---|---|---|---|
| **UNDERGRADUATE** | ? | (Fall 2019) | (Fall 2020) | (Fall 2021) | (Fall 2022) | (Fall 2023) |
| First Year Full-Time Headcount | ? | 1,742 | 1,516 | 1,364 | 1,557 | TBD |
| Part-Time Headcount | ? | 236 | 243 | 185 | 231 | TBD |
| Total Headcount | | 1,978 | 1,759 | 1,549 | 1,788 | |
| Total FTE | ? | 1,781 | 1,562 | 1,404 | 1,612 | TBD |
| Second Year Full-Time Headcount | | 1,532 | 1,458 | 1,214 | 1,179 | TBD |
| Part-Time Headcount | | 162 | 146 | 132 | 131 | TBD |
| Total Headcount | | 1,694 | 1,604 | 1,346 | 1,310 | |
| Total FTE | | 1,570 | 1,491 | 1,238 | 1,210 | TBD |
| Third Year Full-Time Headcount | | 1,833 | 1,816 | 1,722 | 1,558 | TBD |
| Part-Time Headcount | | 395 | 402 | 328 | 322 | TBD |
| Total Headcount | | 2,228 | 2,218 | 2,050 | 1,880 | |
| Total FTE | | 1,963 | 1,963 | 1,813 | 1,664 | TBD |
| Fourth Year Full-Time Headcount | | 2,146 | 2,021 | 1,771 | 1,786 | TBD |
| Part-Time Headcount | | 999 | 991 | 1,032 | 901 | TBD |
| Total Headcount | | 3,145 | 3,012 | 2,803 | 2,687 | |
| Total FTE | | 2,519 | 2,397 | 2,156 | 2,111 | TBD |
| Unclassified Full-Time Headcount | ? | | | | | |
| Part-Time Headcount | | | | | | |
| Total Headcount | | 0 | 0 | 0 | 0 | 0 |
| Total FTE | | | | | | |
| **Total Undergraduate Students** | | | | | | |
| Full-Time Headcount | | 7,253 | 6,811 | 6,071 | 6,080 | |
| Part-Time Headcount | | 1,792 | 1,782 | 1,677 | 1,585 | |
| Total Headcount | | 9,045 | 8,593 | 7,748 | 7,665 | |
| Total FTE | | 7,833 | 7,412 | 6,611 | 6,596 | |
| % Change FTE Undergraduate | | n/a | -5.4% | -10.8% | -0.2% | |
| **GRADUATE** | ? | | | | | |
| Full-Time Headcount | ? | 503 | 542 | 484 | 470 | TBD |
| Part-Time Headcount | ? | 1,606 | 1,517 | 1,421 | 1,333 | TBD |
| Total Headcount | | 2,109 | 2,059 | 1,905 | 1,803 | |
| Total FTE | ? | 1,085 | 1,071 | 995 | 946 | TBD |
| % Change FTE Graduate | | n/a | -1.3% | -7.1% | -5.0% | |
| **GRAND TOTAL** | | | | | | |
| Grand Total Headcount | | 11,154 | 10,652 | 9,653 | 9,468 | |
| Grand Total FTE | | 8,918 | 8,483 | 7,606 | 7,542 | |
| % Change Grand Total FTE | | n/a | -4.9% | -10.3% | -0.8% | |

|  | 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** | | | | | |

Please enter any explanatory notes in the box below

Undergraduate FTE = Credit Hours / 15

Graduate FTE = Credit Hours / 12

*First-year refers to freshmen level student and is not synonymous with first-time student

Non-matriculated students are assigned to a student level

Continuing Education students not included

Student Level is defined as:

    First-year = 0-25 credits earned

    Sophomore = 26- 53 credits earned

    Junior = 54-85 credits earned

    Senior = 86+  credits earned

**Standard 5: Students**
**(Financial Aid, Debt, Developmental Courses)**
**Complete this form for each distinct student body identified by the institution (see Standard 5.1**

**?** Where does the institution describe the students it seeks to serve?

https://www.ccsu.edu/admissions

|  | FY2017 | FY2018 | FY2019 |
|---|---|---|---|
| **?** **Three-year Cohort Default Rate** | 7% | 6% | 2% |
| **?** **Three-year Loan repayment rate** | No longer available from College Scorecard | | |

|  | 3 Years Prior | 2 Years Prior | Most Recently Completed Year | Current Year | Goal (specify year) |
|---|---|---|---|---|---|
|  | (FY2020) | (FY2021) | (FY2022) | (FY2023) | (FY2024) |
| **?** **Student Financial Aid** | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
| Total Federal Aid | $70,648 | $59,622 | $57,301 | $61,760 | TBD |
| Grants | $15,247 | $14,734 | $14,589 | $16,445 | TBD |
| Loans | $54,780 | $44,489 | $42,147 | $44,693 | TBD |
| Work Study | $621 | $400 | $566 | $622 | TBD |
| Total State Aid | $3,349 | $3,343 | $3,422 | $3,224 | TBD |
| Total Institutional Aid | $16,056 | $16,584 | $17,310 | $17,250 | TBD |
| Grants | $16,056 | $16,584 | $17,310 | $17,250 | TBD |
| Loans | - | - | - | - | - |
| Total Private Aid | $10,775 | $7,647 | $7,555 | $6,939 | TBD |
| Grants | $1,786 | $1,622 | $1,644 | $1,562 | TBD |
| Loans | $8,989 | $6,025 | $5,911 | $5,377 | TBD |

**Student Debt**

Percent of students graduating with debt (include all students who graduated in this calculation)

| | | | | | |
|---|---|---|---|---|---|
| Undergraduates | 68% | 69% | 68% | 67% | TBD |
| Graduates | 48% | 50% | 50% | 50% | TBD |
| First professional students | | | | | |

For students with debt:

Average amount of debt for students leaving the institution with a degree

| | | | | | |
|---|---|---|---|---|---|
| Undergraduates | $25,743 | $27,062 | $26,181 | $26,253 | TBD |
| Graduates | $33,945 | $32,761 | $33,411 | $33,386 | TBD |
| First professional students | | | | | |

Average amount of debt for students leaving the institution without a degree

| | | | | | |
|---|---|---|---|---|---|
| Undergraduates | $9,629 | $11,915 | $10,350 | $12,120 | TBD |
| Graduate Students | $22,744 | $22,801 | $22,215 | $22,838 | TBD |
| First professional students | | | | | |

**Percent of First-year students in Developmental Courses** (courses for which no credit toward a degree is granted)

| | | | | | |
|---|---|---|---|---|---|
| English as a Second/Other Language | 0.0% | 0.3% | 0.1% | 0.4% | TBD |
| English (reading, writing, communication skills) | 0% | 0% | 0% | 0% | TBD |
| Math | 13% | 16% | 14% | 12% | TBD |
| Other | | | | | |

Please enter any explanatory notes in the box below

*Graduate includes Doctoral students

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

| | 3 Years Prior (Fall 2019) | 2 Years Prior (Fall 2020) | 1 Year Prior (Fall 2021) | Current Year (Fall 2022) |
|---|---|---|---|---|
| **? Number of Faculty by category** | | | | |
| Full-time | 440 | 428 | 416 | 392 |
| Part-time | 541 | 472 | 432 | 437 |
| Adjunct | | | | |
| Clinical | | | | |
| Research | | | | |
| Visiting | | | | |
| Other; specify below: | | | | |
| Total | 981 | 900 | 848 | 829 |
| **Percentage of Courses taught by full-time faculty** | 63.0% | 64.7% | 68.9% | 66.7% |
| **? Number of Faculty by rank, if applicable** | | | | |
| Professor | 196 | 200 | 186 | 166 |
| Associate | 137 | 136 | 148 | 134 |
| Assistant | 101 | 90 | 81 | 89 |
| Instructor | 6 | 2 | 1 | 3 |
| Other; specify below: | | | | |
| Lecturer (Part-time Faculty) | 541 | 472 | 432 | 437 |
| Total | 981 | 900 | 848 | 829 |
| **? Number of Academic Staff by category** | | | | |
| Librarians | 19 | 16 | 17 | 15 |
| Advisors | 28 | 24 | 22 | 23 |
| Instructional Designers | 2 | 3 | 2 | 1 |
| Other; specify below: | | | | |
| Other Teaching & Instructional Support | 28 | 30 | 31 | 37 |
| Library Technicians | 7 | 7 | 5 | 4 |
| Total | 84 | 80 | 77 | 80 |

Please enter any explanatory notes in the box below

Academic Staff are defined as employees with AAUP union code 21 and with job description criteria of  librarian.  SUOAF academic staff were identified by their position title/description as it related to direct academic support of students. SUOAF union with position description of advisor, assistant/associate dean or work in academic support office such as The Learning Center or Educational Opportunity Program (EOP). Library Technician is defined as employees with SOC code of 25-4030 and a union code of 16. Employee counts are reported using a Census date of November 1, as directed by IPEDS Human Resources Survey.

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

| | 3 Years Prior (FY2020) | | 2 Years Prior (FY2021) | | 1 Year Prior (FY2022)* | | Current Year (FY2023) | |
|---|---|---|---|---|---|---|---|---|
| | FT | PT | FT | PT | FT | PT | FT | PT |
| **❓ Number of Faculty Appointed** | | | | | | | | |
| Professor | 196 | | 200 | | 186 | | 166 | |
| Associate | 137 | | 136 | | 148 | | 134 | |
| Assistant | 101 | | 90 | | 81 | | 89 | |
| Instructor | 6 | | 2 | | 1 | | 3 | |
| No rank | | | | | | | | |
| Other (Lecturer) | | 541 | | 472 | | 432 | | 437 |
| Total | 440 | 541 | 428 | 472 | 416 | 432 | 392 | 437 |
| **❓ Number of Faculty in Tenured Positions** | | | | | | | | |
| Professor | 196 | | 200 | | 185 | | 166 | |
| Associate | 111 | | 112 | | 120 | | 115 | |
| Assistant | 8 | | 8 | | 6 | | 4 | |
| Instructor | 0 | | 0 | | 0 | | 0 | |
| No rank | | | | | | | | |
| Other | | | | | | | | |
| Total | 315 | 0 | 320 | 0 | 311 | 0 | 285 | 0 |
| **❓ Number of Faculty Departing** | | | | | | | | |
| Professor | | | | | 3 | | 2 | |
| Associate | 6 | | 1 | | 10 | | 3 | |
| Assistant | 12 | | 8 | | 14 | | 2 | |
| Instructor | 5 | | 1 | | | | 1 | |
| No rank | | | | | | | | |
| Other | | | | | | | | |
| Total | 23 | 0 | 10 | 0 | 27 | 0 | 8 | 0 |
| **❓ Number of Faculty Retiring** | | | | | | | | |
| Professor | 13 | | 15 | | 27 | | 6 | |
| Associate | 2 | | 4 | | 6 | | | |
| Assistant | 1 | | 1 | | 1 | | 1 | |
| Instructor | | | | | | | | |
| No rank | | | | | | | | |
| Other | | 2 | | | | 3 | | |
| Total | 16 | 2 | 20 | 0 | 34 | 3 | 7 | 0 |

Please enter any explanatory notes in the box below

PT Lecturers are awarded contracts per semester and thus "departures" cannot be reasonably determined.  PT Lecturers who retired from the State of Connecticut processed by CCSU are noted.

FY2023 Departing and Retiring Faculty are preliminary estimates

Faculty numbers are reported using a Census date of November 1, as directed by IPEDS Human Resources Survey.

*The State of Connecticut entered into an agreement, hereafter referred as SEBAC 17, with the State Employee Bargaining Agent Coalition (SEBAC) that significantly altered state employee retiree system (SERS) member benefits with respect to cost of living increases as well as Medicare reimbursement and retiree health for both SERS and Alternative Retirement Plan (ARP) members. Effective July 1, 2022, SERS members who retire thereafter must minimally wait 30 months prior to being eligible for their first cost of living increase, in contrast to minimal 9 months rule. Furthermore, the cost of living increase percentage was altered to be based off of a market index up to 2%, subject to stipulations granting a higher percentage, rather than a flat, minimal 2%, subject to stipulations granting a higher percentage.
The State of Connecticut offers eligible retirees participation in retiree health benefits including Medicare reimbursement.  SEBAC 17 increased the percentage of retiree health care costs as well as reduced the reimbursement of Medicare Income Related Monthly Adjustment Amounts by half. These changes were significant creating an overwhelming incentive to retire by July 1, 2022 to preserve pre-SEBAC 17 retiree benefits.

## 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.

| | 3 Years Prior (Fall 2019) | | | 2 Years Prior (Fall 2020) | | | 1 Year Prior (Fall 2021) | | | Current Year (Fall 2022) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | FT | PT | Total |
| Instructional Staff | 440 | 541 | 981 | 428 | 472 | 900 | 416 | 432 | 848 | 392 | 438 | 830 |
| Research Staff | | | 0 | | | 0 | | | 0 | | | 0 |
| Public Service Staff | | | 0 | | | 0 | | | 0 | | | 0 |
| Librarians | 12 | 7 | 19 | 11 | 3 | 14 | 11 | 4 | 15 | 11 | 2 | 13 |
| Library Technicians | 7 | 0 | 7 | 7 | 0 | 7 | 5 | 0 | 5 | 4 | 0 | 4 |
| Archivists, Curators, Museum staff | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 |
| Student and Academic Affairs | 93 | 6 | 99 | 103 | 12 | 115 | 101 | 7 | 108 | 104 | 7 | 111 |
| Management Occupations | 48 | 0 | 48 | 50 | 0 | 50 | 49 | 0 | 49 | 44 | 0 | 44 |
| Business and Financial Operations | 50 | 0 | 50 | 51 | 0 | 51 | 51 | 0 | 51 | 54 | 0 | 54 |
| Computer, Engineering and Science | 38 | 0 | 38 | 39 | 0 | 39 | 33 | 0 | 33 | 36 | 0 | 36 |
| Community, Social Service, Legal, Arts, Design, Entertainment, Sports, & Media | 43 | 22 | 65 | 39 | 15 | 54 | 40 | 22 | 62 | 39 | 25 | 64 |
| Healthcare Practitioners and Technical | 8 | 0 | 8 | 9 | 0 | 9 | 7 | 0 | 7 | 8 | 0 | 8 |
| Service Occupations | 75 | 0 | 75 | 73 | 0 | 73 | 68 | 0 | 68 | 69 | 0 | 69 |
| Sales and Related Occupations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Office and Administrative Support | 109 | 90 | 199 | 101 | 96 | 197 | 89 | 64 | 153 | 79 | 55 | 134 |
| Natural Resources, Construction, Maintenance | 26 | 0 | 26 | 24 | 0 | 24 | 24 | 0 | 24 | 26 | 0 | 26 |
| Production, Transportation, Material Moving | 10 | 0 | 10 | 10 | 0 | 10 | 10 | 0 | 10 | 9 | 0 | 9 |
| Total | 960 | 666 | 1,626 | 946 | 598 | 1,544 | 905 | 529 | 1,434 | 876 | 527 | 1,403 |

Please enter any explanatory notes in the box below

Graduate assistants are excluded from above totals.

Faculty and Staff numbers are reported using a Census date of November 1, as directed by IPEDS Human Resources

## 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 (FY2021/FY2020) | 1 yr-most recent (FY2022/FY2021) |
| **ASSETS (in 000s)** | | | | | |
| Cash and Short Term Investments | $61,575 | $63,852 | $72,089 | 3.7% | 12.9% |
| Cash held by State Treasurer | $6,997 | $6,108 | $2,363 | -12.7% | -61.3% |
| Deposits held by State Treasurer | $17,122 | $25,770 | $28,286 | 50.5% | 9.8% |
| Accounts Receivable, Net | $4,705 | $13,494 | $12,117 | 186.8% | -10.2% |
| Contributions Receivable, Net | | | | - | - |
| Inventory and Prepaid Expenses | $3,064 | $3,744 | $4,187 | 22.2% | 11.8% |
| Long-Term Investments (note A) | $14,653 | $13,715 | $24,738 | -6.4% | 80.4% |
| Loans to Students | $1,836 | $1,500 | $346 | -18.3% | -76.9% |
| Funds held under bond agreement | | | | - | - |
| Property, plants, and equipment, net | $343,804 | $373,219 | $380,478 | 8.6% | 1.9% |
| Other Assets | | | | - | - |
| **Total Assets** | **$453,756** | **$501,402** | **$524,604** | 10.5% | 4.6% |
| **LIABILITIES (in 000s)** | | | | | |
| Accounts payable and accrued liabilities | $56,681 | $57,849 | $59,898 | 2.1% | 3.5% |
| Deferred revenue & refundable advances | $7,141 | $12,163 | $8,842 | 70.3% | -27.3% |
| Due to state | $24 | $323 | $16 | 1245.8% | -95.0% |
| Due to affiliates | | | | - | - |
| Annuity and life income obligations | | | | - | - |
| Amounts held on behalf of others | $1,901 | $2,467 | $2,316 | 29.8% | -6.1% |
| Long-term investments | | | $1,036 | - | - |
| Refundable government advances | $1,344 | $809 | $361 | -39.8% | -55.4% |
| Other long-term liabilities | | | | - | - |
| **Total Liabilities** | **$67,091** | **$73,611** | **$72,469** | 9.7% | -1.6% |

| 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 (FY2021/ FY2020) | 1 yr-most recent (FY2022/ FY2021) |
| **NET ASSETS (in 000s)** | | | | | |
| Unrestricted net assets | | | | | |
|   Institutional | **$378,831** | **$417,770** | **$438,990** | 10.3% | 5.1% |
|   Foundation (note B) | | | | - | - |
|   **Total** | **$378,831** | **$417,770** | **$438,990** | 10.3% | 5.1% |
| Temporarily restricted net assets | | | | | |
|   Institutional | **$7,834** | **$10,021** | **$13,145** | 27.9% | 31.2% |
|   Foundation (note B) | | | | - | - |
|   **Total** | **$7,834** | **$10,021** | **$13,145** | 27.9% | 31.2% |
| Permanently restricted net assets | | | | | |
|   Institutional | | | | - | - |
|   Foundation (note B) | | | | - | - |
|   **Total** | **$0** | **$0** | **$0** | - | - |
| **Total Net Assets** | **$386,665** | **$427,791** | **$452,135** | 10.6% | 5.7% |
| **TOTAL LIABILITIES and NET ASSETS** | **$453,756** | **$501,402** | **$524,604** | 10.5% | 4.6% |

Please enter any explanatory notes in the box below

Note A: The amounts shown represent cash and cash equivalents that are being held as a long-term plant reserve.

Note B: The CCSU Foundation has separate audited financial statements.

## 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 | $122,524 | $117,156 | $109,527 | $112,720 | $115,980 |
| Room and board | | | | | |
| Less: Financial aid | -$16,147 | -$15,765 | -$18,505 | -$21,126 | -$21,361 |
| Net student fees | $106,377 | $101,391 | $91,022 | $91,594 | $94,619 |
| Government grants and contracts | $7,981 | $8,382 | $9,293 | $10,144 | $10,144 |
| Private gifts, grants and contracts | $1,841 | $1,804 | $1,679 | $4,086 | $4,086 |
| Other auxiliary enterprises | $23,432 | $13,349 | $23,128 | $25,428 | $27,489 |
| Endowment income used in operations | | | | | |
| Indirect cost recoveries | $391 | $299 | $281 | $311 | $311 |
| Other operating revenue | $4,160 | $986 | $2,461 | $2,723 | $2,723 |
| Net assets released from restrictions | | | | | |
| **Total Operating Revenues** | **$144,182** | **$126,211** | **$127,864** | **$134,286** | **$139,372** |
| **OPERATING EXPENSES (in 000s)** | | | | | |
| Instruction | $126,477 | $127,610 | $138,206 | $130,254 | $132,995 |
| Research | $2,197 | $1,783 | $1,968 | $1,855 | $1,894 |
| Public Service | $4,720 | $3,794 | $3,504 | $3,303 | $3,372 |
| Academic Support | $20,694 | $19,625 | $15,378 | $14,493 | $14,798 |
| Student Services | $39,850 | $35,219 | $40,027 | $37,724 | $38,518 |
| Institutional Support | $33,430 | $38,069 | $37,961 | $35,777 | $36,529 |
| Fundraising and alumni relations | | | | | |
| Operation, maintenance of plant (if not allocated) | | | | | |
| Scholarships and fellowships (cash refunded by public institution) | $30,628 | $31,476 | $37,662 | $35,495 | $36,242 |
| Auxiliary enterprises | $7,047 | $8,732 | $9,221 | $8,690 | $8,873 |
| Depreciation (if not allocated) | | | | | |
| Other expenses (specify): | | | | | |
| Other expenses (specify): | | | | | |
| **Total operating expenditures** | **$265,043** | **$266,308** | **$283,927** | **$267,591** | **$273,221** |
| **Change in net assets from operations** | **-$120,861** | **-$140,097** | **-$156,063** | **-$133,305** | **-$133,849** |

| 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) |
|---|---|---|---|---|---|
| **NON OPERATING REVENUES (in 000s)** | | | | | |
| State appropriations (net) | $87,260 | $93,952 | $114,182 | $144,073 | $121,513 |
| Investment return | $1,381 | $84 | $323 | $3,005 | $3,005 |
| Interest expense (public institutions) | | | -$8 | -$8 | -$8 |
| Gifts, bequests and contributions not used in operations | $2,907 | $2,835 | $3,817 | $4,224 | $4,224 |
| Pell grant revenue | $14,681 | $13,519 | $12,533 | $12,622 | $12,622 |
| Federal emergency grant revenue | $7,378 | $30,127 | $29,663 | $750 | $11,453 |
| Capital projects financed at SO | $807 | $11,131 | $8,680 | $101 | |
| Interagency transfers | -$14,802 | -$11,750 | -$11,759 | -$14,196 | -$13,734 |
| Other non-operating revenue | $541 | $239 | $205 | $227 | $227 |
| **Net non-operating revenues** | **$100,153** | **$140,137** | **$157,636** | **$150,798** | **$139,302** |
| **Income before other revenues, expenses, gains, or losses** | **-$20,708** | **$40** | **$1,573** | **$17,493** | **$5,453** |
| Capital appropriations (public institutions) | $34,787 | $41,255 | $22,816 | $3,306 | $18,857 |
| Loss on disposal of assets | -$315 | -$169 | -$45 | -$45 | -$45 |
| **TOTAL INCREASE/DECREASE IN NET ASSETS** | **$13,764** | **$41,126** | **$24,344** | **$20,754** | **$24,265** |

## 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 | $77,605 | $98,889 | $92,405 | $86,318 | $79,414 |
| Additions | $28,193 | $0 | $678 | $0 | $0 |
| Reductions | ($6,909) | ($6,484) | ($6,765) | ($6,904) | ($6,294) |
| Ending balance | **$98,889** | **$92,405** | **$86,318** | **$79,414** | **$73,120** |
| Interest paid during fiscal year | $3,442 | $2,632 | $2,265 | $2,048 | $1,833 |
| Current Portion | $6,484 | $6,765 | $6,904 | $6,294 | $6,289 |
| **Bond Rating** | n/a | n/a | n/a | n/a | n/a |
| **Debt Service Coverage** Operating Income / (Annual Interest + Current Portion of Debt) | -2.09 | 0.00 | 0.17 | 2.10 | 0.67 |
| **Debt to Net Assets Ratio** Long-tem Debt / Total Net Assets | 0.26 | 0.22 | 0.19 | 0.17 | 0.15 |
| **Debt to Assets Ratio** Long-term Debt / Total Assets | 0.22 | 0.18 | 0.16 | 0.14 | 0.13 |

**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.**

The debt noted in the chart above reflects the portion of the debt that was taken out by the Connecticut State Colleges and Universities system and directly attributable to the university.  The University is responsible for the repayment of its portion of the CHEFA debt although that portion is not discretely presented as part of the University's audited financial statements, rather these values are shown as System Office liabilities.        There are four debt issuances (Series N - Mid-Campus Residence Hall, Series P-1 - Willard/DiLoreto Garage Design, Series Q-1 - Willard/DiLoreto Garage Construction, and Series Q-2 - Welte Garage) that the University is resposible for their partial repayment.  Series N matures from 2014 to 2033 with interest rates varying from 4.1% to 5.0%, Series P-1 matures from 2016 to 2036 with interest rates varying from 2.5% to 5.0%, Series Q-1 matures from 2019 to 2039 with interest rates varying from 2.5% to 5.0%, and Series Q-2 matures from 2011 to 2022 with interest rates varying from 2.5% to 5.0%.  Payment of the principal of, and interest on, the bonds are due to the Trustee on April 1st and October 1st of each year.  All debt covenants are being met.

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

n/a

**Future borrowing plans (please describe).**

n/a

## Standard 7:  Institutional Resources
### (Supplemental Data)

| 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) |
|---|---|---|---|---|---|
| **NET ASSETS** | | | | | |
| Net assets beginning of year | $372,901 | $386,665 | $427,791 | $452,135 | $472,889 |
| Total increase/decrease in net assets | $13,764 | $41,126 | $24,344 | $20,754 | $24,265 |
| Net assets end of year | **$386,665** | **$427,791** | **$452,135** | **$472,889** | **$497,154** |
| | | | | | |
| **FINANCIAL AID** | | | | | |
| Source of funds | | | | | |
| Unrestricted institutional | $17,020 | $16,544 | $16,628 | $17,654 | $17,606 |
| Federal, state and private grants | $19,242 | $18,663 | $18,945 | $20,686 | $16,899 |
| Restricted funds | $3,997 | $3,887 | $4,410 | $3,760 | $3,698 |
| Total | **$40,259** | **$39,094** | **$39,983** | **$42,100** | **$38,203** |
| | | | | | |
| % Discount of tuition and fees | 22.8% | 23.3% | 26.3% | 26.0% | 25.2% |
| % Unrestricted discount | 20.5% | 20.7% | 22.8% | 23.3% | 22.6% |
| Net Tuition Revenue per FTE | | | | | |
| **FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE** | n/a | n/a | n/a | n/a | n/a |

**Please indicate your institution's endowment spending policy:**

The CCSU Foundation has separate audited financial statements.  The CCSU Foundation annually disburses an amount equal to 5% of each endowed fund's 20 quarter average fund balance, inclusive of fees, and up to 100% of the balance of operating funds.

**Please enter any explanatory notes in the box below.**

* The Federal Financial Responsibility

## Standard 7:  Institutional Resources
## (Liquidity)

| Fiscal Year ends - month& day: (6/30) | 3 Years Prior (FY2020) | 2 Years Prior (FY2021) | Recently Completed Year (FY2022) | Current Year (FY2023) | Next Year Forward (FY2024) |
|---|---|---|---|---|---|
| **CASH FLOW** | | | | | |
| Cash and Cash Equivalents beginning of year | $87,968 | $83,225 | $83,675 | $99,190 | $119,946 |
| Cash Flow from Operating Activities | ($104,200) | ($128,103) | ($136,823) | ($115,650) | ($116,194) |
| Cash Flow from Investing Activities | $1,381 | $84 | $285 | $3,005 | $3,005 |
| Cash Flow from Financing Activities | $98,076 | $128,469 | $152,053 | $133,401 | $137,455 |
| Cash and Cash Equivalents end of year | **$83,225** | **$83,675** | **$99,190** | **$119,946** | **$144,212** |
| **LIQUIDITY RATIOS** | | | | | |
| Current Assets | $94,043 | $113,544 | $118,439 | $166,310 | $166,310 |
| Current Liabilities | $44,050 | $50,788 | $52,593 | $51,313 | $51,313 |
| Current Ratio | **2.13** | **2.24** | **2.25** | **3.24** | **3.24** |
| Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses]) / 365) | **122.35** | **121.95** | **135.97** | **175.17** | **205.96** |

| |
|---|
| **Please enter any explanatory notes in the box below that may impact the institution's cash flow.** |
| n/a |
| **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.** |
| No |
| **Please enter any explanatory notes in the box below.** |
| We used a different calculation to determine the number of Days Cash on Hand.  In following an industry standard calculation, the Days Cash on Hand was calculated by dividing the total of Cash and Cash Equivalents by Operating Expenses less Depreciation and other noncash expenses and then dividing that amount by 365 (Days Cash on Hand = Cash and Cash Equivalents / ((Operating Expenses - Depreciation and other noncash operating expenses) / 365)). |

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

| Student Success Measures/ Prior Performance and Goals | | 3 Years Prior (FY2020) | 2 Years Prior (FY2021) | 1 Year Prior (FY2022) | Current Year (FY2023) | Next Year Forward (goal, FY2024) |
|---|---|---|---|---|---|---|
| **IPEDS Retention Data** | **Fall Cohort** | 2018 | 2019 | 2020 | 2021 | 2022 |
| Associate degree students | | | | | | |
| Bachelors degree students | | 72% | 78% | 72% | 77% | TBD |
| **IPEDS Graduation Data (150% of time)** | **Fall Cohort** | 2013 | 2014 | 2015 | 2016 | 2017 |
| Associate degree students | | | | | | |
| Bachelors degree students | | 57% | 52% | 55% | 54% | TBD |
| **IPEDS Outcomes Measures Data** | | | | | | |
| **First-time, full time students** | **1-Year Cohort** | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| Awarded a degree within six years | | 51% | 51% | 57% | 52% | TBD |
| Awarded a degree within eight years | | 54% | 55% | 60% | 56% | TBD |
| Not awarded within eight years but still enrolled | | 1% | 2% | 1% | 1% | TBD |
| **First-time, part-time students** | | | | | | |
| Awarded a degree within six years | | 16% | 47% | 16% | 15% | TBD |
| Awarded a degree within eight years | | 16% | 53% | 16% | 25% | TBD |
| Not awarded within eight years but still enrolled | | 5% | 0% | 0% | 0% | TBD |
| **Non-first-time, full-time students** | | | | | | |
| Awarded a degree within six years | | 60% | 64% | 62% | 63% | TBD |
| Awarded a degree within eight years | | 62% | 65% | 64% | 65% | TBD |
| Not awarded within eight years but still enrolled | | 1% | 1% | 1% | 1% | TBD |
| **Non-first-time, part-time students** | | | | | | |
| Awarded a degree within six years | | 43% | 44% | 42% | 43% | TBD |
| Awarded a degree within eight years | | 47% | 48% | 55% | 46% | TBD |
| Not awarded within eight years but still enrolled | | 1% | 1% | 3% | 2% | TBD |

**Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)**
**Bachelors degree students, Full-Time First-Time**

| Gender | Fall Cohort | 2018 | 2019 | 2020 | 2021 | 2022 |
|---|---|---|---|---|---|---|
| Male | | 71% | 76% | 71% | 77% | TBD |
| Female | | 73% | 81% | 74% | 76% | TBD |
| **Race/Ethnicity** | | | | | | |
| U.S. Non-Resident * | | 81% | 57% | 80% | 87% | TBD |
| Black or African American | | 75% | 82% | 73% | 72% | TBD |
| American Indian or Alaska Native* | | 50% | 100% | 100% | 0% | TBD |
| Native Hawaiian or Other Pacific Islander* | | 50% | 100% | 0% | 100% | TBD |
| Asian | | 85% | 85% | 88% | 90% | TBD |
| Hispanic or Latino | | 62% | 70% | 65% | 68% | TBD |
| White | | 74% | 80% | 74% | 80% | TBD |
| Two or More Races | | 64% | 79% | 64% | 68% | TBD |
| Race/Ethnicity Unknown | | 81% | 67% | 71% | 79% | TBD |

| Student Success Measures/ Prior Performance and Goals | 3 Years Prior (FY2020) | 2 Years Prior (FY2021) | 1 Year Prior (FY2022) | Current Year (FY2023) | Next Year Forward (goal, FY2024) |
|---|---|---|---|---|---|

**Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)**

**Bachelors degree students, Full-time First-time**

| Fall Cohort | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|
| **Four-year Grad Rates -FTFT** | 27% | 29% | 31% | 28% | 25% |

**Six-year Grad Rates -FTFT**

| Gender | Fall Cohort | 2013 | 2014 | 2015 | 2016 | 2017 |
|---|---|---|---|---|---|---|
| Male | | 54% | 47% | 48% | 47% | TBD |
| Female | | 61% | 57% | 62% | 62% | TBD |

| Race/Ethnicity | 2013 | 2014 | 2015 | 2016 | 2017 |
|---|---|---|---|---|---|
| U.S. Non-Resident * | 73% | 63% | 50% | 42% | TBD |
| Black or African American | 41% | 41% | 49% | 47% | TBD |
| American Indian or Alaska Native* | 20% | 67% | n/a | 25% | TBD |
| Native Hawaiian or Other Pacific Islander* | 0% | 0% | n/a | 0% | TBD |
| Asian | 56% | 59% | 60% | 52% | TBD |
| Hispanic or Latino | 47% | 47% | 49% | 47% | TBD |
| White | 62% | 54% | 57% | 55% | TBD |
| Two or More Races | 54% | 56% | 50% | 62% | TBD |
| Race/Ethnicity Unknown | 50% | 71% | 54% | 67% | TBD |

**Definition and Methodology Explanations**

Cohorts for retention rates and 4-year and 6-year graduation rates are defined using the IPEDS definitions: first-time, full-time degree-seeking students.

Retention rates are measured from fall semester to fall semester as of the 3rd week official census date (IPEDS definition).

4-Year and 6-year graduation rates are measured based upon degree completion status by August 31, either 4 or 6 years later (for example the status of students in the 2016 cohort was measured on August 31, 2020 for the 4-year rate and again on August 31, 2022 for the 6-year rate)

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

CCSU also tracks retention and graduation rates for other populations of students:

Full-time Transfer Students: https://docs.ccsu.edu/oira/institutionalData/factbook/graduationRetentionRates/FT-FT_Students_Summary.pdf

First-time Part-time Students: https://docs.ccsu.edu/oira/institutionalData/factbook/graduationRetentionRates/PT-FT_Students_Full_Report.pdf

Student Athletes Receiving Athletic Aid: https://docs.ccsu.edu/oira/institutionalData/factbook/graduationRetentionRates/FT-FT_Athletes_With_Aid.pdf

CCSU also participates in the CSRDE retention studies for transfer students and STEM majors

* Cohort at or below 25 students; the cohort size of the American Indian or Alaska Native and the Native Hawaiian or Other Pacific Islander is typically 0 to 2 students

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

| Category of Student/Outcome Measure | | Bachelor Cohort | | Associate Cohort | |
|---|---|---|---|---|---|
| | | 6 years ago | 4 years ago | 6 years ago | 4 years ago |
| **First-time, Full-time Students (1)** | **Fall Cohort** | **2016** | **2018** | | |
| Degree from original institution | | 53% | 25% | | |
| Not graduated, still enrolled at original institution | | 6% | 31% | | |
| Degree from a different institution | | 11% | 3% | | |
| Transferred to a different institution | | 4% | 8% | | |
| Not graduated, never transferred, no longer enrolled | | 26% | 33% | | |
| **First-time, Part-time Students (1)** | | | | | |
| Degree from original institution | | 27% | 0% | | |
| Not graduated, still enrolled at original institution | | 9% | 6% | | |
| Degree from a different institution | | 9% | 0% | | |
| Transferred to a different institution | | 18% | 12% | | |
| Not graduated, never transferred, no longer enrolled | | 37% | 82% | | |
| **Non-first-time, Full-time Students (1)** | | | | | |
| Degree from original institution | | 68% | 58% | | |
| Not graduated, still enrolled at original institution | | 2% | 13% | | |
| Degree from a different institution | | 7% | 6% | | |
| Transferred to a different institution | | 3% | 2% | | |
| Not graduated, never transferred, no longer enrolled | | 20% | 21% | | |
| **Non-first-time, Part-time Students (1)** | | | | | |
| Degree from original institution | | 54% | 37% | | |
| Not graduated, still enrolled at original institution | | 5% | 22% | | |
| Degree from a different institution | | 7% | 4% | | |
| Transferred to a different institution | | 2% | 7% | | |
| Not graduated, never transferred, no longer enrolled | | 32% | 30% | | |

## Measures of Student Achievement and Success/Institutional Performance and Goals

| | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Next Year Forward (goal) |
|---|---|---|---|---|---|
| | (FY2019) | (FY2020) | (FY2021) | (FY2022) | (FY2023) |

**Success of students pursuing higher degrees**
(add more rows as needed; add definitions/methodology in #1 below)

| | | | | | |
|---|---|---|---|---|---|
| Enrolled in Post-Secondary Education, all levels (4) | 35% | 31% | 27% | 19% | TBD |
| Enrolled in Graduate Level Post-secondary Education (5) | 27% | 23% | 20% | 13% | TBD |

**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**

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |

**Definition and Methodology Explanations**

| |
|---|
| Data Source:  Student Achievement Measure (SAM).  Cohort files submitted to National Student Clearinghouse (NSC). |
| * First-time, Part-time Cohort is too small to submit to the National Student Clearinghouse.  Cohort 2016 =11 and Cohort 2018= 17 |
| Data Source used for students pursuing higher degrees:  National Student Clearinghouse.  Submitted Completer files to NSC using Subsequent Enrollment tracking. |
| Enrolled in Post-secondary Education is defined as a student enrolled in higher education all levels, undergraduate, graduate, and or doctoral levels.  Students enrollment at CCSU is included in this figure. |
| Enrolled at the graduate level  is defined as a student enrolled in graduate or doctoral level.  It is a subset of #3. Enrolled in post-secondary education. Students enrollment at CCSU is included in this figure. |

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

| Exam | 3 Years Prior (FY2019) | | 2 Years Prior (FY2020) | | 1 Year Prior (FY2021) | | Most Recent Year (FY2022) | |
|---|---|---|---|---|---|---|---|---|
| **State Licensure Examination Passage Rates**<br>Name of exam | # who took exam | # who passed | # who took exam | # who passed | # who took exam | # who passed | # who took exam | # who passed |
| ART CONTENT AND ANALYSIS | 27 | 20 | 15 | 13 | 15 | 10 | 13 | 8 |
| BIOLOGY CONTENT KNOWLEDGE | 7 | N < 10 | 12 | N < 10 | 13 | N < 10 | 5 | N < 10 |
| CHEMISTRY CONTENT KNOWKEDGE | 5 | N < 10 | 3 | N < 10 | 4 | N < 10 | 4 | N < 10 |
| EARTH AND SPACE SCIENCES - CK | 1 | N < 10 | 2 | N < 10 | 3 | N < 10 | 5 | N < 10 |
| ELEM ED MULTI SUBJ MATHEMATICS (5003)** | 65 | 50 | 50 | 45 | 45 | 36 | 81 | 69 |
| ELEM ED MULTI SUBJ READING LANG ARTS(5002)** | 69 | 60 | 45 | 42 | 53 | 45 | 71 | 62 |
| ELEM ED MULTI SUBJ SCIENCES (5005)** | 88 | 65 | 52 | 43 | 50 | 39 | 81 | 65 |
| ELEM ED MULTI SUBJ SOCIAL STUDIES (5004)** | 92 | 64 | 56 | 41 | 57 | 44 | 72 | 52 |
| ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS | 20 | 15 | 11 | 11 | 14 | 11 | 16 | 15 |
| ENGLISH TO SPEAKERS OF OTHER LANGUAGES | 7 | N < 10 | 9 | N < 10 | 8 | N < 10 | 8 | N < 10 |
| FOUNDATIONS OF READING | 117 | 101 | 61 | 51 | 84 | 58 | pending | |
| READING SPECIALIST | 28 | 26 | 13 | 13 | 30 | 29 | 19 | 19 |
| MATHEMATICS CONTENT KNOWLEDGE (5161)** | 28 | 15 | 9 | N < 10 | 17 | 7 | 13 | 5 |
| MUSIC CONTENT & INSTRUCTION | 8 | N < 10 | 7 | N < 10 | 9 | N < 10 | 9 | N < 10 |
| PHYSICAL ED CONTENT AND DESIGN | 44 | 32 | 21 | 17 | 26 | 21 | 16 | 11 |
| PHYSICS CONTENT KNOWLEDGE | 6 | N < 10 | 2 | N < 10 | 1 | N < 10 | 1 | N < 10 |
| SE CK AND MILD TO MODERATE APPL | 56 | 55 | 31 | 29 | 37 | 32 | 37 | 35 |
| SOCIAL STUDIES CONTENT KNOWLEDGE | 30 | 19 | 20 | 15 | 23 | 18 | 12 | 9 |
| TECHNOLOGY EDUCATION | 28 | 26 | 22 | 20 | 13 | 12 | 19 | 17 |
| WPT French | 1 | N < 10 | 1 | N < 10 | 1 | N < 10 | | |
| WPT Spanish | 6 | N < 10 | 4 | N < 10 | | | | |
| **National Licensure Passage Rates**<br>Name of exam | # who took exam | # who passed | # who took exam | # who passed | # who took exam | # who passed | # who took exam | # who passed |
| AIC Exam | 46 | 22 | 18 | 8 | 36 | 13 | 80 | 43 |
| National Certification Exam (Biological Sciences: Anesthe | 8 | N < 10 | 16 | 16 | 20 | 20 | 20 | 20 |
| Connecticut Administrators' Test | 98 | 98 | 60 | 60 | 93 | 92 | 124 | 122 |
| NCLEX-RN | 37 | 36 | 54 | 52 | 45 | 43 | pending | |
| **Job Placement Rates** | | | | | | | | |
| Major/time period | # of grads | # with jobs | # of grads | # with jobs | # of grads | # with jobs | # of grads | # with jobs |
| Biology Anesthesia, MS | 8 | N < 10 | 16 | 16 | 20 | 20 | 20 | 20 |

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

**Web location of gainful employment report** (if applicable)

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

|  | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Next Year Forward |
|---|---|---|---|---|---|
|  | (FY 2    ) | (FY2    ) | (FY 2    ) | (FY 2    ) | (FY 2    ) |
| **Completion Rates** | | | | | |
| N/A - CCSU does not have any vocational training programs | | | | | |
| **Placement Rates** | | | | | |
| N/A - CCSU does not have any vocational training programs | | | | | |

Please enter any explanatory notes in the box below

** Tests were revised effective either 2015 or 2016

*** Notes regarding Marriage and Family therapy: In Connecticut, there are many employment opportunities for MFTs that do not require a professional license to practice. Information on licensing rates come from the Connecticut State Department of Public Health Licensing Search page. Graduates must wait for a period of 1 year after obtaining their degrees to be eligible for applying for licensure.

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

| Student Success Measures/ Prior Performance and Goals | 3 Years Prior (FY2019) | 2 Years Prior (FY2021) | 1 Year Prior (FY2022) | Current Year (FY2023) | Next Year Forward (goal) (FY2024) |
|---|---|---|---|---|---|

**Master's Programs** (definitions/methodology in #1 below)

| Fall Cohort | 2018 | 2019 | 2020 | 2021 | 2022 |
|---|---|---|---|---|---|
| Retention rates first-to-second year | 72% | 72% | 67% | 69% | TBD |

| Fall Cohort | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|
| Graduation rates @ 200% time (8 year) | 74% | 77% | 69% | 74% | TBD |
| **Average Time to Degree** | (FY2019) | (FY2021) | (FY2022) | (FY2023) | (FY2024) |
| Master's programs with 30 credit hours | 2.4 | 2.5 | 2.8 | 2.8 | TBD |
| Master's programs with 33 credit hours | 2.4 | 2.5 | 2.3 | 2.5 | TBD |
| Master's programs with 36 credit hours | 2.7 | 2.8 | 2.9 | 2.8 | TBD |
| Biological Sciences: Anesthesia, MS (31 credits) | 2.4 | 2.4 | | | |
| Nursing: Hospice and Palliative Care, MSN (35 credits) | 1.7 | 2.0 | 2.1 | 2.0 | TBD |
| Teacher Education, MAT (49 credits) | 1.4 | 1.3 | 1.4 | 1.2 | TBD |
| MBA (30-54 credits) | 2.4 | 2.4 | 2.5 | 2.4 | TBD |
| Marriage & Family Therapy, MS (50-63 credits) | 3.5 | 3.8 | 3.4 | 3.6 | TBD |
| Counselor Education, MS (60-63 credits) | 2.9 | 2.7 | 3.0 | 3.2 | TBD |

Other measures, specify:

| *For a complete listing of time to degree by program, see website: | https://docs.ccsu.edu/oira/institutionalData/factbook/degreesAndCertificatesAwarded/Time_to_Degree.pdf |
|---|---|

**Doctoral Programs** (definitions/methodology in #2 below)

| Cohort | 2018 | 2019 | 2020 | 2021 | Goal |
|---|---|---|---|---|---|
| Retention rates first-to-second year | 94% | 95% | 93% | 93% | TBD |

| Cohort | 2007 | 2009 | 2011 | 2013 | 2015 |
|---|---|---|---|---|---|
| Graduation rates @ 200% time (8 year) | 67% | 69% | 71% | 95% | TBD |
| **Average Time to Degree** | (FY2019) | (FY2021) | (FY2022) | (FY2023) | (FY2024) |
| Average time to degree (all Doctoral) | 2.9 | 3.2 | 3.6 | 3.4 | TBD |
| Average time to degree ( EDD) | 4.0 | 4.5 | 4.7 | 5.1 | TBD |
| Average time to degree (DNAP) | 1.7 | 2.7 | 2.8 | 2.6 | TBD |

Other measures, specify:

**First Professional Programs** (definitions/methodology in #3 below)

| | | | | | |
|---|---|---|---|---|---|
| Retention rates first-to-second year | | | | | |
| Graduation rates @ 150% time | | | | | |
| Average time to degree | | | | | |

Other measures, specify:

**Distance Education**  (definitions/methodology in #4 below)

| Course completion rates | (FY2019) | (FY2021) | (FY2022) | (FY2023) | (FY2024) |
|---|---|---|---|---|---|
| Accounting, OCP (19351) | 100% | 96% | 88% | | |
| Data Science, OCP (09289) | 92% | 86% | 84% | 88% | TBD |
| Data Science, MS (09328 | 91% | 84% | 83% | 81% | TBD |
| Modern Languages, Spanish Option, On-line, MA (18263) | 100% | 98% | 96% | 97% | TBD |
| Strategic Communication, MS (19705) | 92% | 98% | 78% | 74% | TBD |
| Supply Chain Logistics Management, MS (19544) | 94% | 86% | 97% | 95% | TBD |
| **Retention rates first-to-second year** | 75% | 72% | 64% | 47% | TBD |
| **Fall Cohort** | **2011** | **2012** | **2013** | **2014** | **2015** |
| Graduation rates @ 200% time (8 year) | N < 5 | 60% | 60% | 71% | TBD |

Other measures, specify:

| **Average time to degree** | (FY2019) | (FY2021) | (FY2022) | (FY2023) | (FY2024) |
|---|---|---|---|---|---|
| Data Science, MS | 3.5 | 1.7 | 1.6 | 2.3 | TBD |
| Strategic Communication, MS | 2.0 | 2.0 | 1.1 | 0.7 | TBD |
| Supply Chain Logistics Management, MS | | 1.0 | 0.9 | 1.9 | TBD |
| Modern Languages, Spanish Option, On-line, MA | 1.3 | | 1.6 | 2.2 | TBD |

**Branch Campus and Instructional Locations** (definitions/methodology in #5 below)

| Course completion rates | | | | | |
|---|---|---|---|---|---|
| Retention rates | | | | | |
| Graduation rates | | | | | |

Other measures, specify:

**Definition and Methodology Explanations**

**1)** Master's Cohort Definition:  Degree-Seeking, First-time GR Level, Full-time and Part-time, Master's Credential Only

Graduate retention rate:  Percentage of first-time full- and part-time graduate degree-seeking graduate students from the previous fall (first fall enrollment) who are enrolled in the next fall semester (second fall enrollment)

Graduate graduation rate:  Percentage of first-time  degree-seeking graduate students who were enrolled in a program and completed their degree within 8 years(200%).

Notes: Programs included in this calculation require approximately 30 – 54 credits to complete; 75% of graduate students are enrolled as part-time. A 30-33 credit hour degree program would have the expected graduation time (100%) of two years for Full Time enrollment. 75% of students are enrolled as part-time. Expected graduation of these programs is (100%) to be 4 years given high part time enrollment.

**2)** <u>Doctoral Cohort Definition:</u>  Degree-Seeking, First-time DR Level, Full-time and Part-time, Doctoral Credential Only; new cohort accepted every other year. These data are limited to the EDD and DNAP(the first DNAP cohort started in fall 2017; combined with EDD for retention, but has not matured yet to be counted on Graduation rates).
<u>Graduate retention rate:</u>  Percentage of first-time full- and part-time degree-seeking doctoral students from the previous fall (first fall enrollment) who are enrolled in the next fall semester (second fall enrollment)
<u>Graduate graduation rate:</u>  Percentage of first-time full- and part-time degree-seeking doctoral students who were enrolled in a program and completed their degree within 8 years.
<u>Notes</u>: The EDD program requires 63 credits to complete; a full-time student should be able to graduate in 4 years (100%); 98% of  students are enrolled as part-time. This program is cohort based, starting in alternate years.

**3)** N/A

**4)** <u>Cohort Definition</u>:  All students enrolled in Core curriculum for programs that are offered 100% online.
<u>Graduate retention rate:</u>  Percentage of first-time full- and part-time graduate degree-seeking graduate students from the previous fall (first fall enrollment) who are enrolled in the next fall semester (second fall enrollment)
<u>Graduate graduation rate:</u>  Percentage of first-time full-time degree-seeking graduate students who were enrolled in a program and completed their degree within 8 years.
<u>Notes</u>:   A 30-33 credit hour degree program would have the expected graduation time (100%) of two years for Full Time enrollment. 98% of students are enrolled as part-time. Expected graduation of these programs is (100%) to be 4 years given high part time enrollment.

**5)** <u>Average time to Degree : M</u>easured in years. Weighted average by Credit hours.

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

| ? Policies | Last Updated | ? Website location where policy is posted | Responsible Office or Committee |
|---|---|---|---|
| Academic honesty | 2011 | https://www.ccsu.edu/academicintegrity/ | Academic Affairs |
| Intellectual property rights | 2017 | https://www.ccsu.edu/universitycounsel/links.html | University Counsel |
| Conflict of interest & Ethics | 2020 | https://www.ccsu.edu/universitycounsel/links.html | University Counsel |
| Privacy rights | 2021 | https://www.ccsu.edu/registrar/policies-procedures | Registrar (FERPA dropdown menu) |
| Fairness for students | 2022 | https://www.ccsu.edu/studentrights/ | Office of Student Rights & Responsibilities (Student Affairs) & Ombudsperson |
| Fairness for faculty | 2021 | https://www.ct.edu/files/pdfs/2021-2025%20AAUP%20Contract.pdf | Human Resources* |
| Fairness for staff | 2021 | https://www.ct.edu/files/pdfs/SUOAF-2021-2025.pdf | Human Resources* |
| Academic freedom | 2022 | https://www.ct.edu/files/pdfs/2021-2025%20AAUP%20Contract.pdf | Human Resources* |
| Research | | https://www.ccsu.edu/gfr/ | Grants & Funded Research |
| Title IX | 2020 | https://www.ccsu.edu/diversity/ | Office of Equity & Inclusion |
| Other; specify | | | |
| * AAUP Contract | 2021 | https://www.ccsu.edu/hr/parttimefaculty/generalinfo.html | Human Resources |
| * SUOAF-AFSCME Contract | 2021 | https://www.ccsu.edu/suoaf/information.html | Human Resources |

| Non-discrimination policies | | | |
|---|---|---|---|
| Recruitment and admissions | | https://www.ccsu.edu/first-year-admissions/admission-requirements | Office of Recruitment and Admissions |
| Students | | https://www.ccsu.edu/diversity/complaints.html | Office of Equity & Inclusion |
| Employment | | https://www.ccsu.edu/hr/policies.html | Office of Equity & Inclusion and Human Resources |
| Evaluation | 2021 | https://www.ccsu.edu/hr/laborrelations/index.html | Human Resources |
| Disciplinary action | 2021 | https://www.ccsu.edu/hr/laborrelations/index.html | Human Resources |
| Advancement | 2021 | https://www.ccsu.edu/hr/laborrelations/index.html | Human Resources |
| Other; specify | | | |
| * AAUP Contract - Part-time Faculty | 2021 | https://www.ccsu.edu/hr/parttimefaculty/generalinfo.html | Human Resources |
| * SUOAF-AFSCME Contract | 2021 | https://www.ccsu.edu/suoaf/ | Human Resources |
| * Maintenance & Service Contrac | 2022 | https://portal.ct.gov/-/media/OPM/OLR/Contracts/NP2-Final-Contract-2125.pdf | Human Resources |
| * Administrative Clerical Contrac | 2021 | https://portal.ct.gov/-/media/OPM/OLR/Contracts/NP-3-Contract-with-Pay-Scales-Included.pdf | Human Resources |
| * Engineering, Scientific & Techn | 2021 | https://portal.ct.gov/-/media/OPM/OLR/Contracts/P4-Contract-2016-2021-web.pdf | Human Resources |

| ? | Policies | Last Updated | ? | Website location where policy is posted | Responsible Office or Committee |
|---|---|---|---|---|---|
| | * Protective Services Contract | 2021 | | https://www.ct.gov/opm/lib/opm/olr/contracts/np-5_protective_services_2016-2021.pdf | Human Resources |
| | * Administrative & Residual | 2021 | | https://www.ct.gov/opm/lib/opm/olr/contracts/p-5_administrative_and_residual_2016-2021.pdf | Human Resources |

**Resolution of grievances**

| | Last Updated | Website location where policy is posted | Responsible Office or Committee |
|---|---|---|---|
| Students | 2022 | https://www.ccsu.edu/sites/default/files/document/Student_Handbook.pdf | Student Affairs |
| | | https://www.ccsu.edu/student-disability-services/complaints-and-appeal-procedures | Student Affairs |
| Faculty | 2021 | https://www.ct.edu/files/pdfs/2021-2025%20AAUP%20Contract.pdf | Human Resources |
| Staff | 2021 | https://www.ccsu.edu/hr/laborrelations/index.html | Human Resources |
| Other; specify | | | |
| Management/Confidential | 2022 | https://www.ccsu.edu/sites/default/files/document/HRPoliciesMgmtConfEmployees-2022.pdf | Human Resources |

| ? | Other | Last Updated | Website location or Publication | Responsible Office or Committee |
|---|---|---|---|---|
| | Data Collection Policy | | https://www.ccsu.edu/oira/policies | Office of Institutional Research and Assessment |

Please enter any explanatory notes in the box below

| |
|---|
| * Addressed in the union contracts |

**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.ccsu.edu/directory |
| Notice of availability of publications and of audited financial statement or fair summary | https://www.ccsu.edu/fiscal-affairs/audited-financial-statements-and-audit-reports |
| Processes for admissions | https://www.ccsu.edu/admissions |
| Processes for employment | https://www.ccsu.edu/hr/jobopportunities.html |
| Processes for grading | https://www.ccsu.edu/registrar/grades/gradingSystem.html |
| Processes for assessment | https://www.ccsu.edu/oira/assessment/ |
| Processes for student discipline | https://www.ccsu.edu/studentrights/ |
| Processes for consideration of complaints and appeals | https://docs.ccsu.edu/Grade_Change_Appeal_Policy.pdf |

| List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found. | |
|---|---|
| **Statement/Promise** | **Website location and/or publication where valid documentation can be found** |
| How does the General education program benefit students? | http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program |
| Learn from faculty research experts | https://www.ccsu.edu/communityEngagement/lets-do-research |
| "….abundance of opportunities to engage our communities…" | https://www.ccsu.edu/communityEngagement/ |
| "...we can prepare you for life after CCSU" | https://www.ccsu.edu/oira/alumni-survey |
| Beyond the classroom our academic programs offer real-world experience. | https://www.ccsu.edu/communityEngagement/internships |
| Central helps students become engaged citizens who are prepared to make a positive impact on the world. | https://www.ccsu.edu/communityEngagement/get-involved-ccsu |

| Date of last review of: | |
|---|---|
| Print publications | See below |
| Digital publications | See below |

Please enter any explanatory notes in the box below

| |
|---|
| Publications are updated on a regular schedule, but not all are done at the same time. The Undergraduate/Graduate Catalog is updated annually in April. |

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

| Information | Website location |
|---|---|
| Institutional catalog | https://ccsu.smartcatalogiq.com/en/current/undergraduate-graduate-catalog/ |
| Obligations and responsibilities of students and the institution | https://docs.ccsu.edu/Student_Handbook.pdf |
| Information on admission and attendance | https://www.ccsu.edu/admissions |
| Institutional mission and objectives | https://www.ccsu.edu/about/mission.html |
| Expected educational outcomes | https://www.ccsu.edu/oira/assessment/AAP.html |
| Outcomes are posted on each program's page | https://www.ccsu.edu/programs |
| General Education Objectives | https://ccsu.smartcatalogiq.com/en/current/undergraduate-graduate-catalog/undergraduate-general-education-program/ |
| Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation | https://www.ccsu.edu/about/profile.html |
| Requirements, procedures and policies re: admissions | https://www.ccsu.edu/first-year-admissions |
| Requirements, procedures and policies re: transfer credit | https://www.ccsu.edu/transfer-admissions |
| A list of institutions with which the institution has an articulation agreement | https://www.ccsu.edu/consumer-information-disclosures/articulation-agreements |
| Student fees, charges and refund policies | https://www.ccsu.edu/bursars-office/tuition-fee-refund-policy |
| Rules and regulations for student conduct | https://www.ccsu.edu/studentrights/ |
| Procedures for student appeals and complaints | https://www.ccsu.edu/student-disability-services/complaints-and-appeal-procedures |
| Academic Probation/Academic Dismissal Policies, Undergraduate | https://ccsu.smartcatalogiq.com/en/current/undergraduate-graduate-catalog/undergraduate-academic-policies-and-requirements/grades-and-grading-policies/academic-probation-academic-dismissal/ |
| Academic Probation/Academic Dismissal Policies, Graduate | https://ccsu.smartcatalogiq.com/en/current/undergraduate-graduate-catalog/graduate-academic-policies-and-requirements/grades-and-grading-policies/academic-probation-academic-dismissal-policies/ |
| Parking Fines | https://www.ccsu.edu/police/parkingTicketAppeals.html |
| Student Disability Services | https://www.ccsu.edu/accessibility |
| Involuntary Medical Leave appeal (2022-23 Handbook, p 90) | https://docs.ccsu.edu/Student_Handbook.pdf |
| Student Code of Conduct appeals (2022-23 Handbook, p118+) | https://docs.ccsu.edu/Student_Handbook.pdf |
| Residence Life Damage Billing appeals (2022-23 Handbook, p 140+) | https://docs.ccsu.edu/Student_Handbook.pdf |
| Satisfactory Academic Progress (SAP) | https://www.ccsu.edu/financialaid/faqs/policies |
| Discrimination Complaint Procedures | https://www.ccsu.edu/office-equity-inclusion/office-equity-inclusion |
|  | https://www.ccsu.edu/sites/default/files/document/TitleXI-Grievance-Procedures.pdf |
| Academic Misconduct | https://www.ccsu.edu/academic-integrity/academic-misconduct-policy |
| Other information re: attending or withdrawing from the institution | https://www.ccsu.edu/registrar/policies-procedures |
| Academic programs | https://www.ccsu.edu/programs |
| Courses currently offered | https://ssb-prod.ec.ccsu.edu/PROD/byskcsob.P_TermSel |
| Other available educational opportunities |  |
|     Continuing Education | http://ce.ccsu.edu/ |
|     Center for International Education | https://www.ccsu.edu/cie/ |
| Other academic policies and procedures | https://www.ccsu.edu/registrar/policies-procedures |
| Requirements for degrees and other forms of academic recognition | https://www.ccsu.edu/office-registrar/degree-planning-graduation-information |
| List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them | https://www.ccsu.edu/directory |
| Names and positions of administrative officers | https://www.ccsu.edu/about/leadership-team |
| Names, principal affiliations of governing board members | https://www.ct.edu/regents/members |

| Information | Website location |
|---|---|
| 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. | n/a |
| | n/a |
| | n/a |
| Programs, courses, services, and personnel not available in any given academic year. | https://ssb-prod.ec.ccsu.edu/PROD/byskcsob.P_TermSel |
| | https://www.ccsu.edu/consumer-information-disclosures |
| | https://www.ccsu.edu/directory |
| Size and characteristics of the student body | https://www.ccsu.edu/oira/fact-book |
| Description of the campus setting | https://www.ccsu.edu/about |
| Availability of academic and other support services | https://www.ccsu.edu/blanketofsupport |
| The Learning Center | https://www.ccsu.edu/learning-center |
| Writing Center | https://www.ccsu.edu/writingCenter |
| Computer Science Tutoring Schedule | https://www.ccsu.edu/ccsu-computer-science-department/tutoring-schedule-spring-2023 |
| Psychological Science Peer Tutoring | https://www.ccsu.edu/psychology/peerTutoring.html |
| Academic Center for Student Athletes | http://www.ccsu.edu/acsa/ |
| Range of co-curricular and non-academic opportunities available to students | https://www.ccsu.edu/sald |
| Institutional learning and physical resources from which a student can reasonably be expected to benefit | https://www.ccsu.edu/making-it-possible |
| TechCentral | https://www.ccsu.edu/it/techcentral |
| The Learning Center | https://www.ccsu.edu/learning-center/other-tlc-services |
| Campus Recreation (recreational & fitness activities) | https://www.ccsu.edu/campusrecreation |
| Burritt Library | https://libguides.ccsu.edu/about/services/students |
| Drop-In Child Care Center | https://www.ccsu.edu/childcare |
| Institutional goals for students' education | https://www.ccsu.edu/oira/assessment-academic-programs |
| 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://docs.ccsu.edu/oira/institutionalData/factbook/graduationRetentionRates/FT-FT_Students_Summary.pdf |
| Institutional Fact Book: Graduation & Retention Rates | https://www.ccsu.edu/oira/fact-book |
| Total cost of education and net price, including availability of financial aid and typical length of study | https://www.ccsu.edu/financialaid |
| Expected amount of student debt upon graduation and loan payment rates | https://www.ccsu.edu/sites/default/files/document/loan%20debt%20of%202021-22%20baccalaureate%20recipients%20at%20CCSU.pdf |
| Statement about accreditation | https://www.ccsu.edu/neche/ |

**E-Series Forms: Making Assessment More Explicit**

**Option E1, Part A - Inventory of Educational Effectiveness: General Education**

| NECHE (1) Have formal learning outcomes been developed? | NECHE (2) Where are these learning outcomes published? (please specify) Include URLs where appropriate | NECHE (3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | NECHE (4) * Who interprets the evidence? What is the process (e.g., annually by the curriculum committee) | NECHE (5) What changes have been made as a result of using the data/evidence? | NECHE (6)* Date of most recent program review (for general education and each degree program) |
|---|---|---|---|---|---|
| LO 1: Aesthetic Knowledge | http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program | Assignment aligned with the Aesthetic Knowledge rubric, developed by CCSU faculty - https://www.ccsu.edu/oira/assessment/genEdAssessment/methods.html | Faculty - at assessment retreats | Fall 2021, CCSU faculty created a Aesthetic Knowledge (AK) rubric for use by all departments across the university. Based on the AK artifacts that were scored at our January 2023 assessment retreat, in Fall 2023, the rubric will be revised to make it (1) more applicable for a variety of courses and (2) easier to score. A formal white paper will be written in Summer 2023 and presented in Fall 2023. Also, through rubric assignment alignment process, faculty in Art & Design recognized the assignment instructions needed better clarification to impact student success. | January 2023; every three years |
| LO 2: Historical Understanding | http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program | Assignment aligned with the Historical Understanding rubric, developed by CCSU faculty - https://www.ccsu.edu/oira/assessment/genEdAssessment/methods.html | Faculty - at assessment retreats | Spring 2021, CCSU faculty created a Historical Understanding rubric for use by departments across the university. Faculty will be creating an action plan based on inaugural artifacts scored in January 2023. Changes to the rubric, aligned assignments, and/or teaching pedagogy will be proposed in Fall 2023 and shared with the faculty at large. A formal white paper will be written in Summer 2023 and presented to faculty in Fall 2023. | January 2023; every three years |
| LO 3: Scientific Reasoning | http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program | Assignment aligned with the Scientific Reasoning rubric, developed by CCSU faculty - https://www.ccsu.edu/oira/assessment/genEdAssessment/methods.html | Faculty - at assessment retreats | Fall 2022, CCSU faculty created a Scientific Reasoning rubric for use by departments across the university. Spring 2023 was the first semester artifacts were collected for the LO, with assignments fully aligned to the rubric; they will be assessed at our next assessment retreat. | Delayed until January 2024; and every three years |

**E-Series Forms: Making Assessment More Explicit**

**Option E1, Part A - Inventory of Educational Effectiveness: General Education**

| NECHE (1)<br>Have formal learning outcomes been developed? | NECHE (2)<br>Where are these learning outcomes published? (please specify) Include URLs where appropriate | NECHE (3)<br>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) | NECHE (4) *<br>Who interprets the evidence? What is the process (e.g., annually by the curriculum committee) | NECHE (5)<br>What changes have been made as a result of using the data/evidence? | NECHE (6)*<br>Date of most recent program review (for general education and each degree program) |
|---|---|---|---|---|---|
| LO 4: Critical Thinking | http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program | Assignment aligned with the Critical Thinking rubric, a VALUE rubric from AAC&U  -  https://www.ccsu.edu/oira/assessment/genEdAssessment/methods.html | Faculty - at assessment retreats | Prior to submitting artifacts, faculty revised their assignments to fully align with the rubric. This process improved the quality of the assignment and resulted in improved student learning. These artifacts were scored in January 2022; a white paper was written to detail the results and a presentation was given to faculty. The overall average score for seniors was .3 points higher than first-year students. Faculty will be meeting in the fall to discuss (1) how to increase senior performance to reach a minimum of .5 higher than first-year students, (2) how to raise performance for the dimensions of Student's Position and Conclusions and Related Outcomes, and (3) how best to share this information to the broader university campus. | January 2022; annually |
| LO 5: Oral Communication | http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program | Assignment aligned with the Oral Communication rubric, developed by CCSU faculty -  https://www.ccsu.edu/oira/assessment/genEdAssessment/methods.html | Faculty - at assessment retreats | Fall 2021, CCSU faculty created a Oral Communication (OC) rubric for use by all departments across the university. Initial results from scored presentations indicate that seniors are performing slightly higher than first-year students. Results will be addressed to (1) consider how to increase senior performance to be at least .5 points higher on overall average and (2) confer to see if rubric modifications are needed. A white paper detailing the results will be written in summer 2023 and presented to faculty in fall 2023. | January 2023; every three years |
| LO 5: Written Communication | http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program | Assignment aligned with the Written Communication rubric, a VALUE rubric from AAC&U - https://www.ccsu.edu/oira/assessment/genEdAssessment/methods.html | Faculty - at assessment retreats | This rubric was scored in January 2022; a white paper was written to detail the results and a presentation was given to faculty. The overall average score for seniors was only .2 points higher than first-year students. Our CCSU Writing Center has seen an increase in the number of students using the center as a result of faculty participating in assessing this rubric. Faculty will be meeting in the fall to discuss (1) how to increase senior performance to reach a minimum of .5 higher than first-year students, through changes to curriculum, pedagogy, or assignment design, and (2) how best to share this information to the broader university campus. | January 2022; annually |

**E-Series Forms: Making Assessment More Explicit**

**Option E1, Part A - Inventory of Educational Effectiveness: General Education**

| NECHE (1)<br>Have formal learning outcomes been developed? | NECHE (2)<br>Where are these learning outcomes published? (please specify) Include URLs where appropriate | NECHE (3)<br>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) | NECHE (4) *<br>Who interprets the evidence? What is the process (e.g., annually by the curriculum committee) | NECHE (5)<br>What changes have been made as a result of using the data/evidence? | NECHE (6)*<br>Date of most recent program review (for general education and each degree program) |
|---|---|---|---|---|---|
| LO 6: Quantitative Reasoning | http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program | Assignment aligned with the Quantitative Reasoning rubric, a VALUE rubric from AAC&U - https://www.ccsu.edu/oira/assessment/genEdAssessment/methods.html | Faculty - at assessment retreats | This rubric was scored in January 2022; a white paper was written to detail the results and a presentation was given to faculty. The overall average score for seniors was .4 points higher than first-year students. Faculty will be meeting to address the consistency low performance on the dimension for Assumptions, which was 1.0 point lower than the highest average score on a dimension for seniors and 1.2 points lower respectively for first-year students. Given this historical issue, faculty will either modify the rubric or implement curriculum and/or pedagogy changes in courses measuring this outcome.  A positive outcome through this process was that some faculty realized the assignment didn't ask what they thought it did; revising the instructions and questions provided much needed clarity for students. | January 2022; annually |
| LO 7: Information Literacy | http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program | Assignment aligned with the Information Literacy rubric, a VALUE rubric from AAC&U - https://www.ccsu.edu/oira/assessment/genEdAssessment/methods.html | Faculty - at assessment retreats | This rubric was scored in January 2022; a white paper was written to detail the results and a presentation was given to faculty. The overall average score for seniors was .5 points higher than first-year student. However, their overall average score was 2.1 on a scale of 4.0  Faculty will be meeting to identify curricular and pedagogical changes that need to be implemented in order to raise the scores for all students. Faculty will also address the importance of seniors taking this course earlier in their academic career. | January 2022; annually |

**E-Series Forms: Making Assessment More Explicit**

**Option E1, Part A - Inventory of Educational Effectiveness: General Education**

| NECHE (1) Have formal learning outcomes been developed? | NECHE (2) Where are these learning outcomes published? (please specify) Include URLs where appropriate | NECHE (3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | NECHE (4) * Who interprets the evidence? What is the process (e.g., annually by the curriculum committee) | NECHE (5) What changes have been made as a result of using the data/evidence? | NECHE (6)* Date of most recent program review (for general education and each degree program) |
|---|---|---|---|---|---|
| LO 9: Ethical Dimensions | http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program | Assignment aligned with the Ethical Dimensions rubric, developed by CCSU faculty - https://www.ccsu.edu/oira/assessment/genEdAssessment/methods.html | Faculty - at assessment retreats | Fall 2021, CCSU faculty created an Ethical Dimensions (ED) rubric for use by all departments across the university, with artifacts scored for the first time in January 2022; a white paper was written to detail the results and a presentation was given to faculty. Initial results showed seniors with an overall average of .3 point higher than first-year students. Rubric revisions have been identified in the scoring process and will be address by faculty in the fall. Faculty will also discuss how to increase senior performance to be at least .5 points higher on overall average through changes to the curriculum, pedagogy, and/or assignment design. Requiring participating faculty to fully align their assignment with the rubric results in several faculty recognizing that their assignments improved tremendously by going through that process; they also changed their pedagogy and it resulted in improved student learning. | January 2023; every three years |
| LO 10: Civic Engagement | http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program | Assignment aligned with the Information Literacy rubric, a VALUE rubric from AAC&U - https://www.ccsu.edu/oira/assessment/genEdAssessment/methods.html | Faculty - at assessment retreats | Artifacts were scored by CCSU faculty in January 2023. Initial results demonstrated the need to ensure all assignments scored for this rubric need to be required assignments and not assignments for extra credit. A formal white paper will be written in Summer 2023 and presented to faculty in Fall 2023; faculty will then create an action plan based on these results. | January 2023; every three years |

*NECHE Q4) Faculty align assignments to the respective rubric, disburse and collect the assignments from students, and submit the assignments for scoring at OIRA organized GenEd Assessment Retreats. Each student artifact is redacted of all information regarding student, faculty, and course identity.

**E-Series Forms: Making Assessment More Explicit**

**Option E1: Part A. Inventory of Educational Effectiveness Indicators**

| Department | Program and Award | NECHE (1) Have formal learning outcomes been developed? | NECHE (2) * Where are these learning outcomes published? Include URLs where appropriate | NECHE (3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | NECHE (4) Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee) | NECHE (5) What changes have been made as a result of using the data/evidence? | NECHE (6)* Date of most recent program review |
|---|---|---|---|---|---|---|---|
| **Carol A. Ammon College of Liberal Arts & Social Sciences** | | | | | | | |
| Anthropology | Anthropology, BA | Yes | https://www.ccsu.edu/program/Anthropology_BA/ | Senior thesis, capstone and oral presentations | Departmental Assessment Committee, Program Faculty & AAC* | Overall, as covid-19 becomes less prevalent, the department must require each student to enroll in both an ethnographic and quantitative course. More focus on analysis will strengthen students' capstone. (LO 3) Each student's written paper should also be assessed by each faculty. Previously the instructor and the advising faculty were the only persons who assessed the written quality of the paper. (LO 4) Most ethnographic research is qualitative and does not necessarily require quantitative data. However, we want students who use comparative statistics to know how to use the data analysis correctly. The students will continue to be required to enroll in ANTH 375, a quantitative course. Mixed methods continue to be emphasized in ANTH 374. Perhaps stronger collaboration among ANTH 374 (Field research methods) and ANTH 375 (data analysis). For example, if students are doing a qualitative research project in ANTH 374, perhaps their quantitative project in ANTH 375 could be on the same topic. (LO 5) More field methods and exercises are needed to help students understand how to analyze better the data they collect and what it means. | 2023 |
| Art | Art, BA | Yes | https://www.ccsu.edu/program/Art_BA/ | Pre-capstone review, capstone portfolio review, & capstone project and exhibition | Art Faculty & AAC* | (LO 4): Translational Changes: Department continues to consider means by which Capstone students can orally present their Capstone body of work to the original Pre-Capstone Faculty committee. During this presentation, students could be asked to describe how their artistic statement and ideas are evidenced by and/or translated through the final body of work.<br>(LO 5): Art Historical - Currently, the department has considered how LO 5 may be effectively assessed. The department continues to consider Capstone artistic statement requirement – one in which the students write an artistic statement which includes an art historical influence component.<br>The Pre-Capstone Review rubric criteria includes the category of Reflective, assessing the student's ability to articulate their personal objectives and respond to suggestions and criticism. We continue to consider how we can further build students' conceptual and self -reflective strengths, possibly through a required written Capstone proposal that reflects on their growth in upper- level Studio and Art History courses, as well as their future Capstone Project.<br>Capstone Review - The department continues to consider possibilities for the implementation of Capstone model where students can engage with one another to provide feedback on their body of work. | 2019 |

## Option E1:  Part A.  Inventory of Educational Effectiveness Indicators

| Department | Program and Award | NECHE (1) Have formal learning outcomes been developed? | NECHE (2) * Where are these learning outcomes published?   Include URLs where appropriate | NECHE (3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | NECHE (4) Who interprets the evidence?  What is the process* (e.g., annually by the curriculum committee) | NECHE (5) What changes have been made as a result of using the data/evidence? | NECHE (6)* Date of most recent program review |
|---|---|---|---|---|---|---|---|
| Art | Art Education, BS | Yes | https://www.ccsu.edu/program/ArtEducation_BSEdPK12Edu/ | Foundations-Level Art Portfolio Review, Pre-Student Teaching Digital Art Portfolio Review, Course-embedded Assignments, Student Teaching Evaluation, Praxis II: Content and Analysis and Praxis II: Art Making | Art and Art Education Faculty & AAC* | The Art Education department is currently seeking methods in order to better incorporate outcomes of our students on edTPA to inform the program. The data that is collected will be used for curriculum revision if needed. The edTPA assessment is required for CSDE licensure, and due to COVID, was in completion standard phase. This is no longer the case, and assessment will move from completion standard to implementation in the near future. The data that will be collected in the implementation phase will be able to be used to assess LO 3: Planning (edTPA Task 1), and LO 4: Pedagogy (edTPA Tasks 2 and 3). | 2023 |
| Art | Art Education, Grad Cert | Yes | https://www2.ccsu.edu/program/PostBaccTeacherPrepinArtEducationK12 | Course embedded assessment; exhibition/thesis/special project; rubrics | Art and Art Education Faculty & AAC* | (LO 2) Future Development of formal assessment (rubric) for (1) Initial Committee Meeting and (2) Final Art Exhibition. (LO 4) (1) Incorporate Oral Communication Criteria for Art 598 proposal presentation and (2) Oral Communication Rubric for use in Committee Meeting presentations. (LO 5) Future development of formal means for assessing students as art professionals. | 2023 |
| Art | Art Education, MS | Yes | https://www.ccsu.edu/program/ArtEducation_MS/ | Course embedded assessment; end of course assessment; capstone; thesis/special project | Art and Art Education Faculty & AAC* | (LO 2) Future Development of formal assessment (rubric) for (1) Initial Committee Meeting and (2) Final Art Exhibition. (LO 4) (1) Incorporate Oral Communication Criteria for Art 598 proposal presentation and (2) Oral Communication Rubric for use in Committee Meeting presentations. (LO 5) Future development of formal means for assessing students as art professionals. | 2023 |
| Communication | Strategic Communication, BA | Yes | https://www.ccsu.edu/program/StrategicCommunication_BA/ | Course embedded assignments including oral presentations and writing assignments | Program Faculty & AAC* | At this time, only LO 3 is assessed; for this outcome students showed marked improvement between pre- and post-assessments for both oral and written communication, meeting or exceeding target goals. Department is reinstituting an Assessment Committee to create a more formal assessment structure, revise the other three program learning outcomes and establish assessment instruments for these learning outcomes. | 2017; Scheduled Fall 2023 |
| Communication | Media Studies, BA | Yes | https://www.ccsu.edu/program/MediaStudies_BA/ | Course embedded assignments demonstrating design and production of multi-media messages | Program Faculty & AAC* | For LO 3, instructional notes will be sent after each workshop and a lab structure will be developed within the course for students to collaborate with their peers, get extra assistance, and receive individual tutoring as needed. LO 4 has been assessed for oral communication; the written assessment tool needs to be developed.  Department is reinstituting an Assessment Committee to create a more formal assessment structure, revise the program learning outcomes and establish assessment instruments for these learning outcomes. | 2017; Scheduled Fall 2023 |
| Communication | Strategic Communication, MS | Yes | https://www.ccsu.edu/program/Communication_MS/ | Capstone project, comprehensive written exam | Program Faculty & AAC* | Although assessment results have been positive, department faculty are considering revising the current learning outcomes, both in number and content, to better reflect where the industry is now. For LO 1, replacing the word "understand" with "explain" will ensure students can explain what they learned rather than just understand the material. The goal is to complete the new learning outcomes in spring 2023. | 2017; Scheduled Fall 2023 |
| Communication | Public Relations/ Promotion, OCP | Yes | https://www.ccsu.edu/program/OCPPublicRelationsPromotions/ | Embedded in Strategic Communication, MS | | | |

## Option E1:  Part A.  Inventory of Educational Effectiveness Indicators

| Department | Program and Award | NECHE (1) Have formal learning outcomes been developed? | NECHE (2) * Where are these learning outcomes published?   Include URLs where appropriate | NECHE (3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | NECHE (4) Who interprets the evidence?  What is the process* (e.g., annually by the curriculum committee) | NECHE (5) What changes have been made as a result of using the data/evidence? | NECHE (6)* Date of most recent program review |
|---|---|---|---|---|---|---|---|
| Criminology & Criminal Justice | Criminology, BA | Yes | https://www.ccsu.edu/program/Criminology_BA/ | Written and oral assignments; performance in culminating internship/fieldwork; field supervisor evaluations | Program Faculty, Field Supervisors, & AAC* | We are planning to add an assessment of students' understanding of diversity (LO 5) to CRM 435 that is similar to the scenario-based one for ethical decision making. This assessment will supplement ratings already obtained from the field supervisors. We plan to explore adding assessments of LO 1 and LO 2 in lower-level courses (e.g., CRM 260 Criminology and CRM 322 Research Methods in Criminal Justice) so that we can evaluate improvement over time. | 2023, in progress |
| Criminology & Criminal Justice | Criminal Justice, MS | Yes | https://www.ccsu.edu/program/CriminalJustice_MS/ | Research paper, capstone project, oral presentation, final exam, rubrics | Program Faculty & AAC* | We underwent a revamping of our learning outcomes that went into effect in Fall 2019. Collecting data was disrupted by the pandemic. The main improvement is to continue to consistently collect data to ensure all outcomes are being assessed equally. The department will also monitor capstone completion and supervision consistency to aid in the quality and completion of capstone projects. | 2023. in progress |
| Criminology & Criminal Justice | Advanced Detective, OCP | Yes | https://www.ccsu.edu/program/OCPAdvancedDetectiveCertificate/ | Embedded in Criminal Justice, MS | | | |
| Criminology & Criminal Justice | Detective Certificate, C1 | Yes | https://www.ccsu.edu/program/DetectiveCertificateProgram/ | Course assignments | Program Faculty | New Program - assessments currently being developed and tested. Assessment data will be analyzed for the first time in AY2024-25 | New Program |
| Design (Graphic/ Information) | Graphic/Information Design, BA | Yes | https://www.ccsu.edu/program/GraphicInformationDesign_BA/ | Written materials and projects, portfolio, classroom presentations | Program Faculty, field supervisors (industry representatives) & AAC* | To keep up with industry trends, we plan to incorporate advances in augmented reality into our program in the coming year. (LO 2) The addition of required written, oral, and visual portfolio presentations and critiques is panned to further enhance this LO. (LO 3) Curricular adjustments have been made to improve results. Design-related software has been added to lessons and project work. Plan to broaden online endeavors in the year to come to keep current with developing digital technologies and with social media and online presentations. (LO 4) We plan to continue to update the technical component of classroom procedures and practices with new design-related technical exercises, and tests to measure effectiveness. We also plan to add community engaged projects to our curriculum to provide additional opportunities for growth and collaboration. (LO 5) Based on new assessment results for LO 5, improvements and expansion will made in the LO 5-related areas, and additional project exercises and tests will be embedded into project work for DES 425-3D Design and DES 499-Computer Applications for Design. Advances in artificial intelligence, augmented reality, and virtual reality mean fresh design opportunities for designers. | 2023 |
| Design (Graphic/ Information) | Information Design, MA | Yes | https://www.ccsu.edu/program/InformationDesign_MA/ | Capstone project field experience evaluation, portfolio review | Program Faculty, field supervisors (industry representatives) & AAC* | (LO 2, LO 3, and LO 4) By drawing on professional contacts and connections, we will continue to expand our efforts to bring design professionals of the highest caliber into direct contact with our students. We will continue to develop our Guest Speaker/Creative Mentor Series as it significantly helps students in the areas of creative problem-solving, methodology, development of professional-level design portfolios, leadership abilities, and skills in communication across digital media. Attention will continue to be given to course content in order to ensure it is comprehensive and current. | 2023 |

## Option E1:  Part A.  Inventory of Educational Effectiveness Indicators

| Department | Program and Award | NECHE (1) Have formal learning outcomes been developed? | NECHE (2) * Where are these learning outcomes published?   Include URLs where appropriate | NECHE (3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | NECHE (4) Who interprets the evidence?  What is the process* (e.g., annually by the curriculum committee) | NECHE (5) What changes have been made as a result of using the data/evidence? | NECHE (6)* Date of most recent program review |
|---|---|---|---|---|---|---|---|
| Economics | Economics, BA | Yes | https://www.ccsu.edu/program/Economics_BA/ | Problem set | Department Assessment Committee, & AAC* | Learning outcomes will be assessed separately in multiple assignments across the upper-level requirements, as opposed in one upper level course; this will be outlined in a Curriculum Learning Outcome Table, aligning the courses with the learning outcomes. (LO 1) More artifacts will be reviewed for deeper analysis. (LO 4) Attention will be given to introducing the concepts earlier in the semester. | 2022 |
| English | English, BA/BS | Yes | https://www.ccsu.edu/program/English_BA/ | English Department Literature Rubric | Department Assessment Committee, & AAC* | (LO1) Continue to recommend assignments focused on close reading and demonstrating an ability to analyze textual content and for. Also, more analysis to clarify the data's significance over time. (LO 2) Faculty should continue with current methods and assignments designed to encourage students to articulate substantive claims within their essays. (LO3) No changes recommended at this time. (LO 4) More assignments and attention to the use of secondary source material and arguments would be helpful in strengthening students' skills in this area. Also, courses and faculty are encouraging involvement with Library resources that focus on research evaluation and online databases in literary studies that should develop wider student confidence and engagement with this LO. (LO 5) No changes recommended at this time. | 2022 |
| English | English, Grad Cert | Yes | https://www2.ccsu.edu/program/EnglishElementaryEdu | Embedded in English, BA/BS | | | |
| English | English, MA | Yes | https://www.ccsu.edu/program/English_MA/ | Capstone project; graduate writing rubric; comprehensive exam | Program Faculty & AAC* | (LO 1) Students are very good at making an argument about a literary text but are less willing to engage in an ongoing conversation established by the published articles in the field. We will need to work in the classroom to help students articulate their arguments in relation to others. (LO 2) We can do more to help students conclude patterns they see in literary works and connect them with historical context. (LO 3) Students do well with technical language the closer they get to English 598. The MA comprehensive exam returns them to their roots to do well. (LO 4) No changes. (LO 5) We need to slightly update the rubric. This report teaches us about our students and their needs. | 2022 |
| English | Applied Linguistics, MA | Yes | https://www.ccsu.edu/program/AppliedLinguistics_MA/ | Assignments in required courses; capstone; final project; comprehensive exam | Program faculty & AAC* | Incorporating units on ESOL classroom applications into the core curricula.  Continuing to bridge theory and practice (instruction). Working to fine-tune assessment instruments to achieve more valid and reliable results. | 2021 |
| | Teaching English to Speakers of Other Languages, OCP | Yes | https://www.ccsu.edu/program/OCPTESOL/ | Embedded in Applied Linguistic, MA | | | |
| English | Teaching English to Speakers of Other Languages, Grad Cert | Yes | https://www.ccsu.edu/program/PostBaccTeacherPrepinTESOLK12/ | Various assignments; comprehensive exam; capstone | Program Faculty & AAC* | Faculty continue to find new ways for embedding and more directly articulating LOs into the capstone and are incorporating units on ESOL classroom applications into core curricula. | 2021 |

## Option E1: Part A. Inventory of Educational Effectiveness Indicators

| Department | Program and Award | NECHE (1) Have formal learning outcomes been developed? | NECHE (2) * Where are these learning outcomes published? Include URLs where appropriate | NECHE (3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | NECHE (4) Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee) | NECHE (5) What changes have been made as a result of using the data/evidence? | NECHE (6)* Date of most recent program review |
|---|---|---|---|---|---|---|---|
| Geography | Geography, BA/BS | Yes | https://www.ccsu.edu/program/Geography_BA/ | Course embedded measures with corresponding rubrics; internship employer survey | Program Faculty, Field Supervisors, & AAC* | Although we have a breadth of assessments, we plan to allocate more resources to enhancing our assessment process with regards to writing, which is in the most need of attention for our students. We also need to consider resource allocation and our assessment processes if the department merges with the Anthropology department which in now under consideration. | 2023 |
| Geography | Geography, MS | Yes | https://www.ccsu.edu/program/Geography_MS/ | Capstone, thesis, special project, comprehensive exam | Program Faculty, Departmental Evaluation Committee, Alumni & AAC* | Data also suggests we need to develop a pre- and post-assessment to improve the quantitative strengths of methods used to measure learning attainment. The potential merger with the Anthropology department will also present opportunities for improved assessments. | 2023 |
| Geography | Tourism & Hospitality, BS | Yes | https://www.ccsu.edu/program/HospitalityandTourism_BS/ | Course embedded measures with exams, papers, and other course assignments | Program Faculty & AAC* | In preparation for program review, the department has come to the conclusion more resources need to be devoted to assessment. Revisiting the role of the Department Assessment Committee will be completed in the next academic year. | 2023 |
| History | History, BA/BS | Yes | https://www.ccsu.edu/program/History_BA/ | Written assignments and capstone evaluated using a rubric | Departmental Assessment Committee, Program Faculty & AAC* | Based on the data gathered during the pandemic 2020-2022, students seem to struggle to skillfully interpret a primary source and to display a command of content knowledge of the historical period that produce the primary source under analysis. We are considering developing a standard assignment for all 300- and 400-level classes, requiring all faculty to use the assignment and to teach the skills necessary to perform the assignment. | 2023 |
| History | History, Grad Cert | Yes | https://www.ccsu.edu/program/PostBaccTeacherPrepinHistory/index.html | Embedded History, BA/BS | | | |
| History | History, MA | Yes | https://www.ccsu.edu/program/History_MA/ | Research paper evaluated using a rubric | Departmental Assessment Committee, Program Faculty & AAC* | Discussions are underway to improve our assessments, including reworking History 501 and 502 curriculum and assignments to better reflect the learning outcomes. | 2023 |
| History | Public History, MA | Yes | https://www.ccsu.edu/program/PublicHistory_MA/ | Papers; projects; presentation; rubric | Departmental Assessment Committee, Program Faculty & AAC* | We continue to find ways to reform the curriculum and pedagogy within the classroom based on our assessment results. | 2023, in progress |
| Interdisciplinary | International Studies, BA | Yes | https://www.ccsu.edu/program/InternationalStudies_BA/ | Final essay | Program Faculty, Chair of International Studies Assessment Committee, & AAC* | Major curricular changes have proven to be effective. We added a new research methods course which will serve as an additional capstone experience, adding another assessment to our data collection efforts. We plan to address LO 2 more intentionally in IS 498 and LO 4 more intentionally in IS 225 in future offerings. | 2020 |
| Interdisciplinary | International Studies, MS | Yes | https://www.ccsu.edu/program/InternationalStudies_MS/ | Literature review, final exam, thesis | Program Faculty, Chair of International Studies Assessment Committee, & AAC* | All students have met or exceeded all program learning outcomes and no curricular or programmatic changes are necessary. | 2020 |
| Interdisciplinary | Racial Justice, C1 | Yes | https://www.ccsu.edu/program/RacialJusticeCertificateProgram/ | New Program - assessment being developed | Program Faculty | New Program - under development | New Program |

## Option E1:  Part A.  Inventory of Educational Effectiveness Indicators

| Department | Program and Award | NECHE (1) Have formal learning outcomes been developed? | NECHE (2) * Where are these learning outcomes published?  Include URLs where appropriate | NECHE (3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | NECHE (4) Who interprets the evidence?  What is the process* (e.g., annually by the curriculum committee) | NECHE (5) What changes have been made as a result of using the data/evidence? | NECHE (6)* Date of most recent program review |
|---|---|---|---|---|---|---|---|
| Journalism | Journalism, BA | Yes | https://www.ccsu.edu/program/Journalism_BA/ | Portfolio Review and capstone | Program Faculty & AAC* | The department has decided to have an info session with seniors in the spring and institute a check-off system prior to accepting portfolios to provide better support to students for their portfolios. We are going to revisit an intermediate portfolio review and re-examine how we collect portfolios, including the question of standardizing digital portfolio submissions. | 2023, in progress |
| Music | Music, BA | Yes | https://www.ccsu.edu/program/Music_BA/ | Mid-Point Assessment for first-year students, Weekly Testing in Aural Skills/Ear Training Courses, Performance Jury Examinations, Piano Proficiency Examinations | Program Faculty, Student Standing Committee, & AAC* | A series of proposed curriculum changes have been implemented geared towards student success. These changes include requiring all Music majors to pass the new course Fundamentals of Musicianship (MUS 102). Computer-assisted instruction for aural skills, music fundamentals, and music theory; this encourages independent review and self-assessment to strengthen skills and knowledge and taking four semesters of Piano Class instead of two semesters. | 2020 |
| Music | Music Education, BS | Yes | https://www.ccsu.edu/program/MusicEducationPK12Edu/ | Mid-Point Assessment for first-year students, Piano Proficiency Examinations, Weekly Testing in Aural Skills/Ear Training Courses, Performance jury examination, Final Evaluation of Student Teaching and PRAXIS II | Program Faculty, Student Standing Committee, PRAXIS II Educational Testing, & AAC* | Mid-Point Assessment has been implemented , supported by the Student Standing Committee (SSC). SSC connects with students who may be struggling academically in any class to provide support and improve retention. Continuing to adapt student teaching assignments and related evaluation processes given the universal changes taken place in the public school system. | 2020 |
| Music | Music Education, Grad Cert | Yes | https://www.ccsu.edu/program/PostBaccTeacherPrepinMusicEducationK12/ | Embedded in Music Education, BS | | | 2020 |
| Music | Music Education, MS | Phased Out | | | | | |
| Philosophy | Philosophy, BA | Yes | https://www.ccsu.edu/program/Philosophy_BA/ | Final essay | Full-Time Program Faculty, Department Assessment Committee & AAC* | Student performance on LO 1 and LO are very strong; performance on LO 3 and LO 4 are moderately strong. Will continue with comprehensive assessments to ensure reliability of findings. | 2020 |
| Political Science | Political Science, BA | Yes | https://www.ccsu.edu/program/PoliticalScience_BA/ | Interviews; internship; pre-test; post-test; simulations of the legislative process | Program Faculty & AAC* | The pre-tests and post-test in PS 485 are proving very useful for an understanding the attitudes and beliefs of our majors. The department needs to be more consistent in utilizing pre-tests and post-test in PS 110.  The department needs to continue and expand the exit interview process. The department may also need to revisit our learning outcomes to better reflect some of the great values of the major that include connection, interaction, and an opportunity to engage in applied political science. | 2023 |

**Option E1: Part A. Inventory of Educational Effectiveness Indicators**

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|---|---|---|---|---|---|---|---|
| Psychological Science | Psychological Sciences, BA | Yes | https://www.ccsu.edu/program/PsychologicalScience_BA/ | Exams, papers, research papers, CITI training | Departmental Curriculum Committee, Departmental Assessment Committee and AAC* | (LO 1) Collecting data from both PSY 136 and PSY 112 has proven to be feasible and captured an increase in students that met the objective. (LO 3 and LO 6) The decline in student performance on APA format, the department secured a grant to create new repositories for APA instruction to increase APA format skills in all courses. | 2018 |
| Psychological Science | Psychology, MA | Yes | https://www.ccsu.edu/program/Psychology_MA/ | Literature reviews, research design, internship evaluation, and capstone and thesis. | Departmental Curriculum Committee, Departmental Assessment Committee and AAC* | (LO 1) Working on ways to provide more scaffolding for organization and integration, including use the CCSU Writing Center. (LO 2, LO 3, LO 4 and LO 5) Students are performing well; will continue with current curriculum and assessments. | 2018 |
| Psychological Science | Gerontology, C1 | Yes | https://www.ccsu.edu/program/GerontologyCertificateProgram/ | New Program under developm | Program Faculty & AAC* | New program under development | New Program |
| Psychological Science | Gerontology, OCP | Phased Out ||||||
| Sociology | Sociology, BA | Yes | https://www.ccsu.edu/program/Sociology_BA/ | Capstone, portfolio review, senior thesis | Program Faculty & AAC* | Curriculum changes appear to show improved results for writing, critical thinking and sociology inquiry skills. Will be adding additional assessment component in Advanced Methods course.  The department is also examining learning outcomes based on feedback from the last spring Academic Assessment Committee and discussing possible revisions. | 2023 |
| World Languages, Literatures, and Cultures | French, BA/BS | Yes | https://www.ccsu.edu/program/French_BA/ | Presentations; oral and writing assignments; oral and writing proficiency exam | Department Chair, Department Assessment Committee, & AAC* | The vast majority of the students met the standards in the measurements that we have implemented. For those that did not meet the standard, the department is looking for closely to identify the causes and adopt appropriate solutions. We are also considering the implementation of finer exams in order to obtain a better picture of the students' proficiency level. | 2017, Scheduled Fall 2023 |
| World Languages, Literatures, and Cultures | Italian, BA/BS | Yes | https://www.ccsu.edu/program/Italian_BA/ | Presentations; oral and writing assignments; oral and writing proficiency exam | Departmental Assessment Committee, Program Faculty & AAC* | The vast majority of the students met the standards in the measurements that we have implemented. For those that did not meet the standard, the department is looking for closely to identify the causes and adopt appropriate solutions. We are also considering the implementation of finer exams in order to obtain a better picture of the students' proficiency level. | 2017, Scheduled Fall 2023 |
| World Languages, Literatures, and Cultures | Spanish, BA/BS | Yes | https://www.ccsu.edu/program/Spanish_BA/ | Presentations; oral and writing assignments; oral and writing proficiency exam | Departmental Assessment Committee, Program Faculty & AAC* | The vast majority of the students met the standards in the measurements that we have implemented. For those that did not meet the standard, the department is looking for closely to identify the causes and adopt appropriate solutions. We are also considering the implementation of finer exams in order to obtain a better picture of the students' proficiency level. | 2017, Scheduled Fall 2023 |

## Option E1:  Part A.  Inventory of Educational Effectiveness Indicators

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|---|---|---|---|---|---|---|---|
| World Languages, Literatures, and Cultures | French, Italian, & Spanish, Grad Cert | Yes | https://www.ccsu.edu/program/PostBaccTeacherPrepinModernLanguagesforSecondaryEducation/ | | | Embedded in BA/BS | 2017, Scheduled Fall 2023 |
| World Languages, Literatures, and Cultures | Modern Languages & Online Spanish, MA | Yes | https://www.ccsu.edu/program/ModernLanguage_MA/ | Research; writing assignments; portfolios; capstone; oral presentations | Departmental Assessment Committee, Program Faculty & AAC* | Due to the high success of the program, they are offering a fourth course in the spring. Although the results of the assessments are very positive, the department assessment committee is developing common assessments for the courses related to the SLOs. | 2017, Scheduled Fall 2023 |
| Theatre | Theatre, BA/BFA | Yes | https://www.ccsu.edu/program/Theatre_BA/ | Oral and written communication assignments | Program Faculty & AAC* | (LO 1) and  (LO 2) All students meeting or exceeded expectation. Areas of Costume Plot and Inspirations will be revisited to make sure they align with LO 2. At the suggestion of the CCSU Academic Assessment Committee LO 3 and LO 4 were revisited and assessments realigned. | 2021 |
| **School for Business** | | | | | | | |
| Accounting | Accounting, BS | Yes | https://www.ccsu.edu/program/Accounting_BS/ | Senior capstone; exams; writing assignments; case report; scoring rubric; | Program Faculty | In AC301, Cost Management Systems (Dr. Marc Lewis) - Changes were made to the course to reduce the redundancy of topics covered in AC212, Introduction to Managerial Accounting.  An emphasis will be placed on planning and decision making, operational and management level control.  These changes will be addressed utilizing Excel as the primary tool of business analysis.  Excel will also be used to produce simple regression models.  A new textbook is being introduced, Cost Management: A strategic emphasis (McGraw-Hill) in conjunction with Connect as the assessment and learning tool. | 2022 |
| Accounting | Accounting, MS | Yes | https://www.ccsu.edu/program/Accounting_MS/ | Written assignments; case report; scoring rubric; exams; capstone | Program Faculty | Based on data  student performance and industry feedback we made the following changes - removed AC 521 Accounting for Lean Enterprises, AC 540 Global Financial Reporting and Analysis; AC 542 Tax Issues in Business Decisions from the course offerings. | 2022 |
| Accounting | Accounting Analytics, OCP | Yes | https://www.ccsu.edu/program/AccountingAnalytics_OCP/ | | | Embedded in Accounting, MS | |
| Accounting | Accounting, OCP | | | | | Phased Out | |
| Finance | Finance, BS | Yes | https://www.ccsu.edu/program/Finance_BS/ | Written assignments; case report; scoring rubric; exams; capstone | Program Faculty & AAC* | Our external accreditor, AACSB captures assessment under the field "Assurance of Learning". In this area, to further improve student learning of program objectives, Dr. Elisabeta Pana incorporated the School writing rubric into her MBA classes. Dr. Ajeet Jain, Dr. Yinfei Chen, Dr. Mengxi Chen, and Dr. Fan He are also working with the Assessment/AoL Coordinator to identify assignments that align with the rubrics for the undergraduate program. | 2022 |
| Finance | Commercial Lending, OCP | | https://www.ccsu.edu/program/OCPCommercialLending/ | | | Embedded in Finance, BS | 2022 |

## Option E1:  Part A.  Inventory of Educational Effectiveness Indicators

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|---|---|---|---|---|---|---|---|
| Management Information Systems | Management Information Systems, BS | Yes | https://www.ccsu.edu/program/ManagementInformationSystems_BS/ | Written assignments; case report; scoring rubric; exams; capstone | Program Faculty & AAC* | The MIS department made major changes to our curriculum based on analysis of student learning. We determined our students were deficient, based on the Information Systems Competency developed by the Association of Information Systems. We changed the core requirements to MIS300, MIS310, MIS315, MIS361, MIS395, MIS399. The remaining 12 credits are MIS electives to be taken from the other MIS offerings. There were also prerequisite changes to the courses to provide a smoother transition for students taking the courses. | 2022 |
| Management & Organization | Management, BS | Yes | https://www.ccsu.edu/program/Management_BS/ | Written assignments; case report; scoring rubric; exams; capstone | Program Faculty & AAC* | To match industry needs with gaps in student learning BUS 250-Introduction to Business Analytics and Skills was created and is will eventually be required by all majors. We also reviewed pre-requisites for multiple courses to prevent bottlenecks and reduce time to degree completion. | 2022 |
| Shared | Business Administration, MBA | Yes | https://www.ccsu.edu/program/BusinessAdministration_MBA/ | Written assignments; case report; scoring rubric; exams; capstone | Program Faculty & AAC* | Added Marketing Track to MBA Program. Course Additions: MKT 540 Customer Experience Design, MKT 550 Graduate Seminar in Marketing, MKT 560 Strategic Brand Marketing, MKT 570 Marketing Analytics | 2022 |
| Business Studies Program | Business Leadership, OCP | Yes | https://www.ccsu.edu/program/BusinessLeadership_OCP/ | Embedded in MBA | | | |
| Business Studies Program | Supply Chain Analytics, OCP | Yes | https://www.ccsu.edu/program/BusinessAnalytics_OCP/ | Embedded in MBA | | | |
| Marketing | Marketing, BS | Yes | https://www.ccsu.edu/program/Marketing_BS/ | Writing assignment; exams | Program Faculty | To assist students in meeting learning objectives in our introductory course, Fundamental of Marketing (MKT 295), faculty introduced new topics such as marketing analytics, social media marketing, and search engine optimization. We also introduced a new course in Marketing Analytics (MKT 482) to prepare our students for digital economy. | 2022 |
| **School of Education and Professional Studies** | | | | | | | |
| Counseling & Family Therapy | Counselor Education, MS with 3 concentrations:  Professional Counseling;  School Counseling;  Student Development in Higher Ed. | Yes | https://www.ccsu.edu/program/CounselorEducation-ClinicalProfessionalCounseling_MS/ https://www.ccsu.edu/programs/counselor-education-specialization-school- https://www.ccsu.edu/programs/counselor-education-specialization-student-development-higher-education- | Comprehensive Exam, capstone project, Counselor Preparation Comprehensive Examination (CPCE) | CNSL Ed Assessment Team, Program Coordinators, and program assistant | Given the extensive changes made to assessment plan and evaluation tools in 2019-20, it is too early to make major changes. Continuing with implementation and execution of new assessment plan, including collecting and analyzing data, making minor changes to rubrics and key assessments as needed. | 2020 |

**Option E1: Part A. Inventory of Educational Effectiveness Indicators**

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|---|---|---|---|---|---|---|---|
| Counseling & Family Therapy | Marriage & Family Therapy, MS | Yes | https://www.ccsu.edu/program/MarriageandFamilyTherapy_MS/ | Practicum; internship; exit surveys; student learning outcome performance scores | Program Coordinator, Program Faculty & AAC* | The program implemented some changes in the academic curriculum that will impact the SLOs in a positive way. Revised capstone instructions to increase clarity of expectations and reviewed new expectations with faculty supervisors. Practicum and Internship syllabi were revised to reflect increased expectations. Course content delivery was unified across all practicum sections. | 2020 |
| Counseling & Family Therapy | Professional Counseling, PM CERT | Yes | https://www.ccsu.edu/program/AdvOCPProfessionalCounseling/ | | Program Coordinator, Program Faculty & AAC* | Revising learning outcomes to improve assessment reliability and validity | 2020 |
| Educational Leadership, Policy & Instructional Design | Educational Leadership, SYC | Yes | https://www.ccsu.edu/program/6YearCertinEducationalLeadership/ | Comprehensive exam; development plan; internship; assignments related to budgeting and social justice | Program Faculty | Although students demonstrate positive results, we would like to revise assessments (rubrics and task sheets) to improve for clarity and alignment. Would also like to increase input from the field. | 2023 |
| Educational Leadership, Policy & Instructional Design | Educational Leadership, Ed. D | Yes | https://www.ccsu.edu/program/EducationalLeadership_EdD/ | Comprehensive Leadership Portfolio and Oral Defense, Dissertation and Oral Defense | Program Faculty | Faculty have been developing an entirely new dissertation advisement an product model over the past year with the goal of implementation in Summer 2023. This new model is designed to facilitate more timely program progress, structured faculty support, completion, as well as to adapt the capstone experience to be more responsive to the field of professional practice. | 2022 |
| Educational Leadership, Policy & Instructional Design | Educational Technology , MS | Yes | https://www.ccsu.edu/program/EducationalTechnology_MS/ | Mini and final project; capstone; class participation | Program Faculty | The changes implemented in the learning environment have resulted in strong improvements across all Learning Outcomes. The changes include, virtual learning supported by massive projects to further the project-based experience. The knowledge learned online is self-paced experience. The department will be maintaining the new learning environment and further support student's needs, interest, and experience with timely, relevant, and quality instruction. | 2022 |
| Educational Leadership, Policy & Instructional Design | Teacher Leadership (formerly Educational Leadership), MS | Yes | https://www.ccsu.edu/program/TeacherLeadership_MS/ | Research; capstone; writing rubric | Program Faculty & AAC* | This program was moved into a new department, Curriculum & Instruction. Based on feedback from the AAC, we are in the midst of condensing program learning outcomes and improving our assessment measures for each LO. Articulation of content and learning development is being addressed to ensure consistency across capstone courses (ED 591 and ED 592). | Scheduled Fall 2023 |
| Educational Leadership, Policy & Instructional Design | Superintendent of Schools, PM CERT | Yes | https://www.ccsu.edu/program/AdvOCPSuperintendentofSchools/ | Experiential projects with associated rubrics | Program Faculty | In response to ongoing review of student performance and course content, some assessments have been revised to reflect a greater emphasis on identifying community assets and building collaborative relationships with stakeholders. We are continuing this work with the aim of modifying assessments to be more aligned with adaptive needs in the field, as well as explicitly connected to the NELP standards. This work is ongoing but planned for completion by Fall 2023. | 2023 |

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|---|---|---|---|---|---|---|---|
| Literacy, Elementary, & Early Childhood Education | Reading and Language Arts, MS | Yes | https://www.ccsu.edu/program/ReadingandLanguageArts_MS/ | Comprehensive exam; project-based learning for curriculum, instruction, and assessment, case studies | Program Faculty | Continued to strengthen candidates' understanding of how diversity influences reading and writing development of P-12 students; continue to identify and provide professional development to expand expertise and increase effectiveness; and identified need to develop a plan for assessment calibration to ensure consistent scoring and increased reliability of assessment data. | 2023 |
| Literacy, Elementary, & Early Childhood Education | Reading and Language Arts, PM CERT | Yes | https://www.ccsu.edu/program/AdvOCPReadingandLanguageArts/ | Experiential projects on application of data, use of research and technology; demonstrated ability to meet ILA standards | Program Faculty | Increase quality opportunities and provide additional professional development for candidates to exercise leadership and advocacy in the field. | 2023 |
| Literacy, Elementary, & Early Childhood Education | Reading and Language Arts, SYC | Yes | https://www.ccsu.edu/program/6YearCertinReadingandLanguageArts/ | Experiential projects on application of data, use of research and technology; demonstrated ability to meet ILA standards | Program Faculty | Identify and provide additional support and professional development and experiences to expand expertise and increase the effectiveness of candidates as literacy coaches in the P-12 school context. Increase quality opportunities for candidates to exercise leadership and advocacy in the field as well as the ability to create a vision for being a change agent. | 2023 |
| Literacy, Elementary, & Early Childhood Education | Early Childhood Education, MS | Yes | | | Phased Out | | |
| Literacy, Elementary, & Early Childhood Education | Elementary Education, BS | Yes | https://www.ccsu.edu/program/ElementaryEducation_BS/ | Student teaching evaluation; educator disposition assessment; rubric | Program Faculty | Candidates demonstrate a high level of preparedness. The program must review and make revisions to the course syllabi and or embedded assessments and rubrics based on assessment outcomes. An assessment calibration is needed to ensure alignment with the scoring rubrics to increase the reliability of assessment data. Need an assessment plan that will include specific steps for data collection and review. | 2023 |
| Literacy, Elementary, & Early Childhood Education | Elementary Education, Grad Cert | Yes | https://www.ccsu.edu/program/PostBaccTeacherPrepinElementaryEducation/ | | Embedded in Elementary Education, BS | | 2023 |
| Literacy, Elementary, & Early Childhood Education | Elementary Education, MS | Yes | | | Phased Out | | |
| Literacy, Elementary, & Early Childhood Education | Early Childhood and Infant/Toddler Mental Health, BS | Yes | https://www.ccsu.edu/program/EarlyChildhoodStudies_BS/ | Literacy unit plan; observation of literacy habits; critique curriculum; lesson implementation; STEM unit plans and implementation | Program Faculty & AAC* | Improvement to analytical and written communication skills; increase breadth and depth of content knowledge through changes to course syllabi, review field experiences and improve alignment of and calibration of LO assessments. | Scheduled Fall 2023 |

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|---|---|---|---|---|---|---|---|
| Nursing | Nursing, BSN | Yes | https://www2.ccsu.edu/program/Nursing_BSN | Licensure examination (RN-NCLEX); capstone; EBI/Skyfactor assessment | Program Faculty, CCNE, & DPH | Formed Curriculum Review Committee; need to align their efforts more clearly with program assessment. Continue faculty retreats to incorporate program improvements and review EBI/Skyfactor data and assessment. | 2016 |
| Nursing | Nursing (RN to BSN), | Yes | https://www.ccsu.edu/program/NursingRNtoBSN/ | AAC&U Integrative Learning Rubric; EBI/Skyfactor assessment | Program Faculty, CCNE, & DPH | Engage program coordinator in program assessment earlier and throughout the process. Continue with faculty retreats to formalize the process of incorporating program improvements and review EBI-Skyfactor data and assessment. | 2016 |
| Nursing | Nursing: Hospice and Palliative Care, MS | Yes | https://www.ccsu.edu/program/Nursing_HospicePalliativeCare_MSN/ | Practicum and Capstone courses (NRSE 507 & 508), Third party administered graduate surveys, and Professional Advisory committee partner feedback. | MSN Program Coordinator and Faculty, and Department Chair | Pending for 2022-2023 academic year as annual MSN retreat day is scheduled for May 15th Reviews and planned program change will occur that day. | 2018 |
| Physical Education & Human Performance | Athletic Training, BS | Phased Out | | | | | |
| Physical Education & Human Performance | Athletic Training, MS | Yes | https://www.ccsu.edu/program/AthleticTraining_MSAT/ | Preceptor evaluations; clinical site evaluations; written exams; BOC certification exam | Program Faculty | This is a new program. We have one student in the AY21-23 cohort and 4 students in the AY22-24 cohort. We have minimal data to rely on for changes to a new program. One change that was made was to increase patient contact. This was the result of a clinical site evaluation from a student in the AY21-23 cohort. | 2022 |
| Physical Education & Human Performance | Physical Education, BS | Yes | https://www.ccsu.edu/program/PhysicalEducationPK12Edu/ | ACSM certification exam; practicum; internship; lesson plans; mid-point planning tasks; portfolio; student teaching evaluations- all with corresponding rubrics | Program Faculty | Continued to introduce and reinforce edTPA elements through program curriculum to improve effectiveness of preparing students for the planning and implementation of edTPA in the physical education setting at both the elementary and secondary levels | 2022 |
| Physical Education & Human Performance | Physical Education, Grad Cert | Yes | https://www.ccsu.edu/program/PostBaccTeacherPrepinPhysicalEducationK12/ | Embedded in Physical Education, BS | Embedded in Physical Education, BS | Curricular and programmatic adjustments were made to improve effectiveness of preparing students to meet SHAPE American national standards and edTPA assessment. | 2022 |
| Physical Education & Human Performance | Dance Education, BS | Yes | https://www.ccsu.edu/program/DanceEducation_BS/ | Skill and Dance Technique Rubrics, Unit Plan Assessments, Student Teaching Exit Portfolio, Student teaching evaluation | Dance Program Coordinator | Learning Outcome language was revised to match the two dance education majors and improve the measurability of the outcomes, realigning the data to the learning outcomes. | 2023 |
| Physical Education & Human Performance | Exercise Science, BS | Yes | https://www.ccsu.edu/program/ExerciseScience_BS/ | Practical examination,; case study; assessments; graduate survey; final project | Program Coordinator | Increased resources to help students pass the CSCS exams, including a new Facebook study group. Recommended students use the Pocket Prep App. | 2022 |

## Option E1:  Part A.  Inventory of Educational Effectiveness Indicators

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|---|---|---|---|---|---|---|---|
| Physical Education & Human Performance | Physical Education, MS | Yes | https://www.ccsu.edu/program/PhysicalEducation-ExerciseScience_MS/ | Thesis; comprehensive exam | Program Faculty & AAC* | Adding a capstone requirement with a portfolio for students to demonstrate learning and growth as current comprehensive exam does not sufficiently address critical thinking and application skills. (LO1) Revisit comprehensive exam rubric to add more definitive performance dimensions and clarify quantitative measures; improve explanation of scoring process to students.  (LO2)  Encourage students in the teaching specialization to select the caption project option rather than the thesis options it will help them apply evidence-based practice in their teaching. | 2021 |
| Social Work | Social Work, BA | Yes | https://www.ccsu.edu/program/SocialWork_BA/ | Courses work; volunteer field experience evaluations;  400-hour internship experience | Program Faculty and Field Supervisors | Despite meeting the benchmarks students struggled with the Competency 9. To solve this we decided to include Competency 9 in assignments in the introductory courses and reinforce it in three assignments within the major courses. Continue to assess rubrics to ensure each if focused on appropriate student level of learning and is targeting required CSWE competencies measuring the learning outcomes. | 2022 |
| Special Education & Interventions | Special Education, MS | Yes | https://www.ccsu.edu/program/SpecialEducation_MS/ | Case study portfolio, lesson plans, both universal and sequential; papers; corresponding rubrics; student teaching evaluation | Program Faculty & AAC* | Faculty began a project to integrate anti-racism into course learning objectives as well as develop a scope and sequence of anti-racist assignments. Faculty also integrated elements of edTPA content/language across program courses to scaffold student learning and understanding of edTPA. To continue building upon student learning, new faculty have an assigned mentor to train them on the program's key assessments, the department meets bi-monthly to review assessments and discuss changes, and a new department-level Curriculum Committee was created to develop, review, and recommend departmental curricular revisions. | 2022 |
| Special Education & Interventions | Transition Specialist, OCP | Yes | Embedded in Special Education, MS | | | | |
| Special Education & Interventions | Teacher Ed: Specialization Math, Spanish, English, Sciences, Technology and Engineering Ed, MAT | Yes | https://www.ccsu.edu/program/TeacherEducation_MAT/ | Praxis I & II; oral interview; written test; student teaching evaluation with rubric; teacher candidate performance assessment; unit plan with rubric; video analysis rubric for disciplinary literacy lesson | Program Director, Faculty, and Supervisors (who are certified teachers and trained cooperating teachers) , Praxis Core & Subject Test Scores | A) Basic Skills/Praxis Core. CSDE changed the required evidence of basic skills, and therefore this assessment has changed. B) Praxis 2/ACTFL. The passing standards for some of the Praxis Subject Tests and ACTFL Tests were changed by the CSDE. We keep up to date on the changing standards. C) Student Teaching Evaluation. The SEPS student teaching evaluation has since been revised by the Director of CTEC, the Coordinator of Office of School and Community Partnerships, and program faculty to reflect new research in teacher evaluation, to align to the edTPA, and to align more closely to how teachers in Connecticut are being assessed in the field. D) edTPA. edTPA is a new assessment for our candidates. Work created and submitted as a result of this pilot will result in a comprehensive portfolio that demonstrates teacher candidates' ability to teach through lesson plans designed to support students' strengths and needs, engage real students in ambitious learning, analyze impact on student learning, and adjust instruction to become more effective. E) Unit Plan Rubric. The unit plan rubric has been revised by MAT program faculty under the leadership of the director of the program to be consistent a program content areas. F) Video Analysis Rubric. New assessment aligned to the edTPA which emphasizes candidates' ability to plan high quality literacy experiences within each discipline. | 2022 |

## Option E1:  Part A.  Inventory of Educational Effectiveness Indicators

| Department | Program and Award | NECHE (1) Have formal learning outcomes been developed? | NECHE (2) * Where are these learning outcomes published?   Include URLs where appropriate | NECHE (3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | NECHE (4) Who interprets the evidence?  What is the process* (e.g., annually by the curriculum committee) | NECHE (5) What changes have been made as a result of using the data/evidence? | NECHE (6)* Date of most recent program review |
|---|---|---|---|---|---|---|---|
| **School of Engineering, Science & Technology** | | | | | | | |
| Biology | Biology, BS | Yes | https://www.ccsu.edu/program/Biology_BS/ | Biological content assessment; General survey assessment; Research experience and internship assessment; Laboratory report assessments; Exit interviews | Department Chair, Department Faculty & AAC* | LOs were adjusted based on recommendations from the Academic Assessment Committee. Consideration given to including a commercial standardized test as part of the assessment process. | 2021 |
| Biology | Biology, Grad Cert | Yes | https://www.ccsu.edu/program/PostBaccTeacherPrepinBiologyforSecondaryEducation/ | Embedded in Biology, BS | | | 2021 |
| Biology | Biological Sciences, MA/MS | Yes | https://www.ccsu.edu/program/BiologicalSciences_MAMS/ | Thesis assessment (seminar presentation, oral defense, and manuscript); Oral comprehensive exam assessment;  Biological content assessment; Contemporary issues assessment | Department Chair, Department Faculty & AAC* | (LO 1) We don't have consistent success in recruiting graduate students with strong academic credentials; need to continue to find creative approaches to rectify this concern. (LO 2) Addressing how to better prepare students for their oral comprehensive exams. (LO 3) Continue to incorporate primary literature into all aspects of program to improve analytical skills. (LO 4) The list of survey questions need to be revised to reflect current scientific issues. | 2021 |
| Biology | Biological Sciences Anesthesia, MS | Phased Out | | | | | |
| Biology | Nurse Anesthesia Practice, DNAP | Yes | https://www.ccsu.edu/program/DoctorofNurseAnesthesiaPractice_DNAP/ | Clinical hours; clinical correlation conference, oral comprehensive exam; doctoral comprehensive exam; national certification exam; structured clinical exam | Chair of the Biology department, CCSU DNAP Faculty, CCSU DNAP coordinators, and Hospital Program Directors | Assessment improvements include scheduled check-ins and face-to-face meetings, both to increase success and decrease stress. Attention to ensuring all standards and rubrics are continually updated as needed in Blackboard by all full time and part time faculty. Monthly meeting of CCSU faculty and program directors allow for changes to be done and communicated if standards are not being met. | 2018 |
| Biomolecular Sciences | Biomolecular Sciences, BS | Yes | https://www.ccsu.edu/program/BiomolecularSciences_BS/ | Capstone course portfolio reviews | Each annually by the department of eight faculty | Research project presentations are now done annually as are capstone reviews | 2016 |
| Biomolecular Sciences | Biomolecular Sciences, MS | Yes | https://www.ccsu.edu/program/BiomolecularSciences_MS/ | Comprehensive exam by committee or thesis review by committee depending on which capstone option is selected by the student | Committee of three faculty for either final project selected | We have worked to develop more oral communication of science during the program so they will be more articulate by graduation-- assessed by performance in a comprehensive/thesis defense. Also more analysis of primary literature in current science research. | 2016 |

## Option E1:  Part A.  Inventory of Educational Effectiveness Indicators

| Department | Program and Award | NECHE (1)<br>Have formal learning outcomes been developed? | NECHE (2) *<br>Where are these learning outcomes published?   Include URLs where appropriate | NECHE (3)<br>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) | NECHE (4)<br>Who interprets the evidence?  What is the process* (e.g., annually by the curriculum committee) | NECHE (5)<br>What changes have been made as a result of using the data/evidence? | NECHE (6)*<br>Date of most recent program review |
|---|---|---|---|---|---|---|---|
| Biomolecular Sciences | Pre-Health Studies, OCP | Yes | https://www.ccsu.edu/program/OCPPreHealthStudies/ | Success in application to career path and selected exit interviews | Pre-health committee | Stronger effort to track this group of students is being developed as we noted. Many did not complete the program, and we did not have an answer why. | 2023, In Process |
| Chemistry & Biochemistry | Chemistry, BS | Yes | https://www.ccsu.edu/program/Chemistry_BS/ | American Chemical Society (ACS) Diagnostic of Undergraduate Chemistry Knowledge (DUCK) exam; oral presentations; quiz; rubrics; laboratory reports | Program Faculty & AAC* | (LO1) Collecting data regarding math placement scores and math courses taken by majors to identify any possible math knowledge deficiency that could impact student success in physical chemistry. (LO2) Continuing to closely watch student laboratory skills post pandemic. (LO3) Monitoring presentation of results post-pandemic with expectation that improvements will be noted simply by on-ground courses and access to faculty. | 2023 |
| Shared: Chemistry and Biochemistry & Biomolecular Science | Biochemistry, BS | Yes | https://www.ccsu.edu/program/Biochemistry_BS/ | American Chemical Society (ACS) Diagnostic of Undergraduate Chemistry Knowledge (DUCK) exam; oral presentations; quiz; rubrics; laboratory reports | Program Faculty & AAC* | (LO1) Looking at course selection and math preparation to ensure students are successful with this LO. (LO2) Monitoring lab experience  to identify skills that could have been lost or missed during the pandemic. (LO3) Closely watching student oral presentations to ensure students are approaching their research with ethical behavior. | 2023 |
| Computer Electronics and Graphics Technology | Graphics Technology, BS | Yes | https://www.ccsu.edu/program/GraphicsTechnology_BS/ | Exams, labs; scoring rubric | Program Faculty | Assessment data based on ATMAE requirements show very positive results. Further assessments needed include employer survey, alumni survey, and student survey. Implementing a re-assessment for Continuous Improvement, assessing after an action is taken and checking whether the action plan worked. | 2019 |
| Computer Electronics and Graphics Technology | Computer Engineering Technology, BS | Yes | https://www.ccsu.edu/program/ComputerEngineeringTechnology_BS/ | Student course work; instructor assessment; scoring rubric; | Program Faculty | Continued to implement program improvements based on six-year plan including course and curriculum revisions and improving accountability for assessment and long-term continuous improvement. | 2021 |
| Computer Electronics and Graphics Technology | Networking Information Technology, BS | Yes | https://www.ccsu.edu/program/NetworkingInformationTechnology_BS/ | Student course work; scoring rubric; graduation survey | Program Faculty | Curriculum updated based on assessment results. Working with OIRA to build employer and alumni surveys to secure additional assessment information. | 2022 |
| Computer Electronics and Graphics Technology | Electrical Engineering, BS | Yes | https://www.ccsu.edu/program/ElectricalEngineering_BS/ | Student course work; scoring rubric | Faculty | Continuing to (1) map student learning outcomes to assure breadth and depth of program and (2) developing assessment rubrics; working with part-time faculty to ensure accountability for assessment and continuous improvement. | New Program |
| Computer Electronics and Graphics Technology | Cybersecurity, BS | Yes | https://www.ccsu.edu/program/Cybersecurity_BS/ | Exams, lab; research project; software design project; internship | Program Faculty | Program is currently in the process of external accreditation with NCAE-C. Continuing to build upon incorporating more industry guest speakers to address how core concepts are seen in practice to continue to help build students' connection to real-world challenges. | 2023 |
| Computer Electronics and Graphics Technology | Electronics Technology, BS | Yes | https://www.ccsu.edu/program/ElectronicsTechnology_BS/ | Student course work | Program Faculty | In partnership with OIRA, developing an alumni survey to secure additional assessment data on alumni career tracks. Continue to build more accountability for assessment and long-term continuous improvement, particular with part-time teaching faculty. | 2022 |

## Option E1: Part A. Inventory of Educational Effectiveness Indicators

| Department | Program and Award | NECHE (1) Have formal learning outcomes been developed? | NECHE (2) * Where are these learning outcomes published? Include URLs where appropriate | NECHE (3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | NECHE (4) Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee) | NECHE (5) What changes have been made as a result of using the data/evidence? | NECHE (6)* Date of most recent program review |
|---|---|---|---|---|---|---|---|
| Shared: Computer Electronics and Graphics Technology & Computer Science | Computer Information Technology, MS | Yes | https://www.ccsu.edu/program/ComputerInformationTechnology_MS/ | Capstone thesis; comprehensive exam | A committee of department faculty from Computer Electronics and Graphics Technology & Computer Science, & AAC* | No changes are necessary at this time, per ATMAE | 2023 |
| Computer Science | Computer Science, BS | Yes | https://www.ccsu.edu/program/ComputerScience_BS/ | Exam; projects | Program Faculty, Department Faculty, & AAC* | No changes are necessary at this time, per ABET | 2022 |
| Computer Science | Software Engineering, MS | Yes | https://www.ccsu.edu/program/SoftwareEngineering_MS/ | Capstone project assessment rubric | CS department faculty | All students have met or exceeded all program learning outcomes and no curricular or programmatic changes are necessary. | Scheduled Fall 2023 |
| | Software Engineering, OCP | Yes | https://www.ccsu.edu/program/OCPSoftwareEngineering/ | Embedded in Software Engineering, MS | | | Scheduled Fall 2023 |
| Engineering | Civil Engineering, BS | Yes | https://www.ccsu.edu/program/CivilEngineering_BS/ | Projects; lab reports scoring rubrics; assignments; specialized tests; exit interview; teamwork survey | Program Faculty and Program Coordinator | No improvements are necessary at this time, per ABET | 2021 |
| Engineering | Manufacturing Engineering Technology, BS | Yes | https://www.ccsu.edu/program/ManufacturingEngineeringTechnology_BS/ | Capstone projects; course laboratory; project reports; exams | Program Faculty, Industrial Advisory Board (IAB) | A new assessment plan was designed based on the principle of learning, practice, and implementation to provide consistency in the assessment process while reducing the burden of data collection to faculty and reducing the number of classes that have a mixed population. | 2021 |
| Engineering | Mechanical Engineering, BS | Yes | https://www.ccsu.edu/program/MechanicalEngineering_BS/ | Capstone project and reports, lab reports, exams and completed works; exit interview; alumni surveys; employer surveys | Program Coordinator | A new assessment plan was proposed based on learn, practice, and implement. Each student outcome will be evaluated at each of these stages, four different times during the next cycle. This new plan also reduces the number of classes which have mixed population, which is a new requirement of ABET. | 2021 |
| Engineering | Mechanical Engineering Technology, BS | Yes | https://www.ccsu.edu/program/MechanicalEngineeringTechnology_BS/ | Capstone projects; course laboratory; project reports; exams; exit interview; alumni surveys; employer surveys | Program Faculty, Industrial Advisory Board (IAB) & AAC* | A new assessment plan was proposed based on learn, practice, and implement. Each student outcome will be evaluated at each of these stages, four different times during the next cycle. This new plan also reduces the number of classes which have mixed population, which is a new requirement of ABET. | 2021 |
| Engineering | Engineering Technology, MS | Phased Out | | | | | |
| Engineering | Mechanical Engineering, MS | Yes | https://www.ccsu.edu/program/MechanicalEngineering_MS/ | Capstone thesis, exams, projects, lab projects, specialized tests | Director of the Graduate Program | The is a new program and assessment has not started yet; will start in AY22-23 | New Program |
| Engineering | Advanced Manufacturing Engineering, OCP | Yes | https://www.ccsu.edu/program/ADVManufacturingEngineering_OCP/ | Embedded in Mechanical Engineering, MS | | | New Program |

## Option E1:  Part A.  Inventory of Educational Effectiveness Indicators

| Department | Program and Award | NECHE (1) Have formal learning outcomes been developed? | NECHE (2) * Where are these learning outcomes published?  Include URLs where appropriate | NECHE (3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | NECHE (4) Who interprets the evidence?  What is the process* (e.g., annually by the curriculum committee) | NECHE (5) What changes have been made as a result of using the data/evidence? | NECHE (6)* Date of most recent program review |
|---|---|---|---|---|---|---|---|
| Engineering | Additive Manufacturing Engineering, OCP | Yes | u/program/AdditiveManufactur | | Embedded in Mechanical Engineering, MS | | New Program |
| Geological Sciences | Earth Sciences, BS | Yes | https://www.ccsu.edu/program/EarthSciences_BS/ | Presentations; written reports; course work | Program Faculty & AAC* | The assessment process was revised as three of the LOs were only assessed in three of the five specializations. A new course GSCI 260 is now a required course providing a more unified mechanism for measuring the mastery of the LOs. | 2022 |
| Geological Sciences | Science Education, Grad Cert | Yes | | Embedded in Earth Sciences, BA | | | |
| Technology and Engineering Education & Geological Sciences | STEM Education, MS | Yes | https://www.ccsu.edu/program/STEMEducationforCertifiedTeachers_MS/ | Research; specific assignments; capstone; rubrics | Program Faculty & AAC* | Some content and activities were modified to make them more applicable to K-5 instructional environments. Developed additional activities to promote hands-on problem solving and enhanced creative design environments. Considering the addition of a skills pretest as it might aid in improving the assessment process and student evaluations given the different technological skills students have. | 2022 |
| Manufacturing & Construction Management | Construction Management, BS | Yes | https://www.ccsu.edu/program/ConstructionManagement_BS/ | American Institute of Constructors exam; exit interview; written reports; surveys | Program Faculty, Industrial Advisory Board (IAB) & AAC* | The results of the AY2020-2021 assessments show no significant changes from the previous years.  The program remains strong in management skills and field operations. No new changes are being proposed. | 2021 |
| | Construction Management, OCP | Yes | https://www.ccsu.edu/program/OCPConstructionManagement/ | | Embedded in Construction Management, MS | | |
| Manufacturing & Construction Management | Construction Management, MS | Yes | https://www.ccsu.edu/program/ConstructionManagement_MS/ | Comprehensive exam; survey; course embedded assessment | Program Faculty & AAC* | LO1 and LO4 will be updated to be more specific and measurable. We need to develop additional method of LO assessment other than student survey. | 2022 |
| Manufacturing & Construction Management | Robotics and Mechatronics Engineering Technology, BS | Yes | https://www.ccsu.edu/program/RoboticsandMechatronicsEngineeringTechnology_BS/ | Courses work; capstone project; exit Interview; graduate survey; exams | Program Faculty, Industrial Advisory Board (IAB) | No improvements are necessary at this time, per ATMAE. | 2022 |
| Manufacturing & Construction Management | Manufacturing Management, BS | Yes | https://www.ccsu.edu/program/ManufacturingManagement_BS/ | ATMAE CTM Exam; internship student written reports; internship employer survey; student course evaluation surveys | Program Faculty, Industrial Advisory Board (IAB) | Putting in place a formal procedure for reviewing student course evaluation surveys with individual instructors to include actions to improve course instructions, per ATMAE. | 2020 |
| Manufacturing & Construction Management | Technology Management, BS | Yes | https://www.ccsu.edu/program/IndustrialTechnology_BS/ | ATMAE CTM Exam; internship student written reports; internship employer survey; student course evaluation surveys | Program Faculty and Department Chair | Putting in place a formal procedure for reviewing student course evaluation surveys with individual instructors to include actions to improve course instructions, per ATMAE. | 2020 |
| Manufacturing & Construction Management | Technology Management, MS | Yes | https://www.ccsu.edu/program/TechnologyManagement_MS/ | Comprehensive exam; capstone course; MSTM program student survey | Program Faculty & AAC* | Data indicate that we are doing well at the present time and no changes are needed. | 2023 |
| Manufacturing & Construction Management | Environmental and Occupational Safety, OCP | Yes | https://www.ccsu.edu/program/OCPEnvironmentalandOccupationalSafety/ | | Embedded in Technology Management, MS | | 2023 |

## Option E1:  Part A.  Inventory of Educational Effectiveness Indicators

| Department | Program and Award | NECHE (1) Have formal learning outcomes been developed? | NECHE (2) * Where are these learning outcomes published?   Include URLs where appropriate | NECHE (3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | NECHE (4) Who interprets the evidence?  What is the process* (e.g., annually by the curriculum committee) | NECHE (5) What changes have been made as a result of using the data/evidence? | NECHE (6)* Date of most recent program review |
|---|---|---|---|---|---|---|---|
| Manufacturing & Construction Management | Lean Manufacturing and Six Sigma, OCP | Yes | https://www.ccsu.edu/program/OCPLeanManufacturingandSixSigma/ | Embedded in Technology Management, MS ||| 2023 |
| Manufacturing & Construction Management | Supply Chain and Logistics, OCP | Yes | https://www.ccsu.edu/program/OCPSupplyChainandLogistics/ | Embedded in Technology Management, MS ||| 2023 |
| Manufacturing & Construction Management | Supply Chain and Logistics Hybrid and Online, MS | Yes | https://www.ccsu.edu/program/SupplyChainLogistics_MS/ | Comprehensive exam; MS-SCLM program student survey | Program Coordinator, Program Faculty & AAC* | This is a new program and assessment data has not yet been collected. | New Program |
| Mathematical Sciences | Data Science, MS | Yes | https://www.ccsu.edu/program/DataScience_MS/ | Capstone thesis | Program Coordinator, Assistant Chair/Department Assessment Coordinator, & AAC* | Considering more detailed descriptions of each performance descriptors for each learning outcome and adding an additional instrument that can be administered before students being their capstone project or at the end of key courses within the program. | 2018 |
| Mathematical Sciences | Data Science, OCP | Yes | Embedded in Data Mining, MS Online |||||
| Mathematical Sciences | Mathematics, BA/BS | Yes | https://www.ccsu.edu/program/Mathematics_BA/ | Comprehensive exam, oral presentations, thesis and thesis defense | Program Faculty, Departmental Assessment Committee & AAC* | Based on the recommendations of the Academic Assessment Committee, we are piloting a new assessment process that will provide more helpful information about our programs, including the creation of a  committee to create new learning outcomes. | 2023 |
| Mathematical Sciences | Mathematics, Grad Cert | Embedded in Mathematics BA/BS |||||||
| Mathematical Sciences | Mathematics, MA/MS | Yes | https://www.ccsu.edu/program/MathematicsGeneral_MA/ | Oral presentations; exams; thesis | Program Faculty and Departmental Assessment Committee & AAC* | A committee has been created this semester to create new learning outcomes. Also working on a new system for collecting assessment data. | 2023 |
| Physics & Engineering Physics | Physics, BS | Yes | https://www.ccsu.edu/program/Physics_BS/ | Lab reports; final projects with written/oral reports; lab final experiments and corresponding written/oral report; final exam; research project; all with corresponding rubrics | Program Faculty & AAC* | Increasing number of students assessed to increase validity of sample size. Data collection has improved but is still incomplete, establishing deadlines for submission of assessment data and ensuring the data is aggregated correctly. | 2023 |
| Technology and Engineering Education | Technology and Engineering Ed K-12, BS | Yes | https://www.ccsu.edu/program/TechnologyEngineeringEducationPK12Edu/ | Praxis ll exam; student teaching; senior design project | Program Faculty & AAC* | Continue to use the edPTA and TASK stream tools for assessment. | 2022 |
| Technology and Engineering Education | Technology and Engineering Ed K-13, Grad Cert | Embedded in Technology and Engineering Ed K-12, BS |||||||

**E Series Forms: Making Assessment More Explicit**

**Option E1:  Part B.  Inventory of Specialized and Program Accreditation**

| Department | Program &  Award | (NEASC 1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency or program name) | (2) Date of the 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 by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.) | (5) Date & nature of next scheduled review |
|---|---|---|---|---|---|---|
| **College of Liberal Arts and Social Sciences** | | | | | | |
| Anthropology | Anthropology, BA | Not Accredited | | | | |
| Art | Art, BA | Not Accredited | | | | |
| | Art Education, BS | CAEP | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |
| | Art Education, GradCert | CAEP | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |
| | Art Education, MS | Not Accredited | | | | |
| Communication | Strategic Communication, BA | Not Accredited | | | | |
| | Media Studies, BA | Not Accredited | | | | |
| | Strategic Communication, MS | Not Accredited | | | | |
| | Public Relations/Promotion, OCP | Not Accredited | | | | |
| Criminology & Criminal Justice | Criminology, BA | Not Accredited | | | | |
| | Criminal Justice, MS | Not Accredited | | | | |
| | Advanced Detective, OCP | Not Accredited | | | | |
| | Detective Certificate, C1 | Not Accredited | | | | |
| Design (Graphic/Information) | Graphic/Information Design, BA | Not Accredited | | | | |
| | Information Design, MA | Not Accredited | | | | |
| Economics | Economics, BA | Not Accredited | | | | |

**E Series Forms: Making Assessment More Explicit**

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|---|---|---|---|---|---|---|
| English | English, BS | CAEP, NCTE | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2027 |
| | English, BA | Not Accredited | | | | |
| | English, GradCert | CAEP, NCTE | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2027 |
| | English, MA | Not Accredited | | | | |
| | Applied Linguistics, MS | Not Accredited | | | | |
| | Teaching English to Speakers of Other Languages, GradCert | CAEP, TESOL | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |
| | Teaching English to Speakers of Other Languages, OCP | Not Accredited | | | | |
| Geography | Geography, BA/BS | Not Accredited | | | | |
| | Geography, MS | Not Accredited | | | | |
| | Tourism & Hospitality, BS | Not Accredited | | | | |
| History | History, BS | CAEP, NCSS | In Process 2023 | | http://caepnet.org/ | Anticipated 2029 |
| | History, BA | Not Accredited | | | | |
| | History, GradCert | CAEP, NCSS | In Process 2023 | | http://caepnet.org/ | Anticipated 2029 |
| | History, MA | Not Accredited | | | | |
| | Public History, MA | Not Accredited | | | | |
| Interdisciplinary | International Studies, BA | Not Accredited | | | | |
| | International Studies, MS | Not Accredited | | | | |
| | Racial Justice, C1 | Not Accredited | | | | |
| Journalism | Journalism, BA | Not Accredited | | | | |

**E Series Forms: Making Assessment More Explicit**

**Option E1:  Part B.  Inventory of Specialized and Program Accreditation**

| Department | Program & Award | (NEASC 1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency or program name) | (2) Date of the 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 by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.) | (5) Date & nature of next scheduled review |
|---|---|---|---|---|---|---|
| Music | Music, BA | NASM | 2020 | Address sound isolation and room acoustics issues identified in Welte Hall. | https://nasm.arts-accredit.org/ | 2029 |
|  | Music Education, BS | NASM | 2020 | Address sound isolation and room acoustics issues identified in Welte Hall. | https://nasm.arts-accredit.org/ | 2029 |
|  | Music Education, GradCert | NASM | 2020 | Address sound isolation and room acoustics issues identified in Welte Hall. | https://nasm.arts-accredit.org/ | 2029 |
|  | Music Education, MS | Phased Out | | | | |
| Philosophy | Philosophy, BA | Not Accredited | | | | |
| Political Science | Political Science, BA | Not Accredited | | | | |
| Psychological Science | Psychological Science, BA | Not Accredited | | | | |
|  | Psychology, MA | Not Accredited | | | | |
|  | Gerontology, OCP | Phased Out | | | | |
|  | Gerontology, C1 | Not Accredited | | | | |
| Sociology | Sociology, BA | Not Accredited | | | | |
| World Languages, Literatures, and Cultures | French, BS | CAEP, ACTFL | 2023 | All standards were met through | http://caepnet.org/ | 2029 |
|  | French, BA | Not Accredited | | | | |
|  | German, BA/BS | Phased out | | | | |
|  | Italian, BS | CAEP, ACTFL | 2023 | All standards were met through | http://caepnet.org/ | 2029 |
|  | Italian, BA | Not Accredited | | | | |
|  | Spanish, BS | CAEP, ACTFL | 2023 | All standards were met through | http://caepnet.org/ | 2029 |
|  | Spanish, BA | Not Accredited | | | | |
|  | French, German, Italian, & | CAEP, ACTFL | 2023 | All standards were met through | http://caepnet.org/ | 2028 |
|  | Modern Languages & Online | Not Accredited | | | | |

**E Series Forms: Making Assessment More Explicit**

**Option E1:  Part B.  Inventory of Specialized and Program Accreditation**

| Department | Program &  Award | (NEASC 1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency or program name) | (2) Date of the 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 by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.) | (5) Date & nature of next scheduled review |
|---|---|---|---|---|---|---|
| Theatre | Theatre, BA | Not Accredited | | | | |
| | Theatre, BFA | Not Accredited | | | | |
| **School of Business** | | | | | | |
| Accounting | Accounting, BS | AACSB | 2021 | No improvements needed at this time. | http://www.aacsb.edu/ | 2023 |
| | Accounting, MS | AACSB | 2021 | No improvements needed at this time. | http://www.aacsb.edu/ | 2023 |
| | Accounting Analytics, OCP | AACSB | New Program in 2023 | N/A | http://www.aacsb.edu/ | 2023 |
| | Accounting, OCP | Phased Out | | | | |
| Finance | Finance, BS | AACSB | 2021 | No improvements needed at this time. | http://www.aacsb.edu/ | 2023 |
| | Commercial Lending, OCP | AACSB | 2021 | No improvements needed at this time. | | 2023 |
| Management Information Systems | Management Information Systems, BS | AACSB | 2021 | No improvements needed at this time. | http://www.aacsb.edu/ | 2023 |
| Management & Organization | Management, BS | AACSB | 2021 | No improvements needed at this time. | http://www.aacsb.edu/ | 2023 |

**E Series Forms: Making Assessment More Explicit**

**Option E1:  Part B.  Inventory of Specialized and Program Accreditation**

| Department | Program & Award | (NEASC 1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency or program name) | (2) Date of the 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 by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.) | (5) Date & nature of next scheduled review |
|---|---|---|---|---|---|---|
| Marketing | Marketing, BS | AACSB | 2021 | The school should work toward eliminating the remaining faculty qualification and sufficiency deficiencies in the Marketing discipline during the upcoming review cycle. (2013 Standard 15: Faculty Qualifications and Engagement, 2013 Standard 5: Faculty Sufficiency and Deployment, 2020 Standard 3: Faculty and Professional Staff Resources) | http://www.aacsb.edu/ | 2023 |
| Shared by all Departments in SOB | Business Administration, MBA | AACSB | 2021 | No improvements needed at this time. | http://www.aacsb.edu/ | 2023 |
| | Business Leadership, OCP | AACSB | 2021 | No improvements needed at this time. | http://www.aacsb.edu/ | |
| | Supply Chain Analytics, OCP | Phased Out | | | | |

**E Series Forms: Making Assessment More Explicit**

**Option E1:  Part B.  Inventory of Specialized and Program Accreditation**

| Department | Program & Award | (NEASC 1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency or program name) | (2) Date of the 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 by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.) | (5) Date & nature of next scheduled review |
|---|---|---|---|---|---|---|
| **School of Education and Professional Studies** | | | | | | |
| Counseling & Family Therapy | Counselor Education, MS, concentrations:  School Counseling & Professional Counseling; | CACREP | 2023 | Substantially met the requirements for accreditation. Requested interim report addressing minor standards-related deficiencies for School Counseling MS. Interim report met all requirements as requested. | https://www.cacrep.org/for-students/ | 2026 |
| | Counselor Education, MS: Student Development in Higher Education | Not Accredited | | | | |
| | Marriage & Family Therapy, MS | AAMFT COAMFTE | 2023 | No improvements needed at this time. | https://www.aamft.org/ | 2030 |
| | Professional Counseling, PM CERT | Not Accredited | | | | |
| Educational Leadership, Policy, & Instructional Design | Educational Leadership, SYC | CAEP, ELCC|NELP | 2022 | All standards were met through Advanced Level. | https://www.cacrep.org/ | 2029 |
| | Educational Leadership, Ed. D | Not Accredited | | | | |
| | Educational Technology , MS | Not Accredited | | | | |
| | Teacher Leadership, MS | CAEP, ELCC/NPBEA | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |
| | Superintendent of Schools, PM Cert | CAEP, ELCC/NPBEA | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |

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|---|---|---|---|---|---|---|
| Literacy, Elementary, & Early Childhood Education | Reading and Language Arts, MS | CAEP, ILA\|IRA | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |
| | Reading and Language Arts, PM CERT | CAEP, ILA\|IRA | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |
| | Reading and Language Arts, SYC | CAEP, ILA\|IRA | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |
| | Early Childhood Education, MS | Phased Out | | | | |
| | Elementary Education, BS | CAEP | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |
| | Elementary Education, GradCert | CAEP | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |
| | Elementary Education, MS | Phased Out | | | | |
| | Early Childhood and Infant/Toddler Mental Health, | Not Accredited | | | | |
| Nursing | Nursing, BSN | CCNE | 2016 | No improvements needed at this time. | http://www.aacnnursing.org/ | 2026 |
| | Nursing (RN to BSN), BSN | CCNE, Dept of Public Health | 2016 | No improvements needed at this time. | http://www.aacnnursing.org/ | 2026 |
| | Nursing: Hospice and Palliative Care (new Program), MSN | CCNE | 2018 | No improvements needed at this time. | http://www.aacnnursing.org/ | 2024 |

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|---|---|---|---|---|---|---|
| Physical Education & Human Performance | Athletic Training, BS | CAATE | Phased Out ||||
| | Athletic Training, MS | CAATE | 2023 | As assessment tools are utilized, consider working with on-campus experts to retool them as necessary to ensure that learning objectives and program goals are addressed. | https://caate.net/ | 2032 |
| | Physical Education, BS | CAEP/ SHAPE America | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |
| | Physical Education, GradCert | CAEP/ SHAPE America | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |
| | Dance Education, BS | Not Accredited | | | | |
| | Exercise Science, BS | CAAHEP | 2020 | None | http://caepnet.org/ | 2030 |
| | Physical Education, MS | Not Accredited | | | | |
| Social Work | Social Work, BA | CSWE | 2022 | None | https://cswe.org/ | 2030 |
| Special Education and Interventions | Special Education, MS | CAEP, CEC | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |
| | Transition Specialist, OCP | Not Accredited | | | | |
| | Teacher Ed: Specialization Math, Spanish, English, Sciences, Technology and Engineering Ed, MAT | CAEP | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |

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|---|---|---|---|---|---|---|
| **School of Engineering, Science and Technology** | | | | | | |
| Biology | Biology, BS | CAEP | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |
| | Biology, GradCert | CAEP | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |
| | Biological Sciences, MA/MS | Not Accredited | | | | |
| | Biological Sciences Anesthesia, MS | Phased Out | | | | |
| | Nurse Anesthesia Practice, DNAP | COA | 2018 | No improvements needed at this time. | https://www.coacrna.org/ | 2025 |
| Biomolecular Sciences | Biomolecular Sciences, BS | Not Accredited | | | | |
| | Biomolecular Sciences, MA | Not Accredited | | | | |
| | Pre-Health Studies, OCP | Not Accredited | | | | |
| Chemistry & Biochemistry | Chemistry, BS | ACS | 2023 | (1) Consider the inclusion of macromolecular content coverage in more required chemistry track courses. (2) Scaffold teamwork skills across more foundational courses, particularly in upper-level specialty courses. | https://www.acs.org/ | 2028 |

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|---|---|---|---|---|---|---|
| Shared: Chemistry & Biochemistry/ Biomolecular Sciences | Biochemistry, BS | ACS | 2023 | (1) Consider the inclusion of macromolecular content coverage in more required chemistry track courses. (2) Scaffold teamwork skills across more foundational courses, particularly in upper-level specialty courses. | https://www.acs.org/ | 2028 |
| Computer Electronics & Graphics Technology | Graphics Technology, BS | ATMAE | 2022 | No improvements needed at this time. | http://www.atmae.org/? | 2026 |
| | Computer Engineering Technology, BS | ETAC of ABET | 2022 | The two open positions of laboratory technician and having most university level administrators serving in an interim capacity poses a potential threat to the continuity of the program. | http://www.abet.org/ | 2028 |
| | Networking Information Technology, BS | ATMAE | 2022 | No improvements needed at this time. | http://www.atmae.org/? | 2026 |
| | Electronics Technology, BS | ATMAE | 2022 | No improvements needed at this time. | http://www.atmae.org/? | 2026 |
| Shared: Computer Electronics and Graphics Technology & Computer Science | Computer Information Technology, MS | Not Accredited | | | | |

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|---|---|---|---|---|---|---|
| Shared: Computer Electronics and Graphics Technology & Computer Science | Cybersecurity, BS | NSA | 2023 | New Program approved by National Security Agency, National Centers of Academic Excellence, awarded Program of Study Validation | https://www.nsa.gov/Academics/Centers-of-Academic-Excellence/ | 2028 |
| Computer Science | Computer Science Honors, BS | CAC of ABET | 2022 | Technical support for modern computer science tools is minimal, jeopardizing the students' ability to achieve the program's outcomes. Open position of Cloud Infrastructure Manager in IT department needs to be filled to support program and university's long-term cloud computing needs. | http://www.abet.org/ | 2026 |
| | Computer Science | Not Accredited | | | | |
| | Software Engineering, MS | Not Accredited | | | | |
| | Software Engineering, OCP | Not Accredited | | | | |

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|---|---|---|---|---|---|---|
| Engineering | Civil Engineering, BS | EAC of ABET | 2022 | (1) The hiring of a faculty member with expertise in water resources/environmental engineering is essential in order to cover the environmental engineering curriculum. (2) Staffing concerns pose a potential threat to the continuity of the program; open positions need to be filled with permanent qualified staff rather than interim staff. | http://www.abet.org/ | 2024 |
| | Manufacturing Engineering Technology, BS | ETAC of ABET | 2022 | The two open positions of laboratory technician need to be filled to ensure continuity of the program. | http://www.abet.org/ | 2028 |
| | Mechanical Engineering, BS | EAC of ABET | 2022 | (1) At current levels of student enrollment, average assigned faculty teaching loads, class sizes, and the total number of students being advised by individual faculty members are at or near levels that could detrimentally impact the program. (2) Having most university level administrators serving in an interim capacity poses a potential threat to the continuity of the program. | http://www.abet.org/ | 2028 |

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|---|---|---|---|---|---|---|
| Engineering | Mechanical Engineering, MS | New Program to be accredited by ABET upon graduation of first student | | | | |
| | Additive Manufacturing Engineering, OCP | Not Accredited | | | | |
| | Advanced Manufacturing Engineering, OCP | Not Accredited | | | | |
| | Mechanical Engineering Technology, BS | ETAC of ABET | 2022 | The two open positions of laboratory technician need to be filled to ensure continuity of the program. | http://www.abet.org/ | 2028 |
| | Engineering Technology, MS | Phased Out | | | | |

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|---|---|---|---|---|---|---|
| Geological Sciences | Earth Sciences, BS | CAEP, NSTA | 2022 | All standards were met through Advanced Level. Standard R1: ensure all programs have consistent processes to demonstrate outcome data. Standard R2: Include stakeholders in review process and involve stakeholders in making changes for continuous improvement. | http://www.nsta.org/ | 2029 |
| | Science Education, GradCert | CAEP | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |
| Manufacturing & Construction Management | Construction Management, BS | ACCE | 2018 | Program needs to ensure each student learning outcomes is evaluated at the appropriate level with individual assessment measures consistent with ACCE standards. | http://www.acce-hq.org/ | 2024 |
| | Construction Management, OCP | Not Accredited | | | | |
| | Construction Management, MS | Not Accredited | | | | |
| | Robotics and Mechatronics Engineering Technology, BS | ETAC of ABET | 2022 | The two open positions of laboratory technician need to be filled to ensure continuity of the program. | http://www.abet.org/ | 2028 |
| | Manufacturing Management, BS | ATMAE | 2022 | No improvements needed at this time. | http://www.atmae.org/? | 2026 |

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|---|---|---|---|---|---|---|
| Manufacturing & Construction Management | Technology Management, BS | ATMAE | 2022 | No improvements needed at this time. | http://www.atmae.org/? | 2026 |
| | Technology Management, MS | Not Accredited | | | | |
| | Environmental Health and Safety, OCP | Not Accredited | | | | |
| | Lean Manufacturing and Six Sigma, OCP | Not Accredited | | | | |
| | Supply Chain and Logistics, OCP | Not Accredited | | | | |
| | Supply Chain and Logistics, MS | Not Accredited | | | | |
| Mathematical Sciences | Data Mining, online, MS | Not Accredited | | | | |
| | Data Mining, online/onground, OCP | Not Accredited | | | | |
| | Mathematics, BS | CAEP, NCTM | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |
| | Mathematics, BA | Not Accredited | | | | |
| | Mathematics, GradCert | CAEP, NCTM | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |
| | Mathematics, MS | Not Accredited | | | | |
| | Mathematics, MA | Not Accredited | | | | |
| Physics & Engineering Physics | Physics, BS | CAEP, NSTA | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |
| | Physics, BS | Not Accredited | | | | |

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|---|---|---|---|---|---|---|
| Technology and Engineering Education | Technology and Engineering Ed K-12, BS | CAEP, CTTE | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |
| | Technology and Engineering Ed K-12, GradCert | CAEP, CTTE | 2022 | All standards were met through Advanced Level. | http://caepnet.org/ | 2029 |
| Technology and Engineering Education & Geological Sciences | STEM Education, MS | Not Accredited | | | | |

*Accrediting Agencies

| | |
|---|---|
| AACSB | Association to Advance Collegiate Schools of Business |
| AAMFT, COAMFTE | American Association for Marriage and Family Therapy-Commission on Accreditation for Marriage and Family Therapy |
| ABET | Accreditation Board of Engineering Technology |
| CAC of ABET | Computing Accreditation Commission of Accreditation Board of Engineering Technology |
| EAC of ABET | Engineering Accreditation Commission of ABET, Inc. (formerly the Accreditation Board for Engineering and Technology). |
| ETAC of ABET | Engineering Technology Accreditation Commission of ABET |
| ACCE | American Council for Construction Education |
| ACS | American Chemical Society |
| ACTFL | American Council on the Teaching of Foreign Languages |
| ATMAE | The Association of Technology, Management, and Applied Engineering |
| CAAHEP, CoAes | Commission on Accreditation of Allied Health Education Program - Committee on Accreditation for the Exercise Sciences |
| CAATE | Commission on Accreditation of Athletic Training Education |
| CACREP | Council for Accreditation of Counseling and Related Educational Programs |
| CAEP | Council of the Accreditation of Educator Preparation |
| CCNE | Commission on Collegiate Nursing Education |
| CEC | Council for Exceptional Children |
| COA | Council on Accreditation of Nurse Anesthesia Educational Programs; CCSU program is affiliated with 3 hospitals |
| CORE | Council on Rehabilitation Education |
| CSWE | Council on Social Work Education |
| CTTE | Council on Technology Teacher Education |

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| | | | | | | |

ELCC                 Educational Leadership Constituent Council
IRA                   International Reading Association
NASM            National Associations of Schools of Music
NCSS             National Council for the Social Studies
NCTE             National Council of English Teachers
NCTM            National Council of Teachers of Mathematics
NSTA             National Science Teachers Association
SHAPE America   Society of Health and Physical Educators
TESOL           Teachers of English to Speakers of Other Languages