
Strategic Plan 2030: Changing Lives, Building Communities; Central to Connecticut—Progress Report



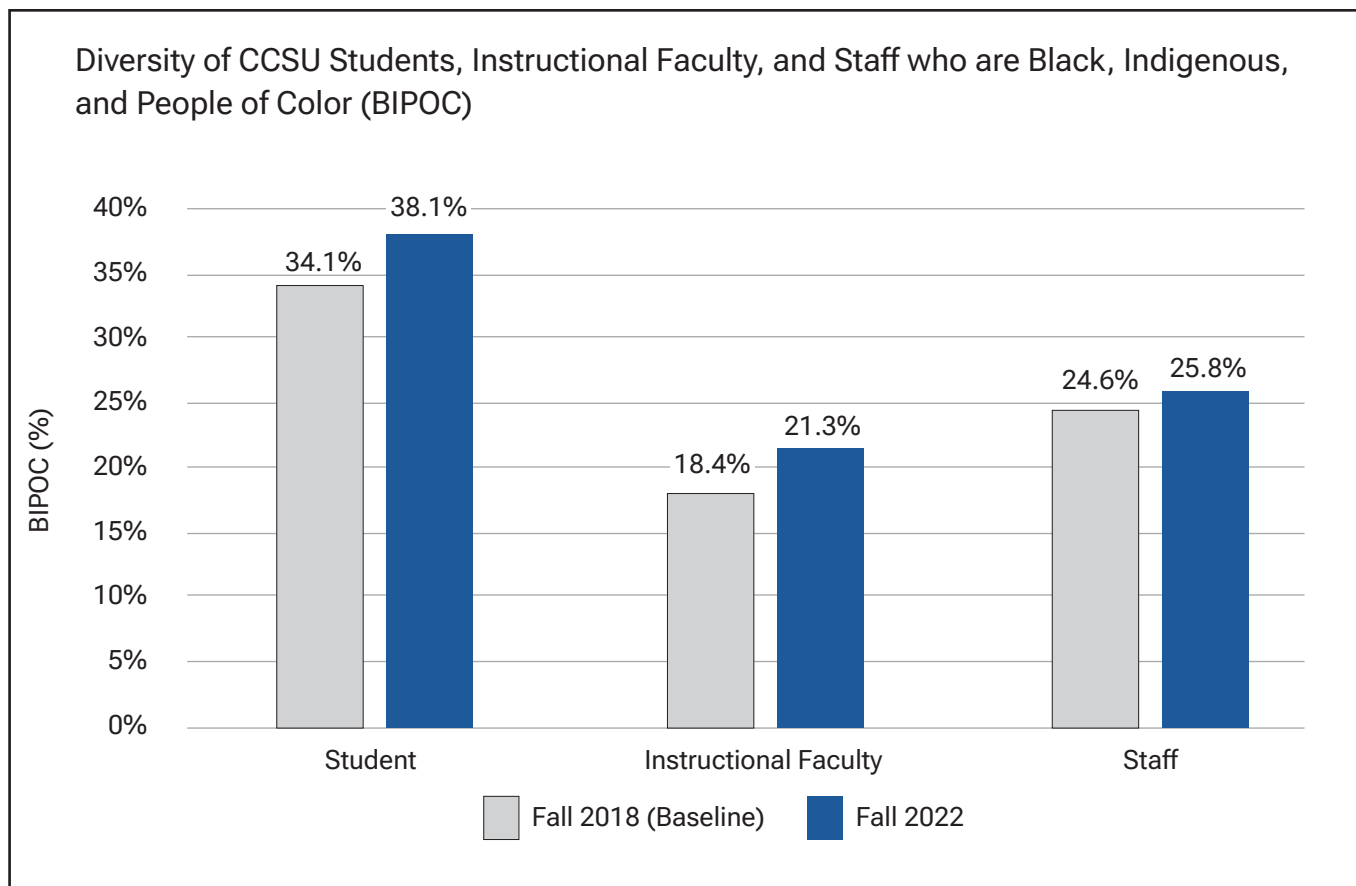
January 2023 Update

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GOAL 1: Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy

1. Metric: Diversity of faculty, staff and administration.

Target: Mirror the diversity of the student population.



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GOAL 1: Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy

2. Metric: Alumni and employer satisfaction regarding how prepared students are upon graduation.

Target: Continuous increase in level of satisfaction.

Looking back to your degree/certificate program at CCSU, did you receive training that helped you develop the following skills / and or abilities?

Skill or Ability	2017 Survey Results (2012-13 to 2014-15 Graduates)				2021 Survey Results (2015-16 to 2017-18 Graduates)			
	Effective			More Needed	Effective			More Needed
	UG	Grad	Total		UG	Grad	Total	
Analyzing or synthesizing data	78%	84%	80%	20%	62%	79%	69%	22%
Identifying problem and formulating solution	80%	90%	83%	17%	65%	81%	72%	20%
Designing and executing research	83%	85%	83%	17%	67%	75%	70%	17%
Locating and applying information/data	82%	89%	84%	16%	66%	86%	74%	17%
Presenting orally	82%	85%	83%	17%	74%	79%	76%	17%
Working collaboratively or in a team	87%	93%	89%	11%	75%	78%	77%	17%
Working with people from diverse backgrounds	89%	88%	89%	11%	77%	79%	77%	14%
Writing reports, articles, books, grant proposals, etc.	80%	83%	81%	19%	64%	68%	66%	18%

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GOAL 1: Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy

3. Metric: Assessment of all General Education Learning Objectives.

Target: Continuous improvement on all general education assessment indicators.

Learning Outcome	Rubric Finalized	Average Score by Learning Outcome			
		2016 Pilot Assessment		2022 Assessment	
		Senior - National Score	Senior CCSU	First-year Students	Senior - Level
Aesthetic Knowledge	2022	n/a	n/a	Artifacts collected, to be scored Jan 2023	
Community Engagement	2021	n/a	n/a	Artifacts collected, to be scored Jan 2023	
Critical Thinking	2017	2.0	2.5	1.9	2.2
Ethical Dimensions	2021	n/a	n/a	2.6	2.9
Historical Understanding	2022	n/a	n/a	Artifacts collected, to be scored Jan 2023	
Information Literacy	2017	n/a	n/a	Artifacts collected, to be scored Jan 2023	
Oral Communication	2022	n/a	n/a	Artifacts collected, to be scored Jan 2023	
Quantitative Reasoning	2017	2.1	2.6	2.2	2.6
Scientific Reasoning	2021; Revised 2022	n/a	n/a	n/a	n/a
Written Communication	2017	2.5	2.2	2.9	3.1

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GOAL 1: Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy

4 Metric: Number and percent of courses incorporating high-impact practices.

Target: Continuous increase in number and percent of courses with high-impact practices.*

Type of HIP	Number of Undergraduate Seats in Courses Designated as High Impact Practice (HIP)			
	2018-19	2019-20	2020-21	2021-22
Capstone	567	517	455	393
COOP	26	26	12	12
Internship/Practicum	848	911	535	513
Study Abroad	35	77	0	0
UG Research	676	673	458	525
Not HIP	78,730	74,876	69,268	63,592
Grand Total	80,882	77,080	70,728	65,035
Total HIP (N)	2,152	2,204	1,460	1,443
(%)	2.7%	2.9%	2.1%	2.2%

* Internship, practicum, seminar, learning community, study abroad, capstone courses, UG research, thesis, writing intense

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GOAL 1: Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy

5 Metric: Student satisfaction with advising.

Target: Continuous increase in level of satisfaction.

National Survey of Student Engagement Question	Student Level	Sp 2019		Sp2021	
		CCSU	Peer	CCSU	Peer
1. To what extent have your academic advisors informed you of academic support options (tutoring, study groups, help with writing, etc.) (Q2c & 3c)	First-year	2.8	2.8	2.8	3.0
	Senior	2.5	2.6	2.6	2.7
2. How much have people at your institution listened to your concerns? (Q3h & 2b)	First-year	3.0	3.0	2.6	2.8
	Senior	2.9	3.0*	2.7	2.7
3. Thinking about academic advising, about how often did someone at your institution discuss the following with you? (Q4)					
4a - Your academic goals and future plans?	First-year	n/a	n/a	3.4	3.5
	Senior	n/a	n/a	3.3	3.4
4b - How your major or expected major relates to your goals and future plans?	First-year	n/a	n/a	3.4	3.5
	Senior	n/a	n/a	3.4	3.4

Student Satisfaction Inventory Question	Fall 2019			Fall 2021		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
My academic advisor helps me set goals to work toward (Q10)	6.41	5.43	0.98	6.32	5.39	0.93
My academic advisor is knowledgeable about requirements in my major. (Q21)	6.58	5.96	0.62	6.55	5.91	0.64

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GOAL 2: Increasing Access to Higher Education and Ensuring Student Success

- 1 Metric:** Percent of undergraduate full-time equivalent (FTE) students who identify as Hispanic.
Target: Become a Hispanic Serving Institution.

Enrollment Metric	Hispanic/Latino Undergraduate Enrollment				
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Hispanic/Latino (N)	1,489	1,452	1,425	1,316	1,373
(%)	15.6%	16.1%	16.6%	17.0%	17.9%
Total FTE (N)	1,291	1,259	1,218	1,108	1,162
(%)	15.7%	16.1%	16.4%	16.8%	17.6%

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GOAL 2: Increasing Access to Higher Education and Ensuring Student Success

2a Metric: Close the Achievement Gap for Black/African American and Hispanic/Latino students to increase the percentage of Black/African American and Hispanic/Latino students who matriculate and graduate from Central Connecticut State University.

Target: Reduce the achievement gap for Black/African American and Hispanic/Latino students by half.

Matriculation Rate by Race/Ethnicity of First-time Full-time Students							
Admission Status & Race/ Ethnicity	Entering Cohort					Change from Fall 2019	
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022		
Applications						N	%
Hispanic/Latino	1,585	1,655	1,634	1,366	1,513	-142	-9%
Black/African American	1,438	1,384	1,358	1,108	1,204	-180	-13%
White	3,672	3,525	3,532	2,821	3,635	110	3%
Total Applications	7,767	7,659	7,583	6,169	7,153	-506	-7%
Admitted							
Hispanic/Latino	909	978	873	941	1,056	78	8%
Black/African American	670	649	664	677	777	128	20%
White	2,968	2,756	2,724	2,388	3,084	328	12%
Total Admitted	5,277	5,100	4,975	4,657	5,539	439	9%
Enrollments							
Hispanic/Latino	255	265	213	198	247	-18	-7%
Black/African American	163	169	139	133	182	13	8%
White	838	784	684	601	681	-103	-13%
Total Enrolled	1,447	1,359	1,175	1,065	1,234	-125	-9%
Acceptances/Application							
Hispanic/Latino	57%	59%	53%	69%	70%	10%	
Black/African American	47%	47%	49%	61%	65%	14%	
White	81%	78%	77%	85%	85%	6%	
Enrollments/Acceptances							
Hispanic/Latino	28%	27%	24%	21%	23%	-6%	
Black/African American	24%	26%	21%	20%	23%	-6%	
White	28%	28%	25%	25%	22%	-3%	
% of Total Applicants							
Hispanic/Latino	20.4%	21.6%	21.5%	22.1%	21.2%	0.5%	
Black/African American	18.5%	18.1%	17.9%	18.0%	16.8%	-0.1%	

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GOAL 2: Increasing Access to Higher Education and Ensuring Student Success

2b Metric: Close the Achievement Gap for Black/African American and Hispanic/Latino students to increase the percentage of Black/African American and Hispanic/Latino students who matriculate and graduate from Central Connecticut State University.

Target: Reduce the achievement gap for Black/African American and Hispanic/Latino students by half.

Retention Rate of First-time, Full-time students					
Cohort Year	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Retained to :	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Hispanic/Latino	68.1%	61.6%	69.8%	64.8%	68.2%
Black/African American	68.5%	74.8%	82.2%	73.4%	72.2%
White	76.0%	73.6%	80.5%	73.8%	79.5%
Difference From White:					
Hispanic/Latino	-7.9%	-12.0%	-10.7%	-9.0%	-11.3%
Black/African American	-7.5%	1.2%	1.7%	-0.4%	-7.3%

6-Year Graduation Rate of First-time, Full-time Students					
Cohort Year	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Graduated by:	August 2018	August 2019	August 2020	August 2021	August 2022
Hispanic/Latino	46.9%	47.3%	47.1%	48.5%	47.1%
Black/African American	45.3%	40.5%	41.3%	48.6%	47.1%
White	55.7%	62.5%	53.5%	57.3%	54.8%
Difference From White:					
Hispanic/Latino	-8.8%	-15.2%	-6.4%	-8.8%	-7.7%
Black/African American	-10.4%	-22.0%	-12.2%	-8.7%	-7.7%

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GOAL 2: Increasing Access to Higher Education and Ensuring Student Success

3 Metric: First-year retention rate and six-year graduation rate.

Target: First-year retention rate and six-year graduation rate equal to or higher than 81.5 percent and 60 percent, respectively.

Retention Rate of First-time, Full-time students						
Cohort Year	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Goal
Retained to :	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	
Retained to 2nd Year	73.9%	72.1%	78.0%	72.3%	76.5%	81.5%

6-Year Graduation Rate of First-time, Full-time Students						
Cohort Year	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Goal
Graduated by:	August 2018	August 2019	August 2020	August 2021	August 2022	
Graduated in 6 Years	51.4%	57.2%	52.1%	54.7%	53.5%	60%

4 Metric: Local high school students completing the Free Application for Federal Student Aid (FAFSA).

Target: Continuous increase in number and percent of local high school students who complete the FAFSA each year.

Number of Students from High Schools in Connecticut who Completed the FAFSA by June 30					
	2018	2019	2020	2021	2022
CT mid-June Completion Rate	n/a	n/a	54.5%	54.9%	51.8%

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GOAL 2: Increasing Access to Higher Education and Ensuring Student Success

5 Metric: Alumni survey on career preparation.

Target: Continual increase in favorable response.

Survey Question	Scale	2017 Survey Results (2012-13 to 2014-15 Graduates)		2021 Survey Results (2015-16 to 2017-18 Graduates)	
		UG	Grad	UG	Grad
How effective was your CCSU education on providing practical experiences related to your career or interests?	Effective or Very Effective	70%	87%	49%	71%
If you continued on to graduate or professional school, how well did CCSU prepare you?	Adequate to Very Well	92%	96%	85%	92%

6 Metric: Student enrollment and profile of the student body.

Target: Increase enrollment to 12,500 students and transition the student population to 25 percent graduate enrollment.

Fall Headcount Enrollment

Fall Semester	Undergraduate	Graduate	Total	% Graduate
2018	9,546	2,276	11,822	19.3%
2019	9,045	2,109	11,154	18.9%
2020	8,593	2,059	10,652	19.3%
2021	7,748	1,905	9,653	19.7%
2022	7,665	1,803	9,468	19.0%



GOAL 3: Foster an Inclusive and Safe Campus Culture that Values and Encourages Individuals to Participate in a Free and Respectful Exchange of Ideas

1 Metric: Number of courses that incorporate an element of diversity, equity or inclusion.

Target: Increase the number of courses that integrate elements of diversity, equity or inclusion.

Course Offerings with Equity, Justice, and Inclusion Designation*	
Organizational Unit	AY2022
Class	
Departments	9
Courses	22
Enrollment	752
SOB	
Departments	
Courses	
Enrollment	
SEPS	
Departments	1
Courses	3
Enrollment	175
SEST	
Departments	1
Courses	1
Enrollment	13
CCSU Totals	
Departments	11
Courses	26
Enrollment	940

• EJI designation began in Fall 2021

GOAL 3

Foster an Inclusive and Safe Campus Culture that Values and Encourages Individuals to Participate in a Free and Respectful Exchange of Ideas

2 **Metric:** Compliance with Title IX Training.

Target: One hundred percent of CCSU employees comply with Title IX training.

Required Training	Frequency	Percent of Employees Compliant
		2022-23
Title IX/Cleary Act, and the Violence Against Women Act	Annual	87%

3 **Metric:** Compliance rate of CSCU Board of Regents required trainings.

Target: One-hundred percent of CCSU employees comply with all required trainings.

Required CSCU Board of Regents Training	Frequency	Percent of Employees Compliant
		2022-23*
FERPA	Once	74%
GLBA	Once	73%

4 **Metric:** Compliance rate of state or federally mandated trainings.

Target: Improve the compliance rate of trainings to meet or exceed federal and state requirements.

Required State Training	Frequency	Percent of Employees Compliant
		2022-23*
Ethics 101	Annual	77%
Violence in the Workplace	Once	63%

5 **Metric:** Compliance with Sexual Harassment Prevention Training.

Target: Improve the compliance rate of Sexual Harassment Prevention training.

Required State Training	Frequency	Percent of Employees Compliant
		2022-23*
Sexual Harassment Prevention	Every 10 years	69%

* Note: Employees who have completed training at other state agencies are not counted as compliant; Compliance rates for trainings once every ten years are underreported.

GOAL 4: Strengthening Stewardship – Advancing Scholarship, Service Learning, and Community Development for the Public Good

1 Metric: Community engagement opportunities that benefit New Britain and the region.

Target: Improve the level of satisfaction with community engagement efforts for members of the surrounding community.

Community Partner Feedback	% Agree or Strongly Agree
	AY2022-23
I am involved in important campus conversations that impact my community.	27%
I believe the campus is committed to engaging with communities.	64%

2 Metric: Community engagement efforts reflect the diversity of the region and state.

Target: Improve the responsiveness of Central in supporting diverse efforts of engagement within the surrounding community.

Community Partner Feedback	% Agree or Strongly Agree
	AY2022-23
Our partnership with the campus is having a positive impact on my community.	82%
There are clear opportunities to provide redress should I encounter a problem or need to gain assistance or accountability from someone who represents the campus.	36%
Increase the percentage of the community partners who serve an under-served population	

3 Metric: The exchange of knowledge and resources to serve the public good.

Target: Increase the number of opportunities for community members to engage in activities where campus resources benefit society.

Community Partner Feedback	% Agree or Strongly Agree
	AY2022-23
The campus shares opportunities and ways for those who are external to the campus to connect to institutional resources and collaborate on activities that serve the community.	36%

GOAL 4: Strengthening Stewardship – Advancing Scholarship, Service Learning, and Community Development for the Public Good

4 Metric: Build Faculty Capacity: Create innovative community connections to inspire the integration of teaching, learning, scholarship, and service.

Target: Increase service learning opportunities for students.

	Fall 2020	Fall 2021	Fall 2022
Number of Sections Identified as Community Engagement or Service Learning	18	17	15
Enrollment in Sections Identified as Community Engagement or Service Learning	420	379	320
Number of Students Minor in Community Engagement	21	21	22
Number of Students Signed Up to Receive Community Engagement Weekly Newsletter	0	0	313

5 Metric: Professional development to enhance community engagement efforts.

Target: Increase faculty development and leadership opportunities.

	AY2021-2022	AY2022-23
Faculty Development Workshops	0	4

GOAL 5: Assuring Sustainability for the Future

1 Metric: Number of programs and enrollments offered in flexible delivery formats.

Target: Increase the University's enrollment by increasing the number of enrollments in online, hybrid, 8-week term courses and programs.

Undergraduate Courses	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Count of Credits	Percent of Credits	Count of Credits	Percent of Credits	Count of Credits	Percent of Credits	Count of Credits	Percent of Credits	Count of Credits	Percent of Credits
Hybrid	5,566	5%	6,584	6%	3,895	4%	8,505	9%	9,331	9%
Online	1,589	1%	2,173	2%	97,147	95%	6,799	7%	5,463	5%
Traditional	109,575	94%	102,079	92%	1,695	2%	78,435	84%	85,034	85%
TOTAL	116,730	100%	110,836	100%	102,736	100%	93,739	100%	99,828	100%

Graduate Courses	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Count of Credits	Percent of Credits	Count of Credits	Percent of Credits	Count of Credits	Percent of Credits	Count of Credits	Percent of Credits	Count of Credits	Percent of Credits
Hybrid	3,891	32%	3,712	32%	135	1%	3,613	36%	3,622	36%
Online	902	7%	1,259	11%	10,119	92%	1,877	19%	2,133	21%
Traditional	7,399	61%	6,456	56%	755	7%	4,630	46%	4,314	43%
TOTAL	12,192	100%	11,427	100%	11,009	100%	10,120	100%	10,068	100%

GOAL 5: Assuring Sustainability for the Future

2 **Metric:** Number of students on scholarship and the amount of aid awarded.

Target: Annually, increase the number of undergraduate students on scholarship, the average value awarded, and the total amount awarded.

Undergraduate* Students Awarded Scholarship or Grant Aid (Federal, State, or Institutional)						
Metric		2018-19	2019-20	2020-21	2021-22	2022-23
		F2017	F2018	F2019	F2020	F2021
Students Awarded Aid	(N)	5,639	5,665	5,446	5,243	5,189
Percent of Students Awarded Aid	(%)	59%	59%	60%	61%	67%
Average Aid Award	(\$)	\$6,420	\$6,548	\$6,704	\$6,880	\$6,873

* Includes all undergraduate students - full-& part-time, degree and non-degree students.

First-time Full-time students Awarded Institutional Grants or Scholarships						
Metric		2018-19	2019-20	2020-21	2021-22	2022-23
		F2017	F2018	F2019	F2020	F2021
Students Awarded Aid	(N)	864	1,017	954	1,027	966
Percent of Students Awarded Aid	(%)	61%	70%	70%	87%	91%
Average Aid Award	(\$)	\$3,566	\$3,954	\$3,781	\$4,013	\$3,775

3 **Metric:** Number of alumni donors.

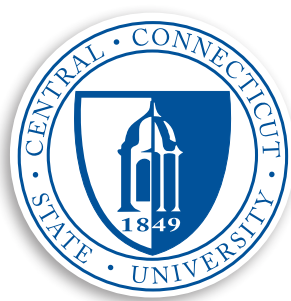
Target: Increase the number of alumni donors from three percent to ten percent.

Metric	Fiscal Year				
	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Alumni Giving Rate	2.9%	2.3%	1.8%	2.2%	1.8%

4 **Metric:** Annual funds raised.

Target: Increase annual contributions from alumni and to the endowment to more than \$5M annually.

Metric	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Giving from Alumni	\$1,142,992	\$1,528,642	\$557,883	\$1,379,869	\$549,516
Giving to Endowment Funds	\$1,915,293	\$2,477,024	\$1,050,527	\$1,659,546	\$3,600,939



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