



Board of Governors for Higher Education  
Department of Higher Education  
State of Connecticut

# REPORT II

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A large, dense crowd of graduates in black gowns and caps, captured during a graduation ceremony. The image is overlaid with a semi-transparent blue filter.

## Connecticut State University

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## Connecticut State University

### Overview

The Connecticut State University System is a comprehensive university system consisting of four universities. The four institutions are: Central Connecticut State University in New Britain, Eastern Connecticut State University in Willimantic, Southern Connecticut State University in New Haven and Western Connecticut State University in Danbury. The oldest institution is Central, established in 1849. The youngest, Western, was established in 1903. The institutions evolved from normal schools to teacher's colleges to state colleges, and finally, to state universities. From 1849 to 1965, the institutions were governed by the State Board of Education. In 1965, the Board of Trustees for the Connecticut State Colleges was established as an independent governing board. Under the governance of the trustees, new degree programs were established, enrollment increased, and facilities were improved and expanded. In 1983, university status was conferred. Today, CSU is the state's largest university system.

### Mission

The four comprehensive universities of the CSU System — Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University and Western Connecticut State University — are Connecticut's universities of choice for students of all ages, backgrounds, races and ethnicities. CSU provides affordable and high-quality, active-learning opportunities, which are geographically and technologically accessible. A CSU education leads to baccalaureate, graduate and professional degrees consistent with CSU's historical missions of teacher education and career advancement, including applied doctoral degree programs in education. CSU 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.

### Fulfilling the Mission

CSU fulfills this mission through the focused missions of its universities.

#### Central Connecticut State University

- is Connecticut's premier learner-centered public university with teaching as its focus
- applies knowledge to better the human condition
- provides access and quality for students to reach their full potential

#### Eastern Connecticut State University

- is Connecticut's public liberal arts university
- provides an intellectual ambiance that develops analytic thinkers, innovative problem solvers and creative learners

**Southern Connecticut State University**

- is a preeminent metropolitan university
- offers a learning community that is grounded in a liberal education
- is the lead institution for advanced study in CSU

**Western Connecticut State University**

- aspires to be the state's public university of choice for programs of excellence in the liberal arts and the professions
- builds all programs on a strong liberal arts foundation
- stresses critical thinking, problem solving, and communication skills for the new millennium.

*Creative learning at each university transforms Connecticut into a state of minds.*

**System Profile**

The four universities of the Connecticut State University System enroll over 35,800 undergraduate and graduate students in more than 150 degree programs; more than 90 percent of the students are Connecticut residents. About 60 percent of the students are female and over 15 percent are minority. The system employs almost 3,000 full-time staff, including more than 1,150 faculty. For FY 2001-2002, the System's budget is more than \$360 million. Between July 1, 2000 and June 30, 2001, the universities awarded 3,580 bachelor's degrees, 1,551 master's degrees and 336 sixth-year certificates (advanced graduate study).

**System Initiatives**

The following system initiatives closely follow many of the goals proposed by the Legislature and addressed by the performance indicators in this report:

1. Enhance Scholarship, Teaching and Learning
2. Enhance Public Education
3. Enhance the Quality of Student Life
4. Enhance Support for the State's Economy and Quality of Urban Life
5. Enhance the Use of Technology
6. Develop Synergies
7. Increase Institutional Advancement Efforts
8. Maintain and Enhance Physical Facilities
9. Enhance Continuous Quality Improvement Efforts and Gain Operating Efficiencies
10. Enhance Access, Equity and Retention
11. Develop Fully the Human Capital Within CSU and Connecticut

Each year, the chancellor of the CSU System prepares a Letter of Priority for each university president outlining the strategic priorities that will be addressed under these initiatives.

## Methodology

For most of the measures described in this report, system data were readily available from surveys conducted by the universities in the CSU system, from standardized reports of enrollment submitted to the US Department of Education or the Connecticut Department of Higher Education or from the universities themselves. For measures where CSU universities were compared to peer institutions, the same standardized reports were used. Population and income data were obtained from the US Department of Commerce Census estimates. Where data for some measures are, for all intents and purposes, the same for each institution — as in the case of some fiscal indicators — a system-level table, graph and analysis is used instead of individual institutional analyses that would be repetitive. The other measures do provide individual institutional data entries and trends.

## System Peers

In March 2000, each university in the system formally adopted a group of peer institutions against which various comparisons could be made. Eastern requested a new peer list that retained four of the original peers, added one new institution and dropped six (see below). These institutions were selected for comparability of size, undergraduate/graduate enrollment, number of full-time and FTE faculty, program mix, library size, revenue and expenditures, and location (urban/suburban/rural). Since some of our universities selected the same institutions for peers, there are 25 different institutions in the mix. Comparisons to peer institutions, as appropriate, appear throughout the report.

### CSU Comparative (Peer) Institutions

#### Central Connecticut State University

Bridgewater State College (MA)  
Oakland University (MI)  
SUNY College at Oswego (NY)  
Towson University (MD)  
West Chester University of Pennsylvania (PA)  
William Patterson University of New Jersey (NJ)

#### Eastern Connecticut State University

Massachusetts College of Liberal Arts (MA)-New  
Ramapo College of New Jersey (NJ)  
Salisbury State University (MD)  
SUNY College at Geneseo (NY)  
University of Maine at Farmington (ME)

#### *Peers Dropped From List*

Framingham State College (MA)  
Frostburg State University (MD)  
Keene State College (NH)  
Plymouth State College (NH)  
Richard Stockton College of New Jersey (NJ)  
SUNY at Potsdam (NY)

#### Southern Connecticut State University

Bridgewater State College (MA)  
CUNY College of Staten Island (NY)  
Kean University (NJ)  
Montclair State University (NJ)  
Oakland University (MI)  
Rhode Island College (RI)  
Salem State College (MA)  
Salisbury State University (MD)  
Towson University (MD)  
William Patterson University of New Jersey (NJ)

#### Western Connecticut State University

Fitchburg State College (MA)  
Frostburg State University (MD)  
Indiana University-South Bend (IN)  
Indiana University-Southeast (IN)  
Salisbury State University (MD)  
SUNY College at Fredonia (NY)  
University of Michigan-Flint (MI)  
Western Oregon University (OR)  
Westfield State College (MA)  
Worcester State College (MA)

## PERCENT OF GRADUATES WHO REPORT THEIR CSU CURRICULUM ENHANCED GENERAL EDUCATION SKILLS

### Performance Indicator

Percent of graduates who reported that their CSU education had a positive impact on their ability to: think critically, analytically and logically; write effectively; communicate well orally; use scientific and quantitative skills; and acquire new skills and knowledge independently.

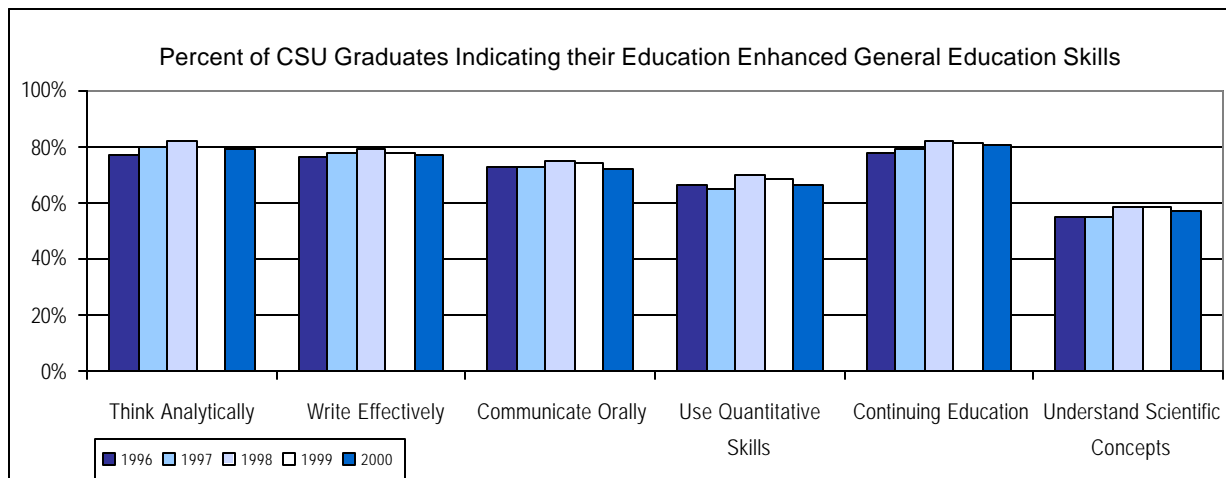
*To what extent do CSU graduates report positively on the outcomes they received from their education?*

### General Education Outcomes: CSU Survey of Graduates

	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>
Think Analytically	77%	80%	82%	80%	79%
Write Effectively	76%	78%	79%	78%	77%
Communicate Orally	73%	73%	75%	74%	72%
Use Quantitative Skills	66%	65%	70%	68%	66%
Continuing Education	78%	79%	82%	81%	81%
Understand Scientific Concepts	55%	55%	58%	58%	57%

### Data Analysis

Results from the Survey of Graduates: July 1, 1999 to June 30, 2000 did not change appreciably from those of the previous year's graduates. Again, there were various gradations among the five areas, however, reports of enhancement in five of the six areas were equal to or greater than 1996. The highest rated skill each year was "acquire new skills and knowledge independently" (Continuing Education in the graphic below). Eighty-one percent of 1999 and 2000 graduates indicated that CSU education enhanced their skills to learn and develop an appreciation for continuing education and lifelong learning. This was an increase from 78% of the 1996 graduating class. Additionally, 79% reported that their CSU education enhanced their ability to "think analytically and logically," and 77% reported enhanced skills to "write effectively." Each year, the universities in the Connecticut State University system survey their graduates on a variety of indicators. Reports by graduates on the effectiveness of the General Education component of the baccalaureate curriculum is one of those indicators. This information is self-reported. As learning outcome measures are developed (see performance indicators to be reported in 2003) more research-based data will be reported.



## PERCENT OF INCOMING FRESHMEN WHO ARE CONNECTICUT RESIDENTS

### Performance Indicator

Percent of new students — first time and transfer — indicating Connecticut residence in information collected at enrollment. Data are for the fall semester in each year indicated.

### Performance Improvement Goal

The goal of each university is to maintain or improve its current percentage.

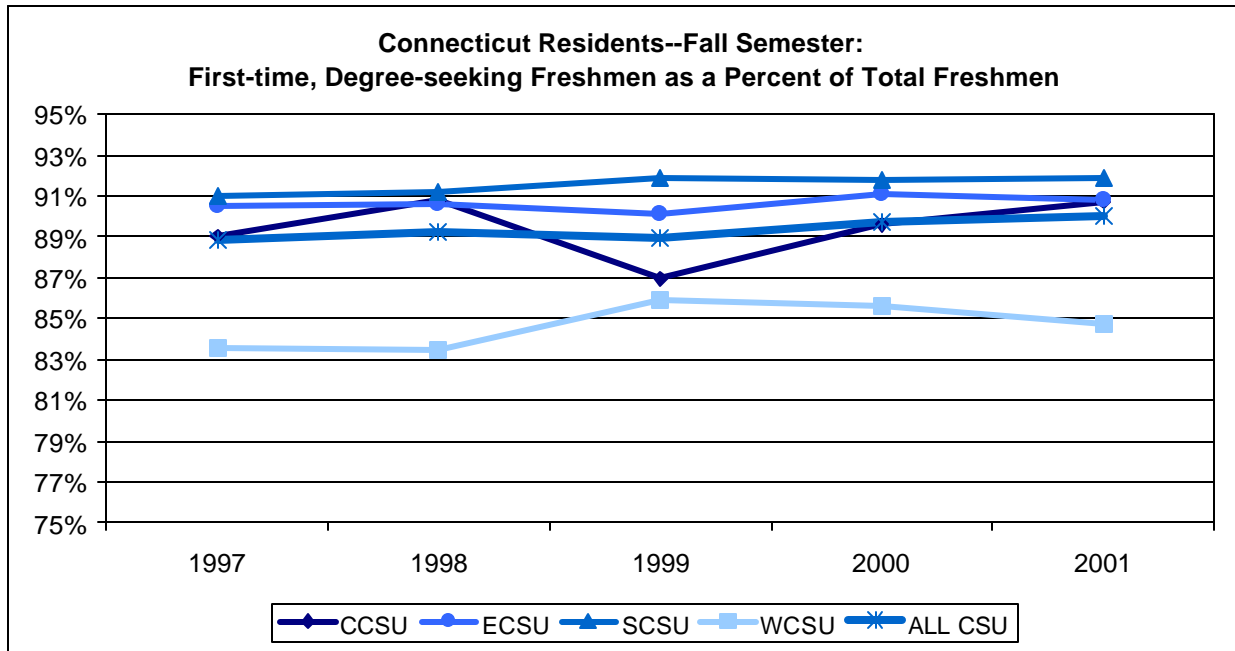
### Data Analysis

CSU consistently fulfills its mission of providing high quality education for Connecticut residents by attracting fully 90% of its enrollment from within the state. In fall 2001, the number of

Connecticut residents enrolled as first-time, degree-seeking freshmen in the CSU system ranged from 85% to 92% of all new freshmen. Over the past five years, system wide, the over all percent increased from 89% to 90% and has held there for the past two years, the highest for any Connecticut public university. Concurrently increasing enrollment indicates that the number of Connecticut residents attending CSU has also been increasing. In addition, 95% of CSU's new non-degree undergraduates, 91% of its new graduate students and 91% of its new transfer students in fall 2001 are Connecticut residents. Overall, 92% of CSU's 35,877 student body in fall 2001 were Connecticut residents.

### Percent CT Residents of All New Freshmen

	1997	1998	1999	2000	2001
CCSU	89%	91%	87%	90%	91%
ECSU	90%	91%	90%	91%	91%
SCSU	91%	91%	92%	92%	92%
WCSU	84%	83%	86%	86%	85%
<b>ALL CSU</b>	<b>89%</b>	<b>89%</b>	<b>89%</b>	<b>90%</b>	<b>90%</b>



## PERCENT OF EDUCATION PROGRAMS USING ASSESSMENT FEEDBACK TO IMPROVE CURRICULA

### Performance Indicator

Increase the percentage of undergraduate degree programs in education employing assessment data to improve their curricula.

*To what extent are undergraduate education programs using external assessment feedback to improve curricula?*

### Data Analysis

External assessment is not new to the professional programs at the universities in the CSU system. The importance of teacher preparation to the mission of all the CSU universities keeps their curricula in constant view and review. As such, and shown in the accompanying table, all 76 education

programs use both internal and external assessment to review, revise and improve their curricula. There are multiple measures used to assess program effectiveness: the federally mandated report of performance of program completers passing the PRAXIS II examination; review of new teacher performance by the State Department of Education; program advisory boards; and the standards of the National Council for Accreditation of Teacher Education (NCATE), whose accreditation imprimatur is not given lightly — only 41% of all education schools nationwide are so recognized. CSU is proud that Central is one of only three institutions in Connecticut to hold NCATE status.

Results of the Praxis II examination for CSU students in 1999-2000 are presented below. In response to and in compliance with State Board of Education policies, CSU institutions include in their curricula reference to the Common Core of Learning and Common Core of Teaching. It should be noted that some schools outside CSU require passage of Praxis II for program completion, thereby reporting a 100% pass rate; CSU

#### For 2000-2001 Academic Year

	# Programs	# Using Assessment Feedback	% Using Assessment Feedback
CCSU	26	26	100%
ECSU	16	16	100%
SCSU	13	13	100%
WCSU	23	23	100%
<b>ALL CSU</b>	<b>76</b>	<b>76</b>	<b>100%</b>

#### PRAXIS II Results for 1999-2000

	<u>Basic Skills</u>	<u>Academic Content</u>	<u>Summary</u>
CCSU	100.0%	92.6%	93.0%
ECSU	100.0%	97.6%	97.7%
SCSU	100.0%	92.8%	92.1%
WCSU	98.3%	88.3%	88.0%
<b>ALL CSU</b>	<b>99.8%</b>	<b>93.1%</b>	<b>92.8%</b>
STATEWIDE	99.8%	94.5%	94.5%

## RELATIONSHIPS WITH K-12 SCHOOLS

### Performance Indicator

Increasing number of formal relationships or partnerships on special projects with K-12 public schools.

### Performance Improvement Goal

The goal of each university is to add two (2) partnerships by 2004.

### Data Analysis

Since the last report, Central established three new formal relationships, Western added two new partnerships and Eastern and Southern were unchanged. (The numbers for Southern differ from those reported last year because program partnerships outside the School of Education were not included in the 2001 report). CSU universities are proud of the many relationships they have with local

schools in their respective regions and the mutually beneficial programs that have developed over the years. The CSU universities are integrally involved in not only educating and training more than half the teachers in the state but also in ensuring the professional development for K-12 personnel and the quality improvement of school programs and initiatives.

### K-12 Formal Relationships or Partnerships

	1997	1998	1999	2000	2001	Goal 2004
CCSU	22	23	25	25	28	30
ECSU	0	0	5	5	5	7
SCSU	16	18	19	24	24	26
WCSU	3	4	4	5	7	9
<b>ALL CSU</b>	<b>41</b>	<b>45</b>	<b>53</b>	<b>59</b>	<b>64</b>	<b>72</b>

### Central Connecticut State University

Currently, Central has 11 formal relationships between public schools and the School of Education and Professional Studies. These formal relationships are embedded in the school's *Professional Development Network*, indicating that contracts have been signed that address the mutual commitment of resources, central administrative support and faculty commitment. These are formal collaborative ventures between pre-school through grade 12 schools and the university. CCSU also has more than 17 partnerships — mutually defined agreements to collaborate on specific projects — in the Schools of Arts and Sciences, Education and Professional Studies, and Technology.

### Eastern Connecticut State University

Eastern is a university sponsor of the Professional Development Schools (PDS) program, working with five disadvantaged, rural school districts in eastern Connecticut. School districts make major commitments to the PDS program with cooperating PDS teachers serving as mentors to pre-service students and modeling effective teaching and learning practices. Cooperating teachers are an essential link to the teacher preparation program.

## RELATIONSHIPS WITH K-12 SCHOOLS

### Data Analysis (continued)

#### **Southern Connecticut State University**

Southern's faculty are assigned to each of the seven Professional Development Schools (PDS) in the Greater New Haven area and provide such support as consultation with teachers and principals, and conducting workshops. In addition, programmatic endeavors are in effect between academic departments and area schools. SCSU students are engaged in field assignments in these schools on a regular basis. Teachers from the PDS are often called upon to be lecturers in classes at SCSU. Further, the New Haven Public Schools have assigned a PDS coordinator from their central office to oversee the development of PDS and to work directly with the Dean's office. In the Momauguin school district in New Haven and in Ansonia, PDS university faculty and school teachers work together and coordinate their activities. In New Haven, SCSU faculty are actively participating with teachers in the School Program Management Teams (SPMT) within each school. Southern and the participating schools have created the beginnings of an administrative and overall governance structure for the PDS network and will be continuing this work in the future.

#### **Western Connecticut State University**

Western Connecticut State University is currently affiliated with seven Professional Development Schools (PDS) within the Danbury Public School System. All elementary education majors are placed in one of the five schools during their "professional semester" for a 10-day field experience. Activities at the participating PDS sites are consistent with best practice in teacher education and involve a complex interaction between university and site-based practitioners. Western faculty have been involved in staff development training days at PDS sites and classroom teachers are often brought into professional semester classes as "living resources." A significant number of students continue at the PDS site for their supervised student teaching experience. Taken together, these partnerships reflect CSU's effective role as Connecticut's leading teacher-education provider.

## REAL PRICE TO STUDENTS

### Performance Indicator

Tuition and required fees not including student health insurance as percent of state median household income.

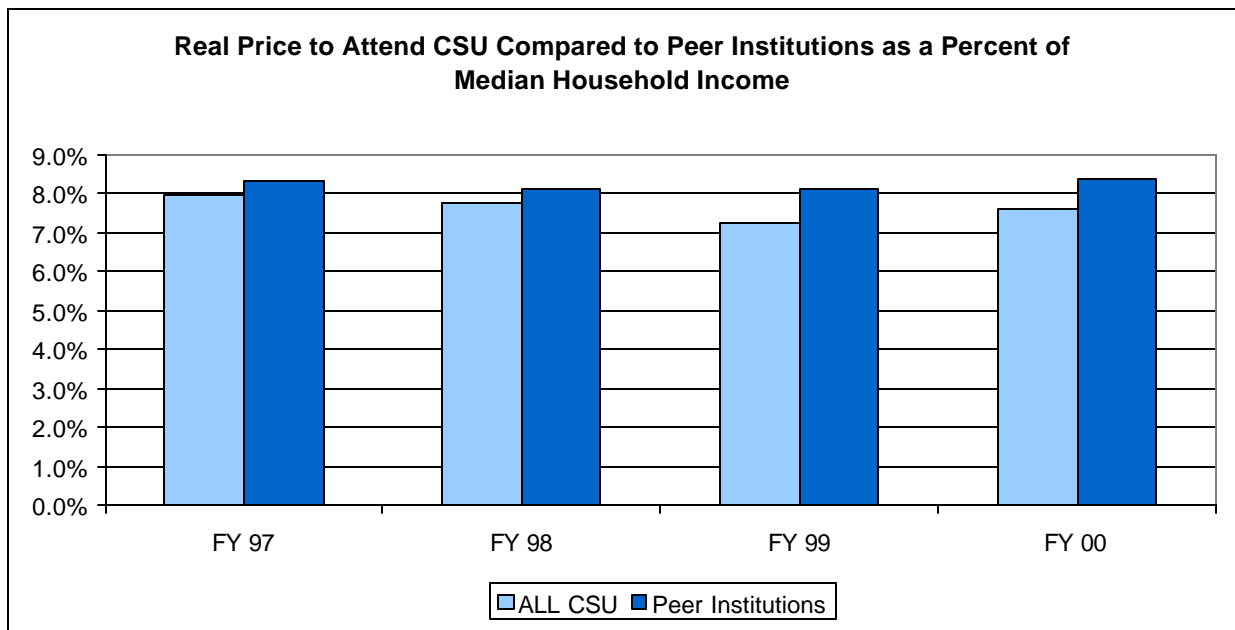
### Performance Improvement Goal

Our target is to maintain the percent of CSU tuition in reference to MHI below the aggregate for our peer group.

### Data Analysis

Over the four-year period from FY1997 through FY2000, the average cost of tuition and mandatory fees at the Connecticut State University System (CSU) represented a smaller percentage of median household income than its combined peer group. Moreover, although tuition and fees increased both at CSU and among the 25 peer institutions from FY1997 to FY2000, tuition and fees as a percentage of median income for CSU has **declined** substantially, from 7.96% in FY1997 to 7.44% in FY2000, in part reflecting the tuition freeze in place in FY1999 and FY2000. Conversely, among the peer group, the percentage has **increased** slightly, from 8.34% to 8.37% in the same time period. In terms of affordability, CSU continues to maintain a price advantage versus its peers and remains an excellent value.

	FY 1997	FY 1998	FY 1999	FY 2000	4-Yr % Change
Tuition and Fees – CSU System	3,500	3,601	3,667	3,749	7.1%
Connecticut MHI	43,985	46,508	50,798	50,360	14.5%
<b>T&amp;F as % of MHI – CSU</b>	<b>7.96%</b>	<b>7.74%</b>	<b>7.22%</b>	<b>7.44%</b>	
Tuition and Fees – Peer Average	3,418	3,470	3,639	3,848	12.6%
Average MHI – Peers	41,003	42,820	44,678	45,995	12.2%
<b>T&amp;F as % of MHI – Peers</b>	<b>8.34%</b>	<b>8.10%</b>	<b>8.14%</b>	<b>8.37%</b>	



## REAL PRICE TO STUDENTS

<b>CENTRAL</b>	<b>FY1997</b>	<b>FY1998</b>	<b>FY1999</b>	<b>FY2000</b>	<b>4-YR %</b>
Tuition and Fees	3,542	3,614	3,670	3,772	6.5%
Connecticut MHI	43,985	46,508	50,798	50,360	14.5%
<b>T&amp;F as % of MHI</b>	<b>8.05%</b>	<b>7.77%</b>	<b>7.22%</b>	<b>7.49%</b>	
Tuition and Fees – Peer Average	3,685	3,845	3,999	4,155	12.8%
MHI Peers Average	41,464	43,403	45,121	46,867	13.0%
<b>T&amp;F as % of MHI – Peers</b>	<b>8.89%</b>	<b>8.86%</b>	<b>8.86%</b>	<b>8.86%</b>	
<b>EASTERN</b>	<b>FY1997</b>	<b>FY1998</b>	<b>FY1999</b>	<b>FY2000</b>	<b>4-YR %</b>
Tuition and Fees	3,486	3,594	3,657	3,754	7.7%
Connecticut MHI	43,985	46,508	50,798	50,360	14.5%
<b>T&amp;F as % of MHI</b>	<b>7.93%</b>	<b>7.73%</b>	<b>7.20%</b>	<b>7.45%</b>	
Tuition and Fees – Peer Average	3,664	3,804	3,949	4,289	17.1%
MHI Peers Average	41,060	43,044	45,084	46,575	13.4%
<b>T&amp;F as % of MHI – Peers</b>	<b>8.92%</b>	<b>8.84%</b>	<b>8.76%</b>	<b>9.21%</b>	
<b>SOUTHERN</b>	<b>FY1997</b>	<b>FY1998</b>	<b>FY1999</b>	<b>FY2000</b>	<b>4-YR %</b>
Tuition and Fees	3,444	3,568	3,664	3,711	7.8%
Connecticut MHI	43,985	46,508	50,798	50,360	14.5%
<b>T&amp;F as % of MHI</b>	<b>7.83%</b>	<b>7.67%</b>	<b>7.21%</b>	<b>7.37%</b>	
Tuition and Fees – Peer Average	3,438	3,427	3,717	3,857	12.2%
MHI Peers Average	43,082	45,410	47,203	48,114	11.7%
<b>T&amp;F as % of MHI – Peers</b>	<b>7.98%</b>	<b>7.55%</b>	<b>7.88%</b>	<b>8.02%</b>	
<b>WESTERN</b>	<b>FY1997</b>	<b>FY1998</b>	<b>FY1999</b>	<b>FY2000</b>	<b>4-YR %</b>
Tuition and Fees	3,528	3,626	3,676	3,758	6.5%
Connecticut MHI	43,985	46,508	50,798	50,360	14.5%
<b>T&amp;F as % of MHI</b>	<b>8.02%</b>	<b>7.80%</b>	<b>7.24%</b>	<b>7.46%</b>	
Tuition and Fees – Peer Average	3,207	3,303	3,367	3,578	11.6%
MHI Peers Average	40,900	42,481	44,606	45,389	11.0%
<b>T&amp;F as % of MHI – Peers</b>	<b>7.84%</b>	<b>7.78%</b>	<b>7.55%</b>	<b>7.88%</b>	

## PERCENT OF OPERATING EXPENDITURES FROM STATE SUPPORT

### Performance Indicator

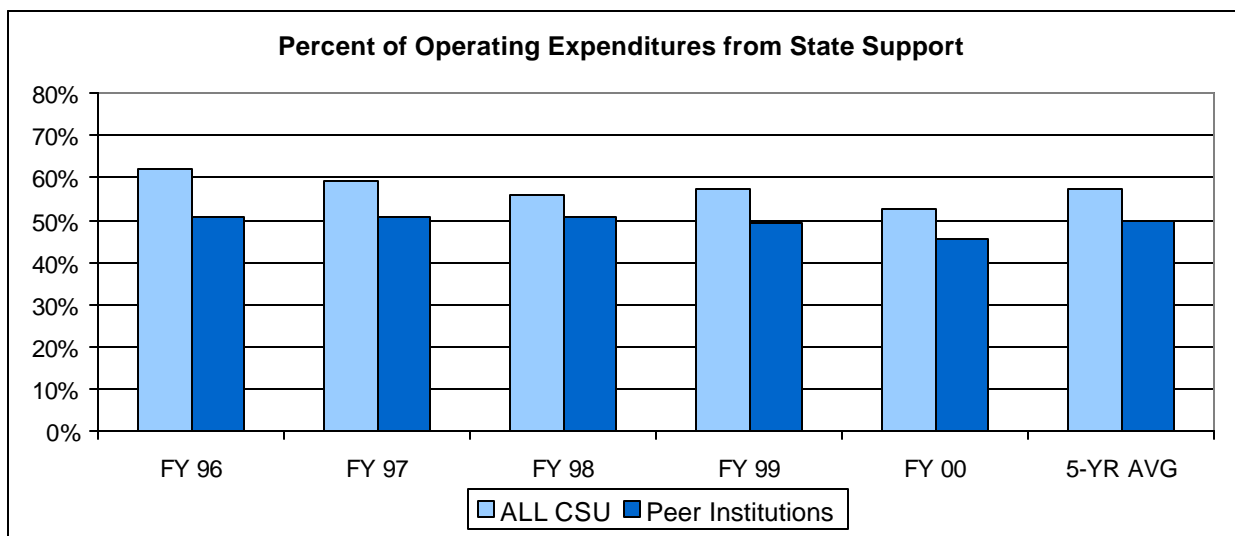
Ratio of state support to operating expenditures. Operating expenditures include all operating expenses for instruction, research, public service, academic support, student services, and institutional support, all library expenditures, CAPCS, fringe benefits on general fund personnel, and equipment expenditures from operating funds.

*To what extent does the State support the universities in the Connecticut State University System, and how does that compare to state support for peer institutions in other states?*

Institution	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	Five-YR Aver.
CSU - (Including fringe benefits)	61.9%	59.3%	56.0%	57.4%	52.8%	57.5%
Peer Institutions	50.7%	50.7%	51.4%	50.1%	45.3%	49.6%

### Data Analysis

The percentage of operating expenditures from state support for the Connecticut State University System (CSU) has been consistently higher compared to its peer institutions, averaging 57.5% on an adjusted basis over the five-year period from FY1996 through FY2000, versus 49.6% for peer institutions. (Note: During FY2000, there was a change in the CSU system internal fund distribution formula which affected individual university trends). However, although the percentage of state support for CSU is appreciably higher than its peers, the general trend is that the percentage of operating expenditures from state support for CSU is declining. This trend is unfortunate, since CSU depends on state support to maintain the quality of programs at the caliber expected by the state's businesses and citizens, while also ensuring access and affordability to students.



## PERCENT OF OPERATING EXPENDITURES FROM STATE SUPPORT

	FY1996	FY1997	FY1998	FY1999	FY2000	Five-Year Average
<b>Central CT State University</b>	<b>61.3%</b>	<b>58.9%</b>	<b>55.7%</b>	<b>55.6%</b>	<b>50.3%</b>	<b>56.4%</b>
CCSU Peers	49.8%	48.6%	47.4%	46.2%	41.0%	46.6%
<b>Eastern CT State University</b>	<b>55.5%</b>	<b>55.6%</b>	<b>51.0%</b>	<b>53.2%</b>	<b>53.6%</b>	<b>53.8%</b>
ECSU Peers	45.8%	46.7%	53.5%	49.4%	46.3%	48.3%
<b>Southern CT State University</b>	<b>65.8%</b>	<b>61.0%</b>	<b>59.5%</b>	<b>59.1%</b>	<b>55.9%</b>	<b>60.3%</b>
SCSU Peers	51.9%	50.8%	50.0%	49.2%	44.8%	49.3%
<b>Western CT State University</b>	<b>61.4%</b>	<b>60.2%</b>	<b>55.3%</b>	<b>61.9%</b>	<b>51.1%</b>	<b>58.0%</b>
WCSU Peers	52.6%	54.5%	56.0%	54.4%	49.4%	53.4%

## PERCENT OF STUDENTS WHOSE FINANCIAL AID NEEDS ARE NOT MET

### Performance Indicator

Federally defined total need (tuition & fees, room & board, transportation, books and supplies) for financial aid compared to total financial aid awarded. Unsecured loans are not included.

*What percentage of students have unmet needs for financial aid?*

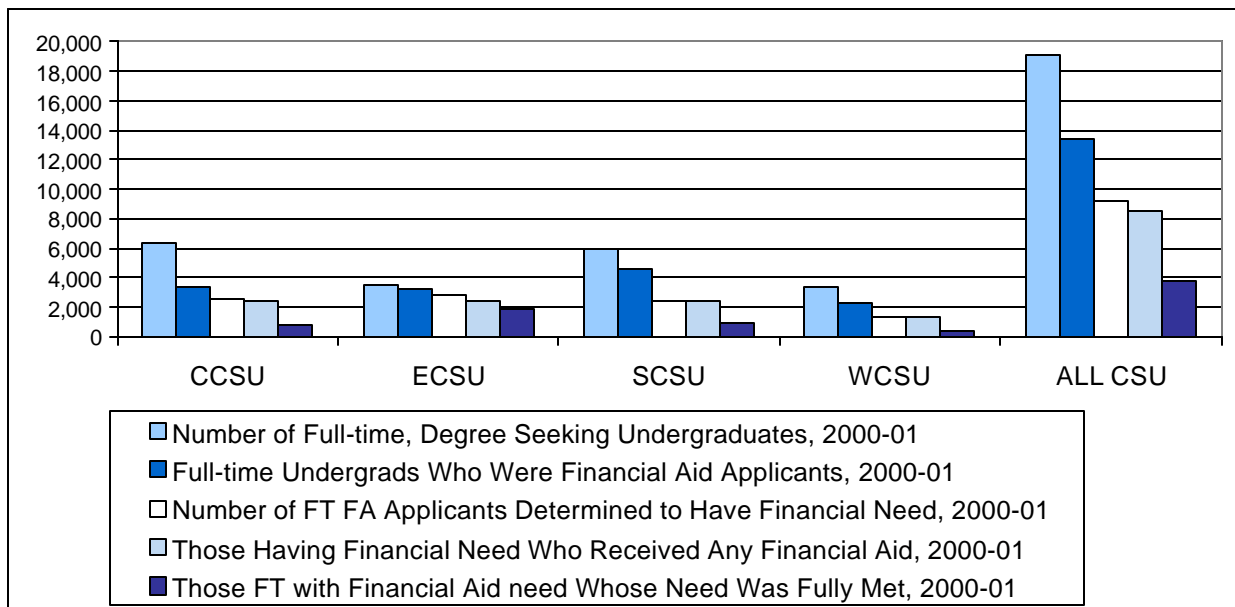
### Percent of students whose financial aid needs are not fully met

**2000-2001**

CCSU	72%
ECSU	33%
SCSU	64%
WCSU	78%
<b>ALL CSU</b>	<b>59%</b>

### Data Analysis

During the 2000-2001 academic year, almost half of CSU's full-time, matriculated undergraduate students were determined to have financial aid need. Based on information provided by the Financial Aid offices at each of the universities, **of those who were determined to have need**, 93% received some aid, but only 44% of those receiving financial aid (41% of those having need) had their need fully met. While each university seeks to reduce the percentage of unmet financial need, this is dependent primarily on increased federal and state financial aid availability. On average, the universities in the CSU system are meeting between 62% and 89% of the determined need of their financial aid awardees. Differences among the campuses are related to available financial aid, the number of students applying and the amount of determined need, and the financial aid package programs of each university. However, evidence from CSU's annual survey of graduates has shown a trend of more students financing their education with loans that must be repaid rather than grants.



## PERCENT OF STUDENT FINANCIAL AID FROM STATE SUPPORT

### Performance Indicator

The ratio of state support for financial aid to total aid awarded.

### Performance Improvement Goal

Increase the current percentage of student financial aid from state support by 10% over the next three years.

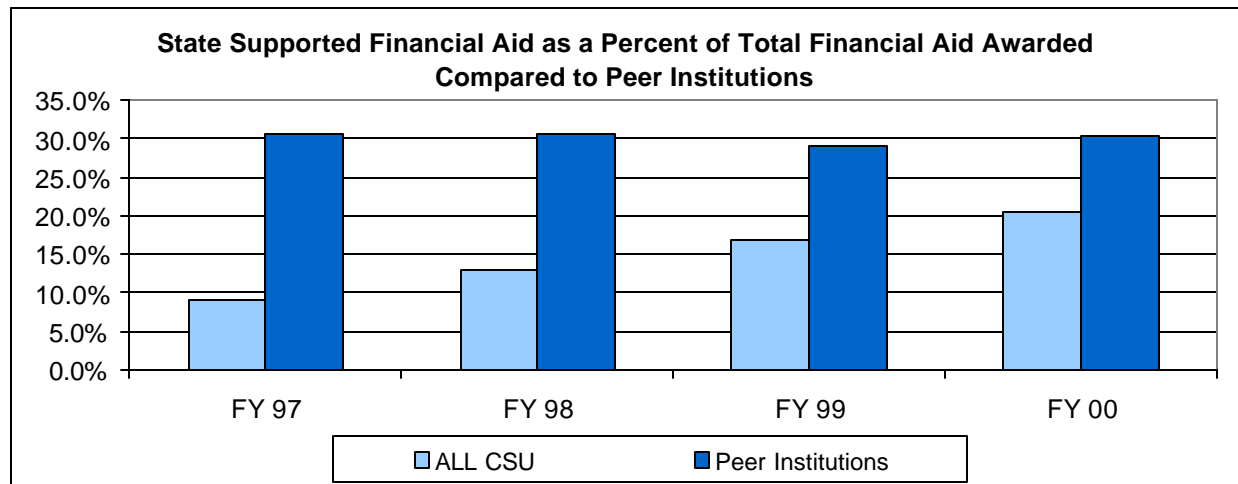
### Data Analysis

Connecticut State University System students receive much less in financial aid from state support as a percentage of total financial aid than do students at peer universities; however, this percentage has risen significantly over the past four years. In FY1997, CSU

students only received 9.1% of financial aid from state sources; this percentage rose to 12.9% in FY1998, 16.8% in FY99, and 20.6% in FY2000. Conversely, students at peer institutions have received on average 30% of total financial aid from state sources over the same four-year period. The increase is due to two factors: the State of Connecticut has over the past five years directed more funding into the CAPCS (Connecticut Aid to Public College Students) program, and the distribution formula used by the Department of Higher Education to allocate CAPCS among the constituent units of higher education has been revised to direct additional funds to institutions serving the neediest students, resulting in a greater allocation to CSU. Total funding for CAPCS has increased 56.3% in FY98 versus FY97, 30.3% in FY99 versus FY98, and 28.4% in FY00 versus FY99. The revision in the distribution formula has resulted in a larger percentage of total CAPCS funding directed to CSU: 27.9% in FY97, 32.7% in FY98, 34.4% in FY99, and 34.7% in FY2000. Peer institutions come from 10 different states, all with different state financial aid programs. It is strongly urged that the state fully fund the CAPCS program in the future.

### Percent of Financial Aid from State Support

	FY 1997	FY 1998	FY 1999	FY 2000
<b>CSU Institutions</b>	9.1%	12.9%	16.8%	20.6%
Peer Institutions	30.6%	30.8%	29.3%	30.4%



## EXTENT TO WHICH ENROLLMENT BY ETHNIC GROUPS COINCIDES WITH CONNECTICUT POPULATION CHARACTERISTICS

### Performance Indicator

Percent of students of color (African-Americans, Hispanics, Asian Americans, and Native Americans) enrolled in universities in the CSU System compared to their percentages in the state's population.

### Performance Improvement Goal

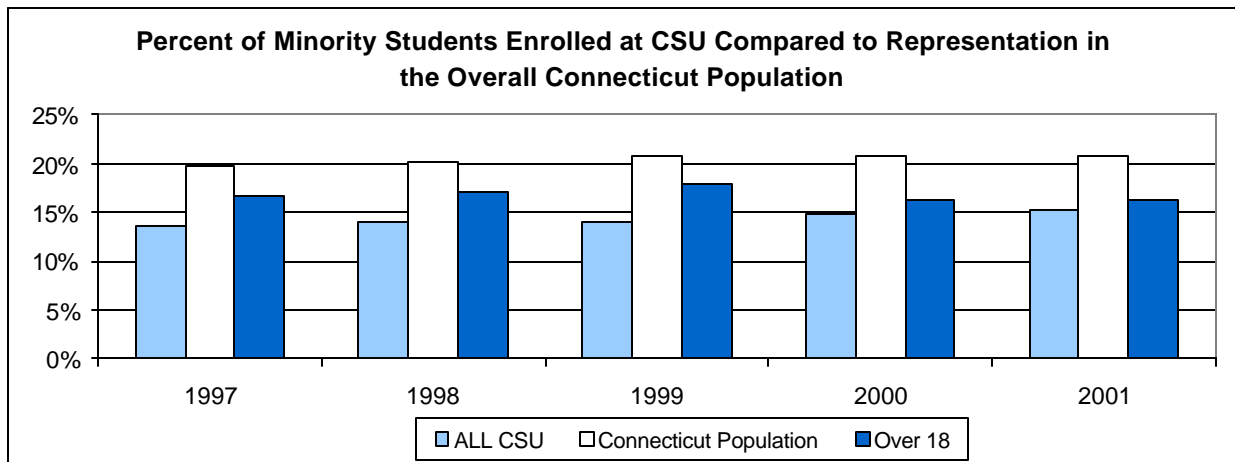
By fall 2004, the percentage of students of color at CSU institutions will achieve parity with the percentage of over 18 year old residents of color in the state population.

### Data Analysis

Enrollment of students of color at each of the universities in the CSU System has been increasing annually. This fall they represent 15.1% of the total student body. This represents a total growth of over 20%, compared to an 8.5% increase in the total student body — a positive trend toward narrowing the current gap. U.S. population estimates based on the 2000 census shows the non-white population of Connecticut at 20.7%, where in 1997 it was 19.7%. While the percentage of students of color at CSU is less than the percent of African-Americans, Hispanics, Asian-Americans and Native Americans in the state population, the growth of representation of these groups at CSU institutions has been more dramatic.

### Minority Enrollment by Campus and CT Population

	1997	1998	1999	2000	2001
CCSU	13.7%	13.9%	14.3%	14.6%	14.6%
ECSU	13.1%	13.8%	13.6%	13.7%	13.7%
SCSU	14.2%	14.4%	14.6%	15.9%	17.2%
WCSU	12.8%	12.7%	12.7%	13.2%	13.3%
<b>ALL CSU</b>	<b>13.6%</b>	<b>13.9%</b>	<b>14.0%</b>	<b>14.7%</b>	<b>15.1%</b>
Connecticut Population	19.7%	20.2%	20.7%	20.7%	20.7%
<b>Over 18</b>	<b>16.6%</b>	<b>17.0%</b>	<b>17.9%</b>	<b>16.2%</b>	<b>16.2%</b>



SOURCE: 1997-1999 CT population and over 18 figures based on state projections from US 1990 Census. 2000 and 2001 data are from the 2000 Census.

Since the USDE does not require ethnicity data, more students are electing not to provide this information, making the data less accurate.

## CSU SPONSORED ACTIVITIES

### Performance Indicator

Number of persons served by conferences, seminars, institutes, etc. produced or sponsored by CSU for business or corporations. Each university was asked to provide information on such sponsored activities, regardless of locus, that were not part of their normal instructional activity.

*To what extent are CSU institutions engaged in activities to support workforce development?*

### Data Analysis

During the 2000-2001 academic year, each of the four universities in the CSU system collected information reflecting their support of workforce development. The universities have always been strong partners with the businesses in their respective regions. Overall, almost 150,000 persons participated in these activities.

**Central Connecticut State University** produced or sponsored events that were attended by more than 113,000 people. These events were hosted in five areas: (1) The Institute for Industrial and Engineering Technology. Located in downtown New Britain, IJET provides the business and industrial communities with economic development services through the Technical Training Center, the Manufacturing Applications Center, the Procurement and Technical Assistance Center and the Conference Center. (2) The Enrollment Center/Continuing Education offers noncredit courses, workshops and seminars for community groups, civic organizations (non-profit), and for-profit businesses and industries. (3) Academic departments at CCSU sponsor events in which the surrounding community, for-profit and non-profit businesses and corporations are involved and add to the economic development of the state. (4) The activities of the Department of Student Center Operations and Events Services have been categorized into corporate and governmental events. (5) Lastly, centers and institutes serve as outreach arms on an international, national, regional and community level. Like those events sponsored by academic departments, their impact is mostly cultural and indirectly relating to the economic development of the state.

**Eastern Connecticut State University** served 680 persons through its conferences, seminars and institutes during 2000-2001. In addition, ECSU produces and airs "Real Business" in collaboration with CPTV. This program reaches 28,000 households.

**Southern Connecticut State University** estimated 300 attendees at statewide and international business conferences on campus. Workforce development activities are planned for the School of Extended Learning for 2002-2003.

**Western Connecticut State University** hosted events through its Ansell School of Business, the O'Neill Center and the Office of Institutional Advancement that served more than 1,750 people.

## PERCENT OF BUSINESS PROGRAMS USING ASSESSMENT FEEDBACK TO IMPROVE CURRICULA

### Performance Indicator

Increase the percentage of undergraduate degree programs in business employing assessment data to improve their curricula.

*What proportion of Business programs are employing assessment data?*

### Data Analysis

External assessment is not new to the business programs at the universities in the CSU system. Whether or not they are seeking accreditation from American Assembly of Collegiate Schools of Business (AACSB), the standards of this organization provide generally accepted guidelines for

program performance. Advisory boards comprising local business people voluntarily serve these programs as well. As such, and shown in the accompanying table, all 24 undergraduate business programs use both internal and external assessment to review, revise and improve their curricula.

At Central Connecticut State University, all business programs rely on advisory boards to provide them with information on their strengths, graduates and where revisions may be necessary to keep current with market requirements. Surveys of employers and program alumni also add to the assessment effort. Eastern similarly uses external feedback to assess their business programs.

In preparation for AACSB accreditation, the Ansell School of Business at Western has gathered assessment data for several years — including capstone evaluations and surveys of students, graduates and employers. Recently, nationally normed Educational Benchmarking, Inc. surveys have been summarized and used to reflect on the curriculum. All of the undergraduate business programs at Southern Connecticut State University have undergone assessments within the last three years and each has implemented the results of assessments to modify offerings.

2000-2001 Academic Year			
	# Programs	# Using Assessment Feedback	% Using Assessment Feedback
CCSU	13	13	100%
ECSU	2	2	100%
SCSU	4	4	100%
WCSU	5	5	100%
<b>ALL CSU</b>	<b>24</b>	<b>24</b>	<b>100%</b>

## PERCENT OF FACULTY AND STAFF ENGAGED IN COMMUNITY SERVICE ACTIVITIES

### Performance Indicator

Increase the percentage of faculty and staff engaged in the civic, cultural, recreational, youth centered, etc. activities in the communities where they live and/or work.

*To what extent do faculty and staff engage with the community?*

### Data Analysis

During the academic year 2000-2001, full-time faculty and staff at each of the universities in the CSU system were surveyed in one fashion or another to ascertain their involvement in the communities in which they live and/or

work. Since this information is self-reported, response rates will vary. Overall, 27% of CSU's full-time faculty and staff are engaged in community activities.

	2000-2001 Academic Year		
	<u>Total</u>	<u>Participants</u>	<u>%</u>
CCSU	892	294	33%
ECSU	505	224	44%
SCSU	930	140	15%
WCSU	479	96	20%
<b>ALL CSU</b>	<b>2806</b>	<b>754</b>	<b>27%</b>

Southern Connecticut State University reported that, in some professional programs, nearly all faculty are engaged in some community service activities. Arts and Sciences faculty are more difficult to track, with some reliance on grant applications and resumes. Staff information was not readily forthcoming and that lowered the overall rate to about 15 percent. Western relied on faculty recognition ceremony programs, newspaper clippings and self-reporting but noted that this 20 percent underestimates the extent of community service. At Eastern Connecticut State University, 224 full-time faculty and staff (44 percent) who responded to the request for information indicated that they were engaged in service to their communities. At Central, 57% of the faculty and 14% of the staff indicated that they are involved in their communities. As with Southern, there were four categories that seemed to be aligned particularly with professional activities: (1) discipline of study, (2) K-12 schools, (3) business enterprises, and (4) non-profit organizations. Other categories were civic engagement and other.

Overall, CSU faculty and staff are engaged in activities outside their universities and are responding to the problems and needs of society. Further, community people attend university functions on campus and this must also be considered as an aspect of the entire university being involved in its community.

## PERCENT OF GRADUATES WHO PARTICIPATED IN COMMUNITY SERVICE ACTIVITIES

### Performance Indicator

Self-reporting by graduates on activities to benefit their community as well as expand the scope of their undergraduate curriculum while they were enrolled at one of the CSU universities. These activities included but were not limited to: service learning (e.g., student teaching), internships, cooperative education, and practicums. Students indicating any one of these activities were included, but were not counted more than once if multiple activities were listed.

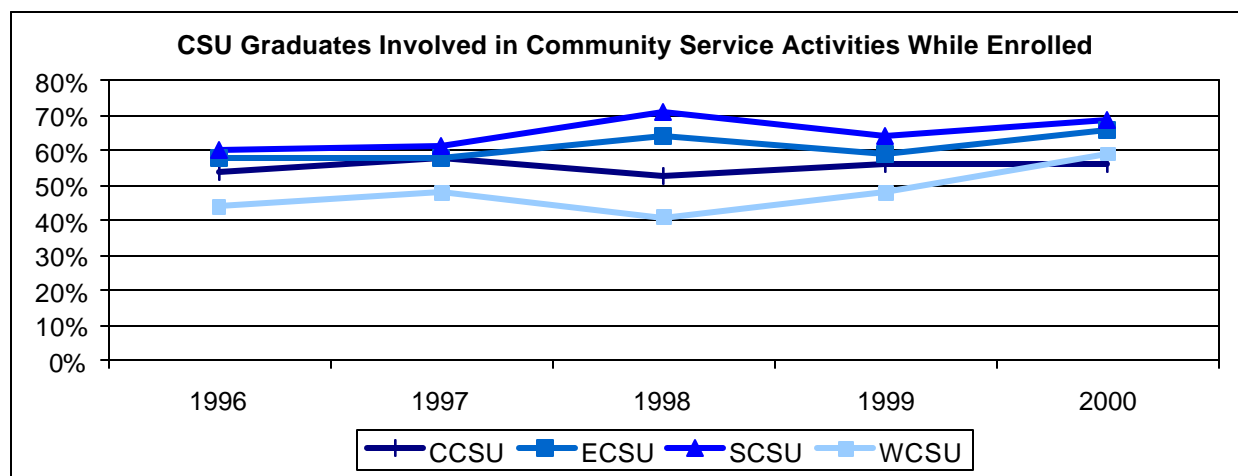
### Performance Improvement Goal

The number of graduates participating in community services will vary by university with an overall target of +2% over five years for the CSU system.

	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>
CCSU	54%	58%	53%	56%	56%
ECSU	58%	58%	64%	59%	66%
SCSU	60%	61%	71%	64%	69%
WCSU	44%	48%	41%	48%	59%
<b>ALL CSU</b>	<b>55%</b>	<b>57%</b>	<b>58%</b>	<b>58%</b>	<b>63%</b>

### Data Analysis

CSU's annual Survey of Graduates, the percentage of students who reported being involved in community service, service learning (including student teaching), internships, practica or cooperative education activities while enrolled at one of the CSU universities increased for the fourth consecutive year, and increased at each of the four universities. These activities may be voluntary (not required for the degree), such as cooperative education; mandatory (required for the degree), such as student teaching or an allied health practicum; or either, such as an internship where the student may receive a salary or degree credit. The trends in the accompanying chart show an increase in community service over the last four graduating classes. This reflects the degree to which CSU is the system for access and the system for outreach, assisting its students in serving communities across the state.



## PERCENT OF NON-BUSINESS PROGRAMS USING ASSESSMENT FEEDBACK TO IMPROVE CURRICULA

### Performance Indicator

Increase the percentage of non-business undergraduate degree programs employing assessment data to improve their curricula.

*What proportion of non-business programs are employing assessment data?*

### Data Analysis

While assessment may not be new to programs in Education and Business, other programs at the universities in the CSU system are beginning this process for program improvement. System-wide, 52% of all non-business programs, excluding education/teacher preparation, employ some mode of external evaluation to assess their curricula and recommend improvements.

	2000-2001 Academic Year		
	# Programs	# Using Assessment Feedback	Percentage
CCSU	21	8	38%
ECSU	20	12	60%
SCSU	33	17	52%
WCSU	17	10	59%
<b>ALL CSU</b>	<b>91</b>	<b>47</b>	<b>52%</b>

Central reported that eight of its 21 non-business programs were involved in assessment and used a variety of sources: four programs applied for national accrediting and have been assessed by the standards set by those agencies (one of these also uses external examinations). Two others use external examinations to assess the content knowledge of the curriculum and inform faculty of areas in need of review and/or revision; one of these also survey supervisors or senior internships and assess student preparation. Two other professional programs use advisory boards to provide information on program strengths, graduates and where curricular revisions may be necessary.

Eastern employed external feedback data in 12 of its 20 non-business programs during 2000-01.

At Southern, assessments operate on a five-year cycle that is currently in year three. Half the programs (17 of 33) that have undergone assessment have used reports by external examiners to enhance curriculum, delivery, advisement, and other services to students and faculty. During years four and five of the cycle, the other 16 programs will be assessed.

During summer and fall of 2001, the Assessment Committee at Western evaluated 10 departmental plans (of 17 departments). Examples of good practice and comments on each plan will be delivered to department chairs in January 2002.

## PERCENT OF OPERATING EXPENDITURES FOR INSTRUCTION, ACADEMIC SUPPORT AND STUDENT SERVICES

### Performance Indicator

The ratio of operating expenses for instruction, academic support (including Libraries) and student services to all education and general expenditures.

### Performance Improvement Goal

Maintain at 61% or to exceed peer group aggregate, whichever is higher. Each university will also maintain its current level or strive to exceed peer group composite, whichever is higher.

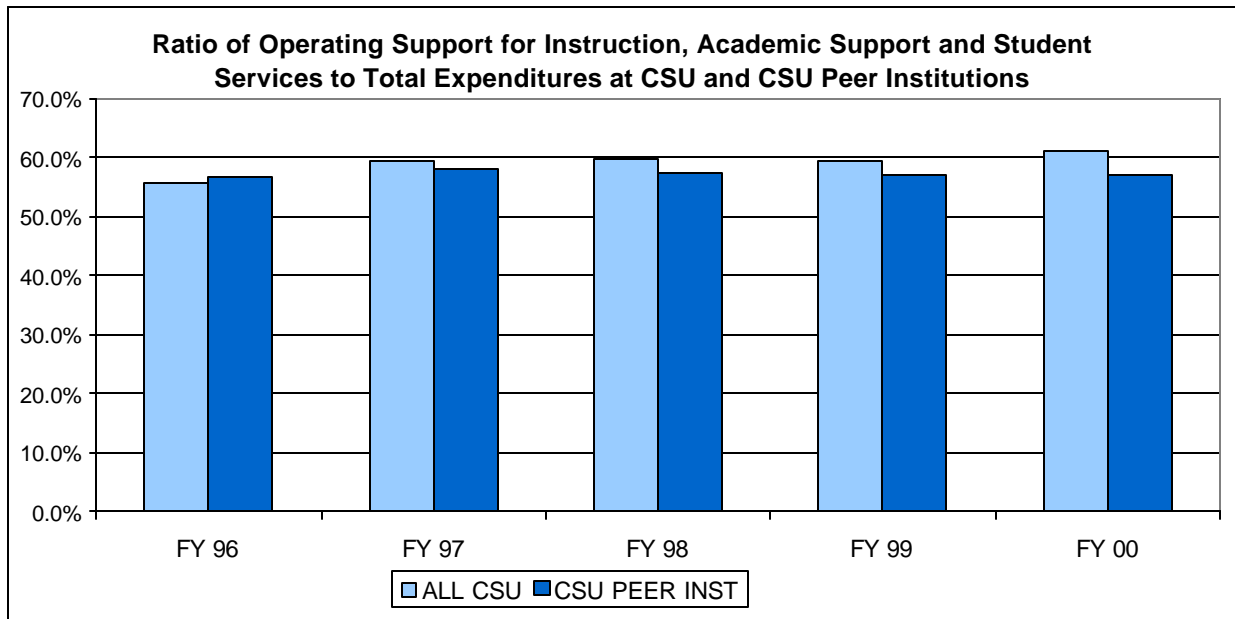
### Data Analysis

Over the five-year period from FY1996 to FY2000, operating expenses for instruction, academic support and student services as a percentage of all expenditures for the Connecticut State

University System (CSU) has increased from 55.6% to 61.0%. In contrast, this ratio for its combined peer group has remained stable, at approximately 57.4% over the same period. This indicates that CSU has increased the amount of funds spent directly on students in such areas as faculty, counseling, libraries, and student services, demonstrating CSU's commitment to learning and to its students. Conversely, the static percentage for the combined peer group indicates little change over time in the amounts spent on these functions. CSU will strive to maintain or increase the amount of funds spent directly on student learning and student services.

### % of Operating Expenses for Instruction, Academic Support and Student Services

	<u>FY1996</u>	<u>FY1997</u>	<u>FY1998</u>	<u>FY1999</u>	<u>FY2000</u>
<b>CSU</b>	55.6%	59.3%	59.8%	59.3%	61.0%
Peers	57.4%	58.5%	57.4%	56.8%	57.1%



Source: IPEDS Finance Reports

**PERCENT OF OPERATING EXPENDITURES FOR  
INSTRUCTION, ACADEMIC SUPPORT  
AND STUDENT SERVICES**

	FY1996	FY1997	FY1998	FY1999	FY2000
<b>Central CT State University</b>	<b>51.0%</b>	<b>59.5%</b>	<b>61.3%</b>	<b>58.0%</b>	<b>59.2%</b>
CCSU Peers	56.5%	58.6%	57.0%	57.0%	57.3%
<b>Eastern CT State University</b>	<b>51.0%</b>	<b>52.2%</b>	<b>53.1%</b>	<b>52.7%</b>	<b>55.3%</b>
ECSU Peers	55.2%	56.8%	55.6%	53.6%	57.5%
<b>Southern CT State University</b>	<b>62.3%</b>	<b>62.7%</b>	<b>62.9%</b>	<b>65.4%</b>	<b>68.8%</b>
SCSU Peers	57.6%	58.6%	57.9%	56.9%	56.6%
<b>Western CT State University</b>	<b>58.3%</b>	<b>59.5%</b>	<b>57.5%</b>	<b>56.3%</b>	<b>55.7%</b>
WCSU Peers	59.0%	59.8%	59.0%	58.5%	58.2%

## FACULTY INSTRUCTIONAL PRODUCTIVITY

### Performance Indicator

Workload for full-time faculty is established at 12 credits per semester by the contract negotiated between the CSU Board of Trustees and the American Association of University Professors for the CSU faculty.

*What is the number of load credits carried annually by each full-time faculty member in the CSU System compared to full-time faculty at CSU peer institutions?*

### Data Analysis

During 2001, the CSU vice presidents for academic affairs and system office staff developed and adopted a common methodology to report data and calculate instructional productivity of full-time faculty. Instructional productivity includes all load credit hours related to offering instruction, whether credit or non-credit, as well as direct service instruction and program activities to students. This definition excludes chairing an academic department or directing a center or institute that does not involve learning activities for students. It also excludes reassigned time for research and other purely administrative assignments.

FY 2000-01	
CCSU	20.4
ECSU	21.2
SCSU	21.4
WCSU	22.0
<b>ALL CSU</b>	<b>21.3</b>

Not enough peer institutions responded to our request for faculty instructional productivity data to report peer data this year.

The following criteria were adopted:

#### Items that generate student credit hours:

- Teaching courses regardless of the number of faculty load credits
- Teacher supervision and any other activity that generates student credit hours, such as: internships, independent studies (including coordination of independent studies), thesis preparation and supervision, supervision of student teaching, and individualized instruction. It was agreed that anything that generates student credit hours is by definition "instruction."

#### Items that *do not* generate student credit hours but nevertheless *do* involve instruction:

- Non-credit workshops
- Load credit that is directly assigned to activities relating specifically to instruction, for example coordination of instructional programs

#### Items that should *not* be included:

- managing an institute that does not directly affect students, such as an institute for the business community
- reassigned time for research unless students are involved directly in the research

Allowing for reassigned time for such activities, the accompanying table shows the average annual number of load credits related to instruction during the 2000-2001 academic year. According to a 1999 study on postsecondary faculty conducted by the National Center for Education Statistics, full-time faculty at comprehensive institutions (similar in mission, role and scope to the universities in the CSU system) spend 79.4% of their time in instruction-related activities. Full-time faculty at CSU spend 88% to 92% of their time in instruction-related activities. Data are being collected from peer institutions by personal request by the CSU System Office for Institutional Research, since no national data on an institutional basis exists from which to extract this information.

## RETENTION RATE

### Performance Indicator

The percentage of first-year full-time degree-seeking freshmen continuing in the second year.

### Performance Improvement Goal

CSU's long term system goal is to exceed the median for our peer group.

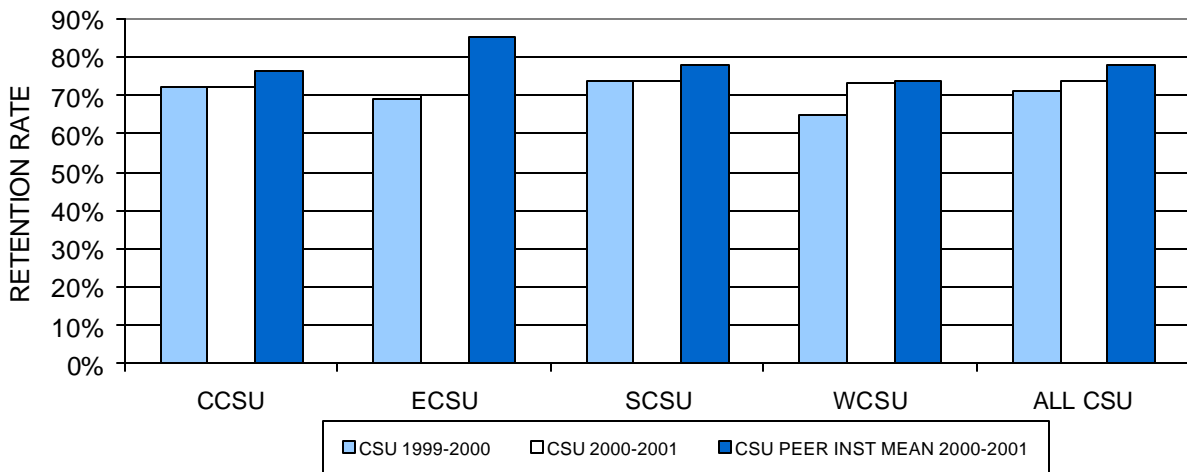
### Data Analysis

The CSU retention rates of first-year, degree-seeking undergraduate students to the second year have improved for each university over those reported last year. Overall, the CSU system showed a 74% retention rate among first-time, full-time, degree-seeking students from fall 2000 to fall 2001, compared to a 71% rate from 1999 to 2000. The increase is higher system-wide because students transfer from one CSU university to another. These rates are respectable, especially since CSU is Connecticut's university for public access to a quality higher education. Nationally, retention rates of 70% for institutions with missions comparable to CSU are well above average. Recognizing the need for constant improvement, each of the universities has identified increased retention as one of its key strategic priorities. It is worth noting that peers have been selected to encourage higher retention goals for CSU institutions. Data are being collected from peer institutions by personal request by the CSU System Office for Institutional Research, since no national data exists from which to extract this information.

### First Year Retention Rate of First-time Degree Seeking Students

	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	PEERS MEAN	FY 2001 MEDIAN
CCSU	68%	70%	74%	72%	72%	77%	74%
ECSU	73%	69%	72%	69%	70%	85%	84%
SCSU	74%	72%	71%	74%	74%	79%	80%
WCSU	63%	69%	64%	65%	73%	74%	74%
<b>ALL CSU</b>	<b>70%</b>	<b>70%</b>	<b>71%</b>	<b>71%</b>	<b>74%</b>	<b>78%</b>	<b>77%</b>

**One Year Retention Rate of First-Year, Degree-Seeking Students:  
Fall 2000 to Fall 2001**



Source: Peer Institution Institutional Research Offices

## GRADUATION RATE

### Performance Indicator

Percentage of first-year, full-time degree seeking students in a cohort, who complete within 150% of the normal time period for a degree program (six years).

### Performance Improvement Goal

CSU's long term system goal is to exceed the median for our peer group.

### Data Analysis

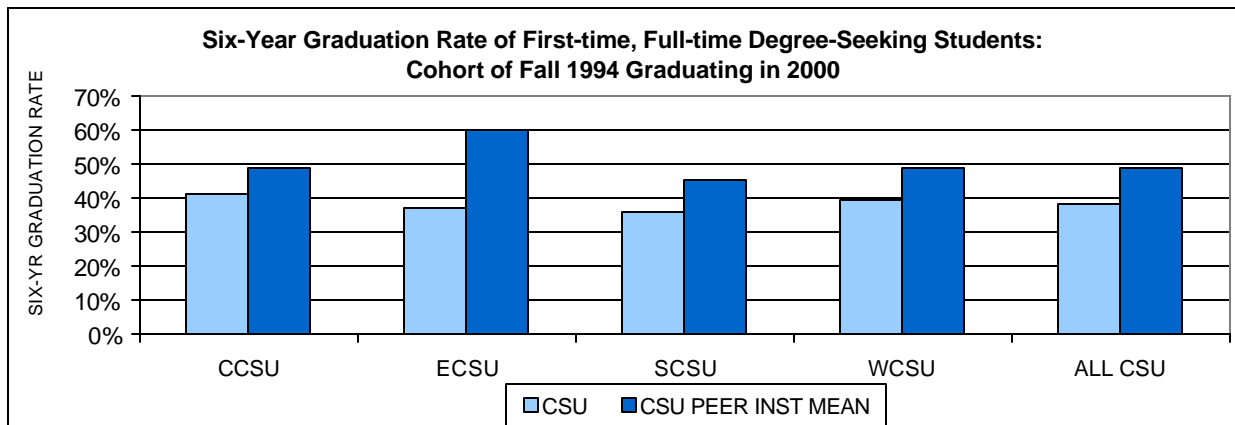
The methodology for determining the six-year graduation rate is the one used for reporting to the US Department of Education. The CSU rates are lower than the average rates for their respective peer groups; but, the mix of attributes of entering classes for the peer institutions (access policies, entry standards, SAT scores) cannot be determined to permit exact comparability between CSU and its peers.

### Six-Year Graduation Rate of First-time Degree Seeking Students

	CSU 1997	CSU 1998	CSU 1999	CSU 2000	PEERS 2000	
					MEAN	MEDIAN
CCSU	45%	45%	43%	41%	49%	46%
ECSU	40%	36%	35%	37%	60%	57%
SCSU	41%	36%	37%	36%	45%	41%
WCSU	42%	44%	42%	40%	46%	45%
<b>ALL CSU</b>	<b>42%</b>	<b>40%</b>	<b>39%</b>	<b>39%</b>	<b>47%</b>	<b>45%</b>

Six-year graduation rates declined slightly for three of the universities in the CSU system; Eastern showed a slight increase. Overall, this is consistent with the national trend for public institutions. However, with an increase in SAT scores and a concomitant increase in retention, graduation rates for future cohorts at CSU should increase to approximate those of its peers. As in the retention indicator, aspirational peers have been chosen by CSU to encourage improvements in graduation rates. As retention increases, so will the universities' graduation rates.

This single indicator should not be taken out of context and should be viewed with other aspects of institutional productivity. For example, CSU as a system has conferred between 3,500 and 3,900 baccalaureate degrees every year over the past five years. Also, this indicator does not measure the persistence of students who may be attending part-time and take seven to ten years or more to complete their program of study, or the hundreds of students who transfer to CSU universities and graduate.



Source: IPEDS Graduation Rate Surveys

## REAL COST PER STUDENT

### Performance Indicator

The ratio of total operating expenditures (restated to include fringe benefits costs) to full-time equivalent students compared to peers, with reference to the consumer price index (CPI) and the Higher Education Price Index (HEPI).

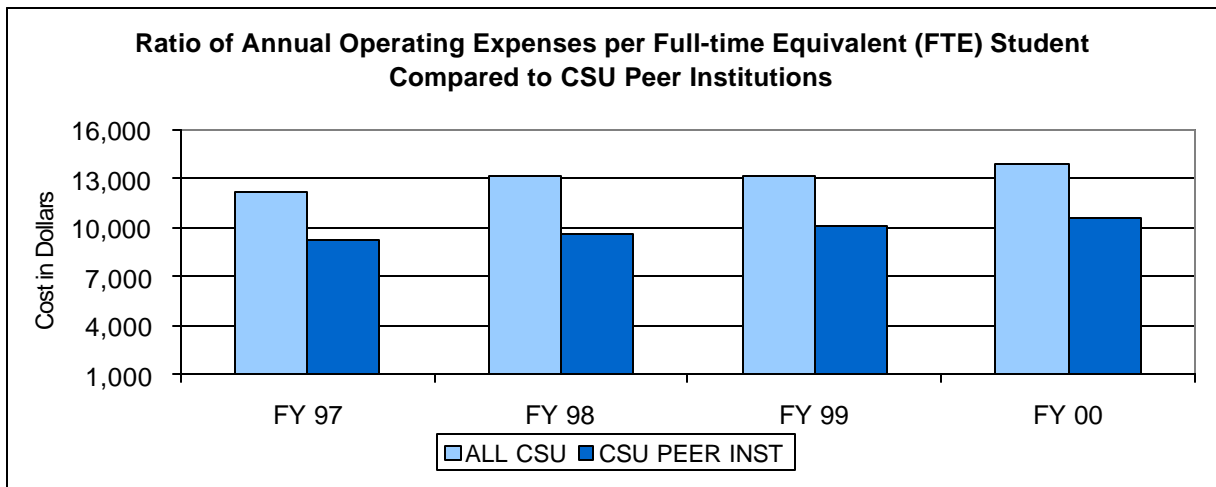
*How does current real cost compare to peer institutions?*

### Data Analysis

When restated to include General Fund fringe benefits in all fiscal years as well as to exclude the 27<sup>th</sup> payroll which took place in FY2000, in order to be consistent with our peers, total operating expenditures at the Connecticut State University System

(CSU) have increased 22.3% from FY1997 through FY2000, vs. a 19.9% increase for peers. This increase is due in large part to the introduction of a new distance-learning initiative and increased spending for information technology, including spending for increased technology for student labs and libraries; as well as the purchase and implementation of a new integrated client-serve r-based data system, which will enable CSU to better serve its students. FTE enrollment has increased 6.9% at CSU largely due to a significant increase in full-time undergraduate students over the four-year period, versus a 4.2% increase in FTE enrollment at peer institutions. Restated total operating expenditures per FTE show an increase of 14.4% over the four years from FY1997 through FY2000, versus a 15.1% increase at peer institutions, thus comparing favorably with our peers.

Operating Expenses/ FTE	FY 1997	FY 1998	FY 1999	FY 2000	4-YR % Increase
Annualized FTE – CSU	21,233	21,562	21,901	22,697	6.9%
<b>CSU</b>	<b>12,127</b>	<b>13,188</b>	<b>13,136</b>	<b>13,878</b>	<b>14.4%</b>
% Increase		8.8%	-0.4%	5.7%	
Annualized FTE – Peers	156,026	159,940	162,318	162,514	4.2%
<b>Peers</b>	<b>9,238</b>	<b>9,656</b>	<b>10,088</b>	<b>10,637</b>	<b>15.1%</b>
% Increase		4.5%	4.5%	5.4%	
CPI		1.8%	1.7%	2.9%	
HEPI		3.5%	2.4%	4.1%	



Source: IPEDS Finance Report

## REAL COST PER STUDENT

<b>CENTRAL</b>	<b>FY1997</b>	<b>FY1998</b>	<b>FY1999</b>	<b>FY2000</b>	<b>4-Year % Increase</b>
Average FTE	7,116	7,257	7,385	7,562	6.3%
<b>Operating Expenses/FTE</b>	<b>12,440</b>	<b>14,481</b>	<b>13,588</b>	<b>14,582</b>	<b>17.2%</b>
% Increase		16.4%	-6.2%	7.3%	
Average FTE – CCSU Peers	48,105	49,975	50,236	52,041	8.2%
<b>Operating Expenses/FTE – CCSU</b>	<b>10,740</b>	<b>11,303</b>	<b>11,828</b>	<b>12,262</b>	<b>14.2%</b>
% Increase		5.2%	4.6%	3.7%	
CPI		1.8%	1.7%	2.9%	
HEPI		3.5%	2.4%	4.1%	
<b>EASTERN</b>	<b>FY1997</b>	<b>FY1998</b>	<b>FY1999</b>	<b>FY2000</b>	<b>4-Year % Increase</b>
Average FTE	3,232	3,340	3,444	3,722	15.2%
<b>Operating Expenses/FTE</b>	<b>12,718</b>	<b>13,548</b>	<b>13,612</b>	<b>13,505</b>	<b>6.2%</b>
% Increase		6.5%	.5%	-.8%	
Average FTE – ECSU Peers	17,783	18,130	18,223	18,477	3.9%
<b>Operating Expenses/FTE – ECSU</b>	<b>9,994</b>	<b>10,317</b>	<b>11,256</b>	<b>11,303</b>	<b>13.1%</b>
% Increase		3.2%	9.1%	.4%	
CPI		1.8%	1.7%	2.9%	
HEPI		3.5%	2.4%	4.1%	
<b>SOUTHERN</b>	<b>FY1997</b>	<b>FY1998</b>	<b>FY1999</b>	<b>FY2000</b>	<b>4-Year % Increase</b>
Average FTE	7,410	7,443	7,474	7,639	3.1%
<b>Operating Expenses/FTE</b>	<b>11,329</b>	<b>11,603</b>	<b>12,513</b>	<b>13,041</b>	<b>15.1%</b>
% Increase		2.4%	7.8%	4.2%	
Average FTE – SCSU Peers	73,269	74,535	75,912	75,667	3.3%
<b>Operating Expenses/FTE – SCSU</b>	<b>10,719</b>	<b>11,305</b>	<b>11,918</b>	<b>12,747</b>	<b>18.9%</b>
% Increase		5.5%	5.4%	7.0%	
CPI		1.8%	1.7%	2.9%	
HEPI		3.5%	2.4%	4.1%	
<b>WESTERN</b>	<b>FY1997</b>	<b>FY1998</b>	<b>FY1999</b>	<b>FY2000</b>	<b>4-Year % Increase</b>
Average FTE	3,476	3,524	3,599	3,774	8.6%
<b>Operating Expenses/FTE</b>	<b>12,636</b>	<b>13,549</b>	<b>13,040</b>	<b>14,530</b>	<b>15.0%</b>
% Increase		7.2%	-3.8%	11.4%	
Average FTE – WCSU Peers	38,040	39,790	40,728	39,700	4.4%
<b>Operating Expenses/FTE – WCSU</b>	<b>10,316</b>	<b>10,482</b>	<b>10,801</b>	<b>11,704</b>	<b>13.5%</b>
% Increase		1.6%	3.0%	8.4%	
CPI		1.8%	1.7%	2.9%	
HEPI		3.5%	2.4%	4.1%	

## CSU Performance Indicators to be Reported in 2003

The measures listed below are to be reported in later versions of the Accountability Report. Plans for how data will be collected and analyzed by each CSU university are summarized for each indicator. Common methodologies will be used to compile system indicators. Where specific university plans are not indicated, the methodology will be developed in conjunction with the System Office Academic Affairs department.

### Goal 1: To enhance student learning and promote academic excellence

#### 1.1 Percent of graduates demonstrating in depth understanding of an area of knowledge (January 2003)

*CCSU.* CCSU will provide this information through analyzing student performance in their majors on one or more of the following: capstone courses, senior seminars, internships or cooperative education or student teaching, portfolios, internal or course embedded examinations and external examinations. In addition, CCSU will use the computed Grade Point Average of courses in the major. Thus, the Major GPA combined with at least one other measure will be used to demonstrate in-depth understanding of an area of knowledge.

*ECSU.* During 2001-2002, the Office of the Vice President for Academic Affairs at ECSU, in cooperation with the academic deans and the Office of Planning and Institutional Research, will continue assisting academic departments and relevant University committees in developing student outcomes plans for each major. During 2001, selected academic departments will design, implement and demonstrate assessment instruments and methodologies for their majors. The remaining departments will be considering appropriate assessment instruments for their programs and will be benefiting from the work of the lead departments. By the end of 2002, ECSU will report on the types of standardized or local instruments that will be used by academic programs to assess the graduate's in-depth understanding of an area of knowledge.

Programs that have already implemented the use of assessment instruments will continue to do so and submit with their department annual report the percent of graduates demonstrating in-depth understanding of an area of knowledge. Professional programs using exams and other assessment instruments for licensure and certification purposes will report results based on mandated assessment cycles.

By the end of 2002, all department plans to assess students' in-depth understanding of their discipline will be ready for review and approval by the appropriate academic dean. Years 2001 and 2002 will enable programs that are new to this process to explore the use of appropriate instruments. A major goal during this period would be to gain experience with assessment processes that are verifiable, affordable and valuable for purposes of improving the learning process and student attainment.

*SCSU.* At SCSU, the percent of students passing exams to obtain a license or a certification will be secured from various departments over the course of the next two years. The departments from which this information will be gathered will include Nursing, Education (Elementary and Secondary), Counseling and School Psychology, Library Science, Communications Disorders, Physical Education, Special Education, and Reading. Those from the School of Education reflect data provided for NCATE accreditation.

As SCSU progresses through the NEASC self-study and as the University's outcomes assessment process continues to develop, information is being gathered on a number of program-specific knowledge indicators. At this time, SCSU is in the third year of its first five-year assessment cycle. Some twenty programs are assessed each year. Each establishes a performance instrument to provide baseline data for student learning and program outcomes. Information collected through a series of student, faculty and administration surveys related to the current NEASC self-study, along with information gathered through the outcomes assessment program will provide the baseline data related to this indicator.

*WCSU.* The Assessment Committee provided guidelines for assessment reporting in December 2000. Deans and department chairs will submit their chosen measures to the office of Institutional Research and Assessment (February 23, 2001). Tentative Report Date: January 2003.

1.2 Percent of graduates demonstrating competence in an ability to: Think critically, analytically and logically; write effectively; communicate well orally; use scientific and quantitative skills; and acquire new skills and knowledge on their own (January 2003)

*CCSU.* CCSU will use the Academic Profile to assess students in their First Year Experience and information from the National Survey of Student Engagement to establish a benchmark. Student growth will be measured by assessing capstone courses, senior seminars, internal or course embedded examinations. A 5 percent sample of students with 100 credits or more each spring will be used for analysis.

*ECSU.* By the end of 2002, ECSU will have arrived at a comprehensive system to assess student competencies in critical, analytical and logical thinking; oral and written communication skills; use of scientific and quantitative skills and the ability to acquire new skills and knowledge independently. Existing assessment methods, such as student portfolios, capstone courses and projects, as well as other assessment instruments will be reviewed for inclusion in the comprehensive system for assessing student competencies in these areas.

*SCSU.* As in 1.1 above, information collected through surveys related to the NEASC self-study along with information gathered through the assessment program will provide percentages related to the above competencies. In addition, there is an ongoing assessment of SCSU's General Education Program; the results of this analysis will also provide data regarding the specific skills to be reported in this item.

*WCSU.* The Assessment Committee and the Committee on Undergraduate Curriculum and Standards (CUCAS) will make recommendations for the Academic Profile and/or California Critical Thinking Skills Test to be administered to rising juniors (April 15, 2001).

1.5 Percent of students needing remediation who meet outcome standards upon completion of remedial courses (January 2003)

All incoming, degree-seeking students at all CSU universities take the ACCUPLACER examination to determine whether they need to enroll in pre-college, developmental courses.

*CCSU.* Currently at CCSU, the exam is occurring for Mathematics 099 and an exam will be in place in Fall, 2001 for English. To determine their outcomes standards at the completion of Math 099, students are given a standardized examination developed by the Mathematics

department. The English department uses a standardized writing prompt, determined each semester. Separate faculty who do not have the student in class use a rubric to assess the student's essay on three items related to general merit and three items related to mechanics. An analysis of student grades at the end of the semester will measure success in meeting course outcomes. Further, those students will be tracked to verify enrollment and success in college level courses

*ECSU.* At ECSU, the English Department is responsible for the developmental writing program, whereas the Mathematics Department is responsible for the mathematics developmental program. Each program has established testing and assessment for all students needing remediation in English and Mathematics respectively. Each department will submit an annual report demonstrating student achievement in relation to program standards.

*SCSU.* The Institutional Research Office at SCSU has been developing computer programs that will provide percentage information on remediation program outcomes. Reports from these programs will be available well before the 2003 report deadline. It is anticipated that all programs will have their outcomes in place prior to the reporting date; this is a function of the orderly process of institutional assessment.

*WCSU.* The Office of Institutional Research and Assessment added ACCUPLACER data and remedial course data to the undergraduate retention tracking file. Calculations for each cohort will be performed as necessary.

**Goal 2: To join with elementary and secondary schools to improve teaching and learning at all levels**

2.1 Percent of graduates from teacher preparation programs employed as teachers

CSU currently collects this information as part of its annual graduate student survey. However, less than 50 percent of the graduates return surveys. An arrangement will be discussed with the Certification Division of the State Department of Education to obtain more complete data. The individual universities may also attempt to collect this information from local school districts.

**Goal 4: To promote the economic development of the state and to help business and industry sustain strong economic growth**

4.1 Percent of business employers satisfied with competence of graduates

The performance measures task force determined that this was a system wide goal to be reported by the Department of Higher Education.

**Goal 5: To respond to the needs and problems of society**

5.3 Percent of non-business employers satisfied with competence of graduates

The performance measures task force determined that this was a system wide goal to be reported by the Department of Higher Education.