Southern Connecticut State University
NEW HAVEN, CONNECTICUT

SOUTHERN CONNECTICUT STATE UNIVERSITY SELF-STUDY
2021

SUBMITTED TO
NEW ENGLAND COMMISSION OF HIGHER EDUCATION

SEPTEMBER 2021

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Institutional Characteristics

Date 1 June 2021

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

2. Date institution was chartered or authorized: **1893**

3. Date institution enrolled first students in degree programs: **1937**

4. Date institution awarded first degrees: **1941**

5. Type of control:

    Public
    ☒ State
    ☐ City
    ☐ Other   _____
        (Specify)   _____

    Private
    ☐ Independent, not-for-profit
    ☐ Religious Group
        (Name of Church)_____
    ☐ Proprietary
    ☐ Other: (Specify)   _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school? **Connecticut Board of Regents**
    What degrees is it authorized to grant? **Bachelor's, Master's, Doctoral**

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

    ☒ Less than one year of work

    ☐ At least one but less than two years

    ☐ Diploma or certificate programs of at least two but less than four years

    ☐ Associate degree granting program of at least two years

    ☒ Four- or five-year baccalaureate degree granting program

    ☒ First professional degree

    ☒ Master's and/or work beyond the first professional degree

    ☒ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

    ☐ A doctor of philosophy or equivalent degree

    ☒ Other doctoral programs **EdD**

    ☐ Other (Specify)

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

    ☐ Occupational training at the crafts/clerical level (certificate or diploma)

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

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

    ☒ Liberal arts and general

    ☒ Teacher preparatory

    ☒ Professional

    ☒ Other: **Professional Certificates**

9. The calendar system at the institution is:
    ☒ Semester   ☐ Quarter   ☐ Trimester   ☐ Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?
    a) Undergraduate **15 credit hours**
    b) Graduate **12 credit hours**
    c) Professional __n/a__ credit hours

11. Student population: 9,331 (Fall 2020)

    a) Degree-seeking students:

	Undergraduate	**Graduate**	**Total**
Full-time student headcount	6268	803	7071
Part-time student headcount	971	896	1867
FTE	6526.1	1098.4	7624.5

    b) Number of students (headcount) in non-credit, short-term courses: __111__

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

LIST OF ACCREDITED PROGRAMS

Program	Agency	Accredited Since	Last Reviewed	Next Review
Marriage and Family Therapy (MFT)	Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)	1983	2016	2022
Chemistry (CHE)	American Chemical Society	1995	2017	2022
Clinical Mental Health Counseling (CMHC)	American Counseling Association Council For Accreditation of Counseling and Related Educational Programs (CACREP)	1997	2013	2021
School Counseling (SC)	American Counseling Association Council For Accreditation of Counseling and Related Educational Programs (CACREP)	1995	2013	2021
Library & Information Science (MILS)	American Library Association (ALA)	2020	2020	2028
Exercise and Sport Science, BS; Exercise Science, MS (HMS)	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2008	2019	2029
Athletic Training (ATH)	Commission on Accreditation of Athletic Training Education (CAATE)	1995	2017	2026
Music (MUS)	National Association of Schools of Music (NASM)	2019	2019	2024

Program	Agency	Accredited Since	Last Reviewed	Next Review
Nursing (NUR)	Commission on Collegiate Nursing Education (CCNE)	1973	2012	2022
Computer Science (CSC)	Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)	2004	2018	2022
Communication Disorders (CMD)	Council for Accreditation of the American Speech-Language-Hearing Association (ASHA)/CAA	1989	2011	2026
Public Health (PCH)	Council on Education for Public Health (CEPH)	1998	2016	2023
Social Work (SWK)	Council on Social Work Education (CSWE)	1985	2013	2021
School Psychology (CSP)	National Association of School Psychology (NASP)	1997	2016	2023
Recreation and Leisure Studies (REC)	Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT)	Pending	2021	Pending
Teacher Preparation Programs	Council for the Accreditation of Educator Preparation (CAEP)	2004	2021	Pending
School of Business, all programs	The Association to Advance Collegiate Schools of Business (AACSB)	n/a	n/a	2022
Sport Management (SMT)	Commission on Sport Management Accreditation (COSMA)	n/a	n/a	n/a
Health and Movement Sciences; Respiratory Care Program	Commission on Accreditation for Respiratory Care (CoARC)	Pre-Candidate Status 2020	n/a	2021

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

	Full degree	50%-99%	FTE
A. In-state Locations			
Branford	EDL SYC	100%	28
Cheshire	EDL SYC	100%	0
Hamden	EDL SYC	100%	4
Waterford	EDL SYC	100%	5
B. Out-of-state Locations			

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

Name of program(s)	Location	Headcount
n/a		

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

Name of program	Degree level	% on-line	FTE
Sport Management	BS	100%	0*
Addiction Counseling	Post-Master's Certificate	100%	0*
Library and Information Science	MLIS	100%	46
Business Administration	MBA	100%	0*
Business Analytics	Graduate Certificate	100%	0*
Human Resource Management	Graduate Certificate	100%	0*
Nursing Education	EdD	100%	5
Physical Activity and Chronic Disease	MS	100%	0*
Public Health	MPH	100%	43
Recreation and Leisure Studies	MS	100%	0*
Social Work	DSW	100%	17
Sport and Entertainment Management	MS	100%	22
Women and Gender Studies	Graduate Certificate	100%	0

Begins admitting students Fall 2021

16. <u>Instruction offered through contractual relationships</u>: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
n/a				

17. List by name and title the chief administrative officers of the institution.

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
System President	Terrence Cheng	President of the CSCU System	2021
President/CEO	Joe Bertolino	President	2016
Executive Vice President & Chief Financial Officer	Mark Rozewski	Executive Vice President for Finance and Administration	2015
Chief Academic Officer	Robert Prezant	Provost and Vice President for Academic Affairs	2017
Dean of College	Sandra Bulmer	Dean of College of Health and Human Services	2014
Dean of College	Bruce Kalk	Dean of College of Arts and Sciences	2017
Dean of College	Stephen Hegedus	Dean of the College of Education	2014
Dean of School	Jennifer Robin	Dean of the School of Business	2021
Dean of School	Manohar Singh	Dean of the School of Graduate and Professional Studies	2014
Chief Student Services Officer	Tracy Tyree	Vice President for Student Affairs	2013
Institutional Research	Chul Lee	Director of Institutional Research	2018
Assessment & Planning	Scott Jackson	Director, Office of Assessment and Planning	2019
Development	Michael Kingan	Vice President for Institutional Advancement Executive Director SCSU Foundation	2018
Library	Clara Ogbaa	Director of Buley Library	2018
Chief Information Officer	Dennis Reiman	Vice President, Technology and Chief Information Officer	2017
Continuing Education	Manohar Singh	Dean of the School of Graduate and Professional Studies	2019
Grants/Research	Christine Broadbridge	Exec. Director of Research and Innovation	2018
Admissions	Julie Edstrom	Associate Vice President for Enrollment Management	2019
Registrar	Alicia Carroll	Registrar	2017
Financial Aid	Sage Stachowiak	Director, Financial Aid and Scholarships	2019
Public Relations	Patrick Dilger	Director of Public Affairs	1997
Alumni Association	Greg Bernard	Director of Alumni Relations	2019
Other	Diane Ariza	Vice President for Diversity, Equity, and Inclusion	2020

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

INSTITUTIONAL ORGANIZATIONAL CHART

SCSU President's Organizational Chart

As of August 2021

President
Dr. Joe Bertolino

Executive Assistant to the President
Charmaine Lloyd

CSU Administrative Assistant
Margaret Huda

Administrative Assistant
Roland Regos

Legend:
- Green = Emergency
- Blue = Interim
- Yellow = Vacancy

Provost & Vice President for Academic Affairs — **Robert Prezant**
- Academic Schools
- **Associate Vice President (2)** 1 Interim Academic Affairs
- Institutional Effectiveness
- Sponsored Programs & Research

Executive Vice President for Finance & Administration — **Mark Rozewski**
- Administrative Support Services
- Controller
- Capital Budgeting & Facilities Operations
- University Police
- Office of Human Resources
- Procurement

Vice President for Institutional Advancement — **Michael Kingan**
- Administrative Assistant
- Associate Vice President. AOAP
- Business Manager
- Director of University Development
- Director of Community Advancement
- Director of Integrated Marketing & Communication

Vice President for Student Affairs — **Tracy Tyree**
- Associate Vice President
- Associate Vice President/ Dean of Students
- Adanti Student Center
- Lyman Center
- Residence Life
- Athletics
- Career Services
- Academic Advising

Vice President for Enrollment Management — **Julie Edstrom**
- Office of Financial Aid & Scholarships
- Transfer Student Services
- Registrar
- Admissions
- Student Information & System ERP Specialist

VP for Diversity, Equity and Inclusion — **Diane Ariza**
- Administrative Assistant
- Associate VP for Institutional Inclusive Strategies & Change Management
- Director of Diversity & Equity Programs
- Diversity, Equity & Inclusion (Data Specialist)

Chief Information Officer — **Dennis Reiman**

a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

ACADEMIC AFFAIRS ORGANIZATIONAL CHART

b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

STUDENT AFFAIRS ORGANIZATIONAL CHART

c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

FINANCIAL AFFAIRS ORGANIZATIONAL CHART

SCSU Finance and Administration

As of August 2021

President
Dr. Joe Bertolino

Executive Vice President
Finance & Administration
Mark Rozewski

CSU Administrative Assistant
VACANT
(Shared with Diane Ariza)

Chief of University Police
Joseph Dooley

University Controller
Loren Loomis Hubbell

Chief Human Resources Officer
Melitha Przygoda

Director of Budget & Financial Planning
and Information Support Systems
Barbara Mallick

Manager Contract Compliance &
Procurement Services
Cynthia Shea-Luzik

AVP for Capital Budgeting & Facilities
Operations
Eric Lessne

Green = Emergency

Blue = Interim

Yellow = Vacancy

d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

INSTITUTIONAL ADVANCEMENT ORGANIZATIONAL CHART

SCSU Institutional Advancement
Organizational Chart
As of August 10, 2021

President
Dr. Joe Bertolino

Administrative Assistant
Brett Santo

Vice President Institutional Advancement,
Executive Director SCSU Foundation
Michael K. Kingan

Director of Integrated Communications & Marketing
Patrick Dilger

Director of Marketing and Publications
Mary Pat Caputo

Assistant Director, Marketing/Graphic Design
Christina Levere

Assistant Director, Photography Isabel Chenoweth

Coordinator of Graphic Services
Marylou Conley

Website Manager
Jian Chan

UA, Website
Valon Ajeti

Social Media Coordinator
Allison O

Assistant Director, Alumni Magazine Editor
Villia Struyk

Media Relations
Joe Musante

Videographer
Cesar Martinez

University Writer/Editor
Betsy Beacom

Writing Assistant
Vacant

Director of University Development
Carolyn Pettit

Major Gifts Officer
VACANT

Major Gifts Officer
Frank LaDore

Director of Corporate & Foundation Relations
VACANT

Director of Advancement Strategies & Technology
Dawn Pello

Assistant Director, Advancement Services
Jennifer Calderone

Director of Community Advancement
Gregg Crerar

Associate Vice President, Alumni & Donor Engagement
Judite Vamvakides

Secretary 2
VACANT

Director of Donor Relations & Advancement Events
Michelle Johnston

Director of Alumni Relations
Gregory Bernard

Associate Director of Alumni Relations
Doreen Cammarata-Gilhuly

Director of Annual Giving
Kaitlin Ingerick

Assistant Director of Annual Giving
Tiana Williams

UA, Alumni/Donor Digital Engagement
VACANT

Foundation Business Manager
Krista Hayes

Secretary 2
Mary Verner

Business Analyst
Roseanne Tejeda

User Support Specialist
Susan Quagliaroli

UA, Gift Processing
Mary Headd

UA, Gift Processing
Laura Colella

Yellow= Vacant
Blue= Interim Appointment
Green = Temp Emergency

SCSU Diversity, Equity & Inclusion

As of August 2021

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                        President
                       Joe Bertolino

CSU Administrative Assistant      VP for Diversity, Equity &
(Shared with Mark Rozewski)              Inclusion
        VACANT                         Diane Ariza

        Associate VP for Institutional    Director of Diversity &
        Inclusive Strategies & Change        Equity Programs
               Management                       Paula Rice
                VACANT

                                        Associate in ODE
                                            VACANT
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Green = Emergency

Blue = Interim

Yellow = Vacancy

19. Record briefly the central elements in the history of the institution
   • Founded in 1893 as New Haven State Normal School
   • Became four-year college in 1937
   • First accredited by NEASC in 1952
   • Became New Haven State Teachers College and added graduate studies in 1954
   • Expanded to include liberal arts and other professional fields in 1959
   • Granted university status within Connecticut State University System in 1983
   • Offered first doctoral program in 2002

Institutional Overview

SOUTHERN CONNECTICUT STATE UNIVERSITY was established over 125 years ago as a teacher's college. In the intervening years, it has become a comprehensive regional university, drawing students from cities and towns across Connecticut, as well as other states and countries. Since its founding, SCSU has expanded its education programming, built programs devoted to public service, and developed robust professional and liberal arts academic programs. While building programs and curricula, Southern has also developed a strong research and scholarship base that represents the diverse expertise of our faculty and supports experiential education for our students.

Southern's mission is in keeping with this history of preparing students for both private enterprise public service: "Southern Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good." Under the leadership of President Bertolino, the university maintains this mission, placing its primary focus on social justice with the aspiration to be known as the social justice and anti-racism public university of Connecticut. We emphasize the values of dignity, respect, kindness, compassion, and civility to confront the inequities revealed by our current national challenges.

As an institution, Southern is integrally connected with the future of concentric circles of broader communities: the city of New Haven, the region, the state as a whole and the nation. Today its hometown of New Haven mirrors the face of the United States, which places the university in a unique position to experience and prepare for the future of the state and nation. The university is fortunate to enroll a diverse student body—the most diverse of the Connecticut state universities. Southern students are racially and ethnically diverse. They are cis-gender and LGBTQ+. They speak numerous languages and have immigrated here from around the world. They span economic classes and generations. They represent a multitude of abilities, talents, and passions.

The university values this diversity and celebrates the wide-ranging perspectives that it engenders. This diversity is an outgrowth of Southern's commitment to public access and the elimination of barriers that prevent full participation. Many students are commuters; many work either on or off campus; many provide support to their own families; many are active-duty and military veterans. Because of the competing demands of these roles, students struggle to maintain a balance between school, work, and family. These life circumstances create a moral imperative to provide excellent higher education, professional credentials, and research and networking opportunities to prepare them for their next academic steps and careers.

Our faculty advance the academic reputation of the university by being actively engaged in creative activities and research that often result in nationally and internationally recognized publications, advances in teaching and learning, and public scholarship through community partnerships. Although Southern follows best practices in recruiting diverse faculty and administrators, it shares a common problem of recruiting and retaining these colleagues. Furthermore, the university faces other struggles common to all colleges and universities: declining enrollment due to changing demographics and the exigencies of a global pandemic. In addition, as a state institution, it is confronting financial restrictions brought on by limited state budgets. In the face of these constraints, the university remains united in supporting its primary role in educating the state's future citizenry.

In that civic role, the university aspires to become a premier social justice and anti-racism institution and pursues that in a number of ways. First, one aspect of being a social justice institution is providing an excellent education for *every* student. In order to empower students to achieve their potential, faculty are actively involved in advising students, integrating them into research, and providing accessible, yet rigorous high-quality learning within the classroom. The relatively small classes (85% under 25, few with more than 40) allow students to build relationships with faculty, often resulting in life-changing mentorships.

Second, in order to support students' academic accomplishments, the university takes a holistic approach to nurturing their physical, emotional and social wellbeing, through systems like a newly revamped "neighborhood" advising program and an award-winning financial literacy program. The Center for Academic Success and Accessibility Services is centrally located in the university library to provide a wide-range of academic resources to students. In addition, the Dean of Students coordinates a range of resources to meet students' material needs. Students build their sense of belonging by participating in rich co-curricular experiences as the university maintains its commitment to a student-centered approach.

Third, the university proactively seeks to build relationships with the surrounding community through internships, clinical work, field experiences, and other outreach programs including an early college program, a creative partnership with Elm Shakespeare Company, and the Werth Center for Coastal and Marine Studies as it seeks to revive Connecticut's urbanized shores.

Fourth, embracing the global 21st century economy, Southern does more than prepare students for jobs, careers, and post-graduate programs; we prepare them for a future where they will innovate, become entrepreneurs, and adapt to new and emerging technologies. We envision a synergy between innovations in the university and the economic and social development of the community. This synergy is driven by our aspiration to transform lives—the lives of our students, their families, and the members of the communities they go out to serve.

Over the past five years, a new leadership team has taken the helm. Since our interim report, in Academic Affairs, we have brought on a new Provost, Associate Vice President for Academic Affairs, Associate Vice President for Strategic Initiatives and Outreach (a new position), Director of Institutional Research, and Director of Assessment and Planning. At the senior level, the President's Leadership Team has expanded its organizational structure. Because of its centrality to the university, Enrollment Management has been given cabinet-level status. In addition, our focus on social justice prompted the creation of the new role of Vice President for Diversity, Equity, and Inclusion to consolidate our efforts to make improvements in this area.

To support teaching and research, the face of the university has been transformed physically. The library renovations have been completed. The School of Business moved into the refurbished former student center and is preparing for another move into a new carbon neutral building, which has recently broken ground. The beautiful Academic Science and Laboratory Building is now home to our science programs. The College of Health and Human Services will occupy its new building in Spring 2022.

This physical transformation has paralleled a reimagining of academic programs and supports. Based on the data collected from program self-studies, including from our new Standards, Assessment, and Review (StAR) program review process, faculty have creatively established new degrees (e.g. doctoral) and additional modalities (e.g. hybrid and online). These changes seek to attract a broader range of students and accommodate our current students who balance work and other commitments. To further serve our students, we have adopted a new advising model, which gives added attention to student success in order to meet specific student needs.

The social justice theme in our mission guides our performance in every NECHE standard. The concept is ubiquitous on campus and we are in concert that all voices should be respected, valued and heard. But because as a concept it is difficult to gauge, we are only beginning to develop consistent measures of equity across the institution. The creation of a scorecard will assist us in assessing our progress to date.

We take a holistic and collaborative approach to student success. Our ideal is to provide for the intellectual, social, emotional, and physical needs that are necessary for students to reach their potential. Faculty, staff, and administrators all play a role in supporting student learning. A wide variety of services and resources are available across campus, although in the past not all students used them. Because commuters, part-time students, and graduate students are less likely to access them on ground and during business hours, we have begun to provide them remotely.

We seek to strengthen community relations in a synergistic way that supports students, the university, and the community. All members of the Southern community are involved in service for the public good. This can take the form of community service, like our annual Day of Service. It also entails students' experiential learning and faculty involvement in public research. The community is involved in our public events; local students participate in classes and programs; and local teachers engage in professional development. The community is able to access services through our public clinics.

Because Southern has increased its commitment to evidence based decision-making, the university collects a range of data across campus. But because of its decentralized collection, in general, only its findings are disseminated. Raw data tends to be used solely by the office for which the data was collected originally and does not generally get shared with all who could benefit from it. We need to transition to a more integrated and sustainable data collection process. Such a process should include a deeper dive into the data in order to identify common threads and underlying patterns across the institution. The lack of dissemination of data is symptomatic of a broader need for effective and clear internal communication.

During the COVID crisis, we needed to quickly find information and set up systems to collaborate on university-wide challenges. In responding to the pandemic's demands, we found that we are capable of streamlining institutional communication and expanding our collaboration. During the pandemic, we have been laser-focused on simplifying how we do things and increasing accessibility to systems, processes, and resources. For example, the development of digital tools has enabled remote work without regard to time and place. This ranges from advising to instruction to finance. Our effective use of technology—pedagogically and institutionally—bodes well for our ability to be nimble as we work together in responding to future needs and crises.

Our intentional and dynamic pursuit of our aspiration to be a social justice and anti-racism university has grounded our efforts during the intersecting crises of the pandemic, economic disruption, and social equity reckoning. Although we are successfully making a difference in many lives, more work is needed to nurture our students with an ever more inclusive campus climate that supports them throughout their studies. In fulfilling our aspiration of being a social justice and anti-racism university, we continually strive to bridge the gaps faced by all of our students, particularly students of color, those from low-income families, and first-generation students. We are passionate about using education to transform lives by embracing every member of our community with respect and dignity.

Introduction

IN PREPARATION FOR THE beginning of subcommittee work, Confluence was designated as the Committee workspace and set up with historical documents related to the university's accreditation. The Data Team pulled together three years' worth of data in the Data First Forms for subcommittees to begin their analyses. The forms were subsequently updated annually. The Confluence site began as a collaborative workspace for the study process and was transformed into the digital workroom containing all the relevant materials for the site team.

On 27 September 2019, the full committee convened and received its charge from President Bertolino, supported by the presence of his Leadership Team. NECHE Vice President Carol Anderson provided background and training for the team. Team members were encouraged to review the NECHE Standards for Accreditation, previous SCSU reports to NEASC/NECHE, and the relevant Data First Forms. Subcommittee co-chairs established meeting schedules, beginning in late October or early November 2019. Each subcommittee created its own timeline and system for assigning work to subcommittee members with a view to the committee-wide timeline. The work of the subcommittees was facilitated by regular meetings with the AC as well as periodic meetings between the co-managers and the co-chairs of each standard.

In October 2019, a subset of the AC and the Data Team attended the NECHE Self-Study Workshop in Stockbridge, Massachusetts along with the provost. We had enough attendees to have representatives in all of the workshops in order to maximize our exposure to the material presented. During breaks, we convened as a group to discuss what we had learned and its implications for SCSU. Upon returning to campus, we made the materials available to the rest of the AC and convened a meeting to discuss it.

One of the major take-aways from the workshop was the need to ground the self-study in a common vision of the identity of the institution and to reflect on every student, every location, and every modality within each standard. In response to this need, we created an identity statement as a foundation for the study. Initially we conducted an AC meeting as a focus group regarding the university's identity. Based on that discussion, the co-managers drafted a statement, which was then presented to President Bertolino and his Leadership Team for consideration and feedback. The statement was then further revised and distributed to AC for their use during the study.

During Fall 2019 and Spring 2020, subcommittees collected the evidence relevant to addressing their standards. After the university shut down in March 2020 because of the pandemic, subcommittees continued their work remotely. Many of the subcommittees completed collecting evidence by the end of Spring 2020, but the

larger ones (Standards Four, Five, and Eight) continued collecting and analyzing evidence over the summer. In the beginning of Fall 2020, each team completed its work by creating robust bullet points summarizing its findings. In addition, each reviewed its documents on Confluence to clarify file titles and created a table of contents for its materials.

In Fall 2020, we began the process of reaching out to the broader community to get feedback for the self-study. We identified four major constituencies and conducted forums with each. These constituencies included faculty, staff, students, and alumni along with community members. We provided each constituency with the identity statement along with access to a response form asking:
- Where does Southern do the best in living out its mission?
- Where do we have room for improvement?
- Any other thoughts about Southern's identity?

We then convened each constituency in a virtual forum to engage participants in a discussion about Southern's mission and future. These conversations served three functions. First, we used them in further refining the identity statement. Second, they provided qualitative evidence for guiding the projections made by the self-study. Third, they engaged the community in articulating a shared vision for the institution.

We followed up on these discussions with more forums in Spring 2021. In these subsequent forums, we solicited responses from the university community on an early draft of our self-study. We conducted three forums addressing Facilities and Resources (Chapters Two, Three, and Seven), Student Support (Chapters Five and Eight), and Teaching, Scholarship and Academic Programs (Chapters Four, Six, and Nine). We incorporated all of this feedback into the self-study.

In setting up this process of self-study, we had four major goals in mind. First, we started the process early and created a well-structured framework and timeline so that we could engage in broad outreach and still finish in a timely manner—even in the face of unanticipated events. This proved fortuitous when the AVPAA left the university and her replacement arrived mid process. It was even more fortuitous in the exigencies of the pandemic.

Second, we wanted to be inclusive in creating the teams so that the study itself would have diverse perspectives on the institution. Initially, we did not include students, alumni, or community members in the teams. When we realized the omission, we included them later in the process to provide their unique perspectives.

Third, we wanted to streamline the quantitative data collection process. During the interim fifth year report, each subcommittee collected its own data. Many of

these requests were directed toward the same offices, leading to confusion over priorities and requirements. To avoid repeating the resulting confusion, we decided to create a team consisting of those primarily involved in the university's data systems. The members of the Data Team were given the Data First Forms in advance with a clear description of the requirements. In addition, the co-managers served as intermediaries when co-chairs wanted additional institutional data from these individuals. The establishment of the Data Team proved invaluable in streamlining the data collection process. The co-managers worked through Academic Affairs to collect a complete set of syllabi for the calendar year 2020, sending out requests through deans and then department chairs to create a repository on the NECHE Confluence workspace.

Finally, we began the accreditation process with the hope that the research that went into the self-study would serve a larger institutional purpose. We wanted the results of the self-study to lead to reflections that would instigate institutional change and improvement. We wanted to set up a data driven system of decision-making that would continue to be the norm after our accreditation status was renewed. There are already signs that this goal will be achieved. A first step is the collaborative development of an alumni survey. Academic Affairs, the Office of Assessment and Planning, the Office of Career and Professional Development, and Alumni Affairs worked together to create an instrument for regularly surveying alumni regarding the impact that their Southern experience has had on their professional lives. Because of the collaboration, the instrument provides a broader perspective on alumni and also has set up a process to ensure its continued implementation in the future.

DATA FIRST FORM GENERAL INFORMATION

Institution Name	Southern Connecticut State University		
OPE ID:	140600	**Annual Audit**	
Financial Results for Year Ending:	06/30	Certified (Yes/No)	Qualified/ Unqualified
Most Recent Year	2020	Yes	Unqualified
1 Year Prior	2019	Yes	Unqualified
2 Years Prior	2018	Yes	Unqualified
Fiscal Year Ends On:	06/30		
Budget/Plans			
Current Year	2021		
Next Year	2022		
Contact Person:	Loren Loomis Hubbell		
Title:	University Controller		
Telephone Number:	203-392-5722		
E-mail Address:	loomishubbl1@southernct.edu		

Areas of Special Emphasis

AFTER OUR 2016 INTERIM Self-Study, NEASC identified three areas of special emphasis for us to address before the current self-study. We describe the results of our efforts in the following areas of the current self-study.

1. Resolving the issues that led the U.S. Department of Education to place the institution on provisional approval for Title IV funding.

This is addressed largely in Chapter Seven in a discussion of how Southern supports its students. The U.S. Department of Education removed our provisional status in February 2019. The resulting changes are also mentioned in Chapter Five in connection to student support services.

2. Implementing plans to reinstate the undergraduate program review process after a planned hiatus and to address issues related to the use of faculty reassigned time.

We address this primarily in Chapter Four in a description of the implementation of Southern's new Standards, Assessment, and Review (StAR) Committee that combines the previously separate undergraduate and graduate committees overseeing program review. StAR commenced operations in Fall 2018. StAR is also mentioned in Chapter Two (in the discussion of evaluation), Chapter Six (in the discussion of instruction and learning objectives), and Chapter Eight (in the appraisal of educational effectiveness).

3. Achieving its goals to improve student advising and services for at-risk students.

We focus on our new advising model in Chapter Six. This model has been implemented over the past three years and includes a collaboration between Academic Affairs and Student Affairs. The new advising model is also mentioned in Chapter Two (in a discussion of evaluation), Chapter Three (in the appraisal of cross-divisional partnerships), Chapter Four (in the appraisal of support for transfer students), Chapter Five (in a description of our holistic approach to student services), and Chapter Eight (in a discussion of student success).

SOUTHERN'S RESPONSE TO THE COVID-19 pandemic has reinforced our social justice and anti-racism mission, as the entire campus has rallied behind efforts to improve accessibility to the neediest members of our community. In March 2020, the university closed its physical campus and everyone transitioned to remote learning and support services. A day-long teaching forum, planned for May, was altered so that a series of workshops about online instruction could be delivered remotely throughout the month of April, and the remainder of the semester. This Spring Forum provided support for faculty to use during the summer as they adjusted their course planning to respond to student needs for the 2020-21 academic year.

In terms of campus operations, once the Spring 2020 semester ended, several new planning committees were formed for re-opening the university in the Fall 2020. Initially, committee reports were sent to CSU to inform system-wide directives. Then, a campus-planning team was formed and a project consultant hired. These planning groups contributed to information posted to a special COVID website (mentioned below in Chapter Seven) as well as numerous emails and other communications to the campus community about guidelines for in-person safety, including mask and distancing guidelines as well as testing.

Several of our campus governance bodies that formerly met on ground, quickly transitioned face-to-face meetings into virtual gatherings (via Microsoft Teams, WebEx and Zoom). Voting was conducted via online polls or virtual hand-raising. Paperwork that required signatures, was completed electronically (using Blackboard, Kuali, DocuSign, and Adobe Acrobat).

The academic programs also adapted. Before the pandemic, only a handful of graduate programs were designed to be completed entirely online (as listed in the Institutional Characteristics #15 above). Since moving to fully remote modality in March 2020, several programs realized they could serve students better by offering additional online and hybrid courses and plans are underway to add remote modalities moving forward as an option for increased student flexibility.

Our response to students has been to normalize what was previously stigmatized. Regarding food insecurity and other basic needs, student affairs increased their efforts to identify students in need of services (see Chapter Five). For instance, the food pantry was expanded; students with housing insecurity were provided accommodations in hotels; students with remote access computing needs were provided with laptops and additional hotspots (see Chapter Seven). Additionally, other student services were able to be accessed remotely, including tutoring and library services (see Chapter Five and Seven respectively).

In terms of financial resources, the pandemic occurred within a broader context in which we were on a downward trajectory of enrollment. The pandemic led to decreased revenues from lower enrollment and fewer students committing to live in our residence halls. Simultaneously the pandemic increased costs of safety preparations and infrastructure needs to enable learning and working remotely (see Chapter Seven). This financial burden has been ameliorated by federal and state funding, such as through the CARES Act.

Administratively, many units on campus were poised to easily adapt due to foundational steps previously taken. For instance, IT had already moved our enterprise system to the cloud that enabled remote work. We previously added 24/7 support for Blackboard Learn 9 and other academic and administrative platform support. We moved from a traditional "shared drive" model to Microsoft OneDrive and Microsoft Teams, so employees would have ubiquitous access to individual and departmental content. The use of DocuSign proved valuable and expanded greatly during the pandemic. In addition, many offices began to respond to student inquiries through live chat directly available on their webpages (including the registrar's office, library, admissions, etc.).

Academically, all full-time faculty already had laptops, so that enabled a swift transition. Blackboard shells were already available for all courses (even if previously unused). The framework for the Office of Online Learning had been created and it went into full swing to provide ongoing training after spring break in March 2020. IT had been planning to create socially distanced computer labs, but after campus was closed for the remainder of the term, some of the labs were dismantled, and many of those computers were made available to students with technology needs.

Over the summer of 2020, 20 classrooms were configured to support Hyflex instruction. This implementation enables a future where we will be able to consider pedagogy as the driving force behind our choice of learning modality. In addition, IT had already put into place a multifactor authentication system to ensure security. IT has actively monitored analytic reports from authentication platforms (including Eduroam) to maximize access the university and its resources in an ongoing manner. Participation in Eduroam further expanded internet access to students when the New Haven Public Schools adopted it in December 2020. Within days of the network going live, Southern community members were its highest users. Additional moves to expand licenses to commonly used software such as Adobe suite, SPSS and PSPP were made to enable remote access. Fall 2021 we plan to continue remote access to lab software.

During the pandemic, policies around grading were adjusted to meet student needs. For instance, Pass/Fail, Withdrawal and Incomplete deadlines were adjusted according to the extant situation of each semester.

In recognizing that we may not have solved every problem, a

student survey dedicated to the move to remote instruction was conducted near the end of the Spring 2020 semester. The first question addressed student challenges during the transition to remote learning. The number one response was "having a quiet space to work" (30%) which stands in stark contrast to the response with the lowest number of responses: "access to technology" (5%). The responses to this survey were used during the preparation for the Fall 2020 semester where approximately 70% of courses were delivered online. Remaining issues were addressed by the relevant offices. A second survey of students was conducted in Fall 2020 to ensure that we identify any new pandemic related issues. "Having a quiet space to work" continued to be a problem for 31% of students. But the two most prevalent challenges cited were "Lack of motivation for online learning" (60%) and "Lack of interaction with other students" (63%). Access to technology remained a problem for 7.24% of students surveyed. The Library also conducted a survey to assess remote use of its services in December 2021 (see Chapter Seven).

Overall, the entire campus community demonstrated empathy during this time. For instance, many remote meetings began with a "check in" to find out how everyone was doing before commencing the work or business at hand. In addition, faculty were careful not to add burdens for students with new or additional assessments. Another suggestion that several faculty members implemented was to add a "self-care" day option within syllabi. These and other small steps illustrate that the pandemic response was not just a larger administrative task, but was a personal step taken by individual members to ensure that our entire campus community was able to stay safe and well during this precarious moment in time.

During the pandemic, we ensured that our community (at a distance) was kept unified through consistent and regular communication. In addition to emails sent to the campus community, frequent video updates from President Bertolino were posted online. A dedicated pandemic webpage included updates. Given the evolving nature of the pandemic, our reopening webpage has changed several times and now includes specific information for Fall 2021, where we will now require vaccines for all returning students.

On the positive side, SCSU is well staffed (with excellent student: teacher ratios). The other benefit COVID has provided is our ability to provide more flexible options for serving students moving forward. This includes increased proficiency for expanded course and program modalities; administrative paper processes have transitioned to online forms to complete and approve; and synchronous remote meetings options that can include more of our community members who may be off-campus. Personnel resources have become more available to students, through mechanisms such as remote advising and chat boxes.

Looking back, the experience has been eye opening regarding technological inequities. It has given us a lens to review our processes and identify ways to address these equity issues. Student technological limitations have become part of campus-wide planning efforts. With the development of faculty aptitude and ease with online tools, we will offer more online and hybrid courses and programs in response to student demand. Building a paperless campus has been accelerated with digital document management and workflow initiatives. Meetings will be more inclusive of remote participants. Overall, because the pandemic gave us an opportunity to explore alternative ways of doing things, we have become more creative and flexible in our processes.

Description

(1.1) Under the leadership of President Bertolino, Southern Connecticut State University has focused its work on its distinctive mission as a social justice institution. "Southern is committed to academic excellence, access, social justice, and service for the public good." We address the needs of society directly through community engaged scholarship, teaching, and learning. Our graduates leave prepared to encounter rapidly changing economic and social conditions.

We have a tradition of providing excellent education to a diverse group of undergraduate and graduate students. Among undergraduates, we provide our students a foundation in the liberal arts and sciences to support their professional development and life-long learning. Among graduate students, Southern produces the largest number of credentialed professionals in the Health and Life Sciences, Education, and Social Services in the state university system.

Our emphasis on social justice and anti-racism permeates our vision for how we fulfill our mission. "Southern strives to empower every undergraduate and graduate student with the knowledge, skills and perspectives essential for active participation and impassioned, ethical leadership." In the future, we aspire to be the social justice and anti-racism public university of Connecticut. This overarching goal is influenced by the impact of the COVID-19 pandemic and the new economic and social realities faced by many members of our extended community.

(1.2) SCSU revised its mission statement after an 18-month period of study, 2005-2006. It was formally adopted by the governing board in 2010. It is found in the catalogs (undergraduate and graduate) as well as the About page of the university website. Our mission is consistent with that of the system.

(1.3) The purpose of SCSU is to be a comprehensive regional university. Because our graduates form the foundation of Connecticut's workforce, our programs are created, evaluated, and modified based on the professional needs of the state. Our faculty involve students in public research, which enhances the community and prepares students for service and careers after graduation. For example, the College of Health and Human Services has established a new center, the Community Alliance for Research and Engagement (CARE), in partnership with the Yale School of Public Health, which actively involves students in the mission of achieving health equity in New Haven, CT. This aligns with our university mission in our commitment to social justice and service for the public good.

Similarly, the Office of STEM Innovation and Leadership (STEM IL) advances innovative research, scholarship, creative activity, and entrepreneurial initiatives by leveraging STEM-related collaborations across the academic and non-academic units of SCSU while leveraging partnerships with

outside entities including industry, government, and other educational institutions. STEM IL supports the university's mission of pursuing excellence, empowering communities to innovate, and promoting leadership and creativity.

At the departmental level, the Department of Curriculum and Learning hosts Jumpstart, whose student members volunteer in local preschools, engaging children through many activities such as reading, singing, and playing games. The university also enhances the community through our Visiting Scholars Program, which works with local K-12 schools to promote discovery, research and learning. Our faculty bring their deep and diverse experience in a variety of disciplines to these classrooms to generate an atmosphere of inquiry, enthusiasm and excitement in an array of academic arenas.

(1.4) Based on the 2020 Identity Forums, all constituent groups were able to identify Southern's social justice mission. New faculty are exposed to the mission statement as part of their orientation and it is posted across campus to serve as a daily reminder. For example, during AY2019-2020, faculty, staff and students engaged in a dialogue about having a social justice designation for courses as a way to advance the university's social justice mission and that discussion has continued since then. The mission has become part of the fabric of the university. The university's mission serves as a touchstone as each department has created its own mission statement and learning objectives.

(1.5) President Bertolino regularly creates a list of university priorities based on the mission statement. The divisions then use those priorities in determining their goals and how to allocate their resources. Units across campus use the mission as the foundation of their plans. At the conclusion of each year, the President's Leadership Team reflects on the progress made toward achieving these priorities.

Appraisal

Service to the community permeates activities across campus. During the pandemic, the use of remote technology afforded many opportunities to connect with leaders who might not otherwise have been available. For example, the College of Education coordinated a Virtual Colloquium Series to feature dynamic educators and administrators who make an impact in their respective fields. The final speaker of the series was U.S. Representative Johana Hayes, a Southern alumna elected to Congress after being selected as the National Teacher of the year.

Given that the mission is over ten years old, one might think that it might be time for its reappraisal. However, the current mission statement has allowed the university to adapt to changing circumstances. President Bertolino's elevation of social justice has allowed the university to proactively respond to various social forces that influence the university. The fact

that as a community we are on the same page regarding the mission is a good indication that we are headed in the right direction. Evidence from ongoing faculty dialogues, as well as our NECHE Identify Forums, suggests that rather than rewriting the mission statement, it could be improved by more clearly articulating what is meant by the phrase "social justice" as an actionable direction for the university.

Projection

As long as the mission continues to highlight the university's role in countering society's inequities and supporting students on campus and beyond, we can expect it to guide our actions. Ongoing dialogues are addressing what we, as a university community, mean by "social justice." For instance, moving into the sixth year of living our social justice mission has ramifications across campus in ways that we did not anticipate at the outset of the work. Ten years ago we were more focused on ensuring compliance with Title IX processes. Six years ago, President Bertolino widened the scope to move from a focus on inclusivity to having civility and respect permeate every interaction.

Today we recognize that social justice and anti-racism work must take place within all divisions. The current university priorities support the goal of becoming the premier social justice and anti-racism public university in Connecticut. To do this, we strive to advance our mission of access and affordability and ensure student success by committing to the following priorities: 1) preparing Southern for the future; 2) driving enrollment; 3) ensuring student success; 4) advancing social justice and anti-racism on campus and beyond; and 5) engaging our community and expanding our reach.

While all five priorities support our social justice and anti-racism mission, the fourth priority is most explicit in that pursuit. To achieve it, the action items include continuing to focus our efforts on recruiting and retaining faculty and staff

that reflect the diversity of our student population. In the division, we are awaiting system approval to hire a Director for Faculty and Staff Diversity Recruitment and Retention who will collaborate with the Title IX Director in the hiring and retention process. The division will also include an AVP for Inclusive Strategies and Change Management who will provide anti-bias training as well as social justice and anti-racism education. This individual will work in tandem with the Office of the Ombuds, who have been trained in restorative justice, to proactively build a culture of empathy across the university. We also await system approval for a new Director for Inclusive and Restorative Justice Education and Development who will focus on supporting inclusive pedagogy across the university.

We will also examine processes to ensure that inequity does not appear in any form. In addition, we will attend to social justice and anti-racism in our curriculum, events, and other community interactions. Embedded in the priorities is the establishment of measurable criteria on which to evaluate university actions. These efforts are part of the three-year plan for Social Justice Priorities. We are currently in Phase II of the plan in which the VPDEI engages and strategizes with faculty and staff. In January 2022, Phase III begins wherein the VPDEI will lead the charge in measuring and assessing our progress on social justice and anti-racism priorities. This phase is scheduled to be complete in December 2023.

In support of our social justice and anti diversity efforts, grants are available to all members of the university community (faculty, staff, and students) to pursue a climate of inclusion. Furthermore, the President's Commission on Social Justice at Southern presents Top Owl Social Justice Awards to recognize contributions in helping our university achieve our mission of creating and sustaining an inclusive community that appreciates, celebrates, and advances student and campus diversity at Southern Connecticut State University.

DATA FIRST FORM 1.1 MISSION AND PURPOSES

Document	Approved by Governing Board
Institutional Mission Statement	2010
Mission Statement Published In:	
Strategic Plan	
Undergraduate Catalog	
Graduate Catalog	
Related Statements	
Social Justice Values	
BOR Mission, Vision, Goals	

General

(2.1) The university engages in planning and assessment at an institutional level as well as within its constituent parts—divisions, administrative units, schools, colleges, and departments. Regardless of the level of analysis, these studies involve both appropriate university members and external perspectives. For example, between 2013 and 2015, the university conducted an update to its strategic plan that included administration, alumni, community, faculty, staff, and students. This planning process took a broad-based approach and its results were subsequently integrated into the university's annual priorities. The President's Leadership Team reflects on these priorities and communicates them to their divisions for use in establishing their own plans.

(2.2) At the university level, we maintain the Office of Assessment and Planning and the Office of Institutional Research to support planning and evaluation by the university and its units. Divisions systematically collect data that evaluates their own priorities within the plan. Individually and collectively, university activity is guided by data driven decision making.

Planning
Description

(2.3) Within the context of formal long-term planning, leaders at all levels of the university embed short-term planning to guide their work. These include the previously mentioned university strategic plan, a student services plan, a Diversity Equity and Inclusion plan, a physical plant Master Plan, an information technology plan, a library plan, and (given recent events) an iterative pandemic reopening plan including one for IT. We describe each of these plans below in the relevant chapter.

(2.4) Balanced within all units are financial planning and the anticipation of enrollment trends over a five-to-ten-year period. For example, in 2017, the university conducted a study of the impact of demographic changes on university enrollment. On the basis of that, it developed a five-year plan to address enrollment challenges. Long-term trends are integrated into discussions of short-term forces. For example, the pandemic has immediate consequences for both finances and enrollment that the university addresses with a view to the long-term trends and sustainability of the university. These will be addressed in more detail in Chapters Five and Seven.

The Board of Regents (BOR) for the Connecticut State Colleges and Universities (CSCU) holds us accountable for such planning. For example, in the seventh semester of a new program, we are required to report to the system regarding the program's enrollment and financial stability. We also report annually how we helped CSCU fulfill its

goals and metrics, e.g. time to degree, total research expenditures per full-time faculty member, and measures of equity. For example, the library has worked with the CSCU Library Consortium in developing a system level strategic plan in addition to developing its own strategic plan. Most recently, the focus on social justice has led to the creation of the position of Vice President for Diversity, Equity, and Inclusion. As mentioned above, this new VP has created a set of priorities which are guiding a systematic analysis of university goals and identifying ways of achieving them.

Just as planning occurs at the university level, leaders at the school, college, and department level participate in strategic planning. Strategic plans have been produced by the School of Business, College of Education, College of Arts and Sciences, and the School of Graduate and Professional Studies. In addition, units frequently conduct SWOT analyses in order to assess opportunities and constraints. For example, representatives of the College of Education meet regularly with leaders from the surrounding community to discuss Southern's role in initiatives such as the Minority Educator Initiative that seeks to prepare K-12 teachers who represent the diversity of the region.

(2.5) The focus on planning has allowed the university to deal with the exigencies it faces. For example, Southern has had emergency reserves sufficient to face decreased enrollment in recent years as well as initially cover some costs of the pandemic (see Chapter Seven). Our plans have also been proactive in working for the future. For example, the growth of the College of Health and Human Services meets the growing need in the state of Connecticut for such professionals. These students have been prepared to meet the short-term needs created by the pandemic as well as the long-term needs of the aging population in the community.

Appraisal

Organizations today recognize some of the pitfalls of longer-term planning because it›s extremely important to stay nimble and responsive to continually changing circumstances. Similarly, SCSU is poised to identify the changing needs of our community and students by focusing on annual planning. We showed our capacity to pivot quickly in response to the demands of the pandemic. But in doing so we recognized that not all of our processes are nimble enough to adapt quickly to future needs. The university's strategic plan has guided annual priorities, which in turn have been the focus of division activity. Below we will describe how this process has resulted in the attainment of many of the strategic plan's goals.

Evaluation
Description

(2.6) The mission of the university is set up to guide

decision-making and the criteria by which its components are judged. Units across the university produce annual reports, which allows both for self-assessment by the units and divisional and university assessment by those reviewing them. Periodically, the university president speaks to the university in town hall meetings to describe progress toward our goals. He also reports regularly to the BOR.

(2.7) In pursuing its mission to provide "exemplary graduate and undergraduate education," the university regularly evaluates academic programs on a seven-year cycle to assess their quality, integrity, and effectiveness. (See Chapter Four for more information on the StAR committee that conducts these reviews.) These program reviews integrate feedback from students, alumni, and faculty in the evaluation process, which culminates in plans to update curricula and programming to improve student outcomes and the student experience.

(2.8) At a broader level, evaluation occurs across the university. During our five-year interim review, we reported on our Student Success Taskforce. Since then we have implemented a number of changes based on it. It resulted in several innovations that will be described later, including the Financial Literacy Program, the New Advising Model, changes in Transfer Services, and the development of easily available academic maps across all majors. More recently, SCSU conducted a Campus Climate Survey (both with [students](#) as well as [faculty and staff](#)), assessed its [financial aid](#), [athletics](#), and the previous [advising](#) model, and considered specific student populations such as [transfer students](#).

Appraisal

At the mid-way point in the 2015-2025 strategic plan, we have made headway in meeting its four goals. Goal 1 was to provide exemplary, transformative, and accessible education in a student-centered environment. Toward this end, we have established an effective Academic Success Center that will be described in Chapters Four, Five, and Eight. We have also strengthened academic advising with the institution of the new advising model (described in Chapters Four, Five and Eight) and a new office of Career and Professional Development (Chapter Eight). We have also implemented an award-winning Financial Literacy program to support students and their families (Chapter Five). We have dramatically increased our Early College program to align with best practices (Chapters Three and Four).

In Goal 2, we sought to develop and sustain a university-wide climate and infrastructure that nurtures research, scholarship, creativity, and innovation. To that end, we have reorganized the office of Sponsored Programs and Research (SPAR) to identify potential sources of external funding and provide ongoing support for those who receive grants, especially grants that are large and complex (Chapter Six).

We have appointed an Executive Director of Research and Innovation and hired an Associate Vice President for Strategic Initiatives and Outreach, both of whom work in different ways to create and develop external collaborations (Chapter Six). In order to sustain a climate of creativity and innovation, we hold annual events celebrating academic accomplishments (Chapter Six).

Goal 3 called on us to engage with local and global communities through exemplary leadership and service to promote community well-being, economic growth, and social justice. On his arrival, President Bertolino embraced the social justice component of this goal, elevating its status, as described in the Institutional Overview (also in Chapter One). One consequence of his focus has been the hiring of a Vice President for Diversity, Equity and Inclusion. She has promoted anti-racist activities on campus as a step toward redressing past inequities. Many departments (Chapter One) have expanded their engagement with local organizations to promote community well-being through such services as clinics for communication disorders, family therapy, or running injuries.

With Goal 4, we sought to provide exemplary, ethical stewardship of human, financial, technological, and physical capital. We became a charter signatory of the national Climate Leadership Commitment for colleges and universities and are committed to achieving net-zero carbon emissions in operations, and fostering climate resilience and sustainable practices on campus and as part of a broader community. New buildings have integrated LEED planning, which has resulted in LEED gold certified designations for the most recent completions (Chapter Seven). We have appointed a Sustainability Coordinator who oversees [campus sustainability](#) with such programs as a campus community garden and composting (Chapter Seven). As part of this goal, we have also made headway in providing an accessible, seamless, state-of-the art digital experience for every member of the campus community (Chapter Seven). Much of this work was completed prior to the pandemic, which laid a foundation for the transition to a fully remote campus (March-August 2020).

One objective of Goal 4 was to build a climate and infrastructure that supports and increases the university's financial well-being. As part of our stewardship for financial capital, we have reorganized Institutional Advancement to improve its performance. This has included plans to expand the number of gift officers and make them available to deans. The timeline on this has been interrupted by the recent hiring freeze. Nevertheless, the deans have been meeting regularly with Institutional Advancement for the past two years to collaborate on funding for student scholarships.

Unfortunately, the strategic plan did not adequately address the current enrollment environment. The advising program and financial literacy program have begun to address

retention issues. However, they are insufficient to deal with the impending enrollment cliff. In December 2020, WICHE released a report about nationwide enrollment trends that are slightly more positive than their previous five-year projection. Despite the minor differences, they anticipate the New England region will still need to adapt to fewer college-bound high school students. SCSU must continue to plan for the decrease among annual high school graduating cohorts as well as the increasing diversity of future students. Budget constraints combined with the pandemic are forcing a reckoning between the interests and perspectives of each unit and constituency.

In order to address enrollment concerns, in Fall 2018, the provost developed a 3-year plan in which he charged the deans to develop goals related to enrollment and curriculum. In response, the Dean of Arts and Sciences charged his department chairs to select measurable interventions focused on recruitment or retention— whichever is their area of greatest need. One retention intervention selected by the Department of Communication, Media and Screen Studies was to undertake professional development in academic advising for faculty in order to train them to use SSC Navigate (described in Chapters Four and Eight) for taking notes when meeting with students. Similarly, other schools and colleges have created recruitment strategies that include outreach to local K-12 students. For example, the College of Health and Human Services developed a program that introduced high school students to nursing and the School of Business created a program that trained children in the basics of entrepreneurship. Because of delays caused by the pandemic, the provost's 3-year plan now has a completion date of Fall 2022.

Despite the breadth of reports across the institution, engaging in a broader dialogue with a variety of campus constituencies would enhance the usefulness of the data that is gathered in the evaluation process. In the absence of a University Senate that would regularly bring faculty and administrators together to discuss issues and share data, information remains largely siloed within individual units.

Projections

Given the progress we have made in meeting the priorities within the Strategic Plan, the President's Leadership Team is currently (AYs 20-22) focused on rectifying the plan's unrealistic enrollment projection of 12,500. This past year, the President's Leadership Team held focused discussions about what Southern's composition of students will be in the next decade. These discussions have been driven by data, reality, and the imperative to compete in order to maintain and develop relevant and forward-looking curriculum and student opportunities. The discussions resulted in the five priorities mentioned in Chapter One, including Priority 2 that addresses "Driving Enrollment."

Because the President's Leadership Team recognizes that enrollment challenges are a community issue, ongoing dialogues are necessary. President Bertolino hosted an all-campus town hall meeting to widen the conversation in Spring 2021. In AY 21-22, he will issue statements to internal and external stakeholders laying out the relevant data regarding enrollment trends as well as the benefits of reimagining ourselves. After disseminating this information, President Bertolino will host internal and external meetings. The goal of all of this communication is to reframe declining enrollment as an opportunity to strengthen the institution through purposeful change.

Such dialogues will prepare us for developing the next strategic plan in 2025. The enrollment priority includes several action items:

- Focus on regional needs, workforce development, and industries of the future.
- Identify and promote nationally competitive degree programs.
- Examine basic barriers to access through the perspectives of first generation, low income, international, rural, and BIPOC student populations.
- Develop a clear, intentional, and personalized outreach strategy that makes Southern a first choice for diverse students.
- Become the transfer institution of choice among the CSUs.

DATA FIRST FORM 2.1 PLANNING AND EVALUATION

Planning	Approved by Governing Board	Effective Dates
Strategic Plans		
Immediately Prior Strategic Plan	2007	2007-2012
Current Strategic Plan	2015	2015-2025
Next Strategic Plan	n/a	n/a
Other Institution-Wide Plans	**Year Completed**	
Master Plan	2015	2025
Academic Plan		
Financial Plan		
Technology Plan	2016	2016-2026
Enrollment Plan	2017	2017-2021
Development Plan		
Plans for Major Units		
Arts and Sciences	2017	2017-2022
Education	2015	2015-2020
Business	2019	2019-2022
Graduate Studies	2021	2021-2026
Evaluation		
Academic Program Review		
Program Review System Last Updated	2019	
Program Review Schedule	Every 7 years	
Sample Program Review Reports		
Political Science		
Theatre		
World Languages and Literature		
System to Review Other Units		
Program Review Schedule	n/a	
Sample Program Review Report		
Athletics Program Review		
Other Significant Institutional Studies		
Transfer Student Survey	2012	
Campus Climate Survey	2017	
New Advising Model	2017	
Student Success Taskforce	2014	

General

(3.1) The institution's by-laws are incorporated into those for the Connecticut State Colleges and Universities. Within our institution, the University Leadership Organizational Chart provides a high-level overview of the relationship between senior administrators. Each vice president in turn has an organizational chart that describes reporting relationships. The fundamental work of these leaders is described by each person's job description. Staff contracts can be found within the SUOAF documents and faculty responsibilities are outlined by the AAUP contract (or CBA). The Faculty Senate has established by-laws that delineate the roles of the faculty governance body. The job descriptions of senior administrators establish their roles, while the union contracts set forth the roles of staff and faculty.

(3.2) Through regular meetings with his Leadership Team, the president is kept apprised of the functionality and challenges in each division. Multi-divisional shared responsibility is expected in all major initiatives. Campus constituencies are represented in the Faculty Senate and Administrative Staff Senate as well as the Student Government Association. These constituencies communicate with the president and his Leadership Team through regular meetings, formal resolutions and informal discussions. The union representatives from the AAUP meet with the president and provost monthly. As administrators are not part of the Faculty Senate (save for the president who is a non-voting, ex-officio member), to maintain communication, faculty leaders meet with the president and provost on a regular basis to discuss issues and challenges facing faculty and the campus at large. Faculty interests are also addressed when the Council of Academic Chairs meets with the provost.

Appraisal

President Bertolino's injunction to have his VPs work across divisions is not reflected well in the standard set of organizational charts. These HR-type documents fall short of reflecting how functions necessarily overlap among divisions in order to serve students well. Nor do they show the processes that are in place for cross-divisional work. For instance, the Division of Information Technology has made service to the other divisions and constituencies its guiding principle. Similarly, the new VPDEI engages with multiple divisions because the work of diversity, equity, and inclusion must be embedded in everything we do in order to be effective. The university's goal of student success is likewise addressed across campus. In some cases, such as in the strong partnership between Student Affairs and Academic Affairs exhibited both in the Academic Success Center and in the new advising model, this has fostered cross-divisional processes; in others, such as enrollment management and data collection, efforts are still in the process of integrating more seamlessly across campus.

Governing Board
Description

(3.3) The Board of Regents (BOR) for Higher Education serves as the governing body for the regional community college system, the Connecticut State University System and Charter Oak State College pursuant to Subsection (a) of Section 211 of PA 11-48. As of 1 January 2012, the Board of Regents is also authorized to act, as necessary, as the Board of Trustees for the Connecticut State University System pursuant to section 10a-88 of the Connecticut General Statutes, as amended. The specific powers and duties of the Board are prescribed in Title 10a of the Connecticut General Statutes and are further delineated in policies adopted by the Board from time to time.

(3.4) Per its by-laws, the BOR consists of twenty-one members who reflect the state›s geographic, racial and ethnic diversity. No voting members are employees of the board, the state or of any independent institution of higher education within the state. Nine members of the board are appointed by the Governor; one, by the president pro tempore (who must be a graduate of one of the community colleges); one, by the minority leader of the Senate (who must be a specialist in K-12 education); one, by the Speaker of the House of Representatives (who must be an alumnus of the CSU system); one, by the minority Leader of the House of Representatives (who is an alumnus of Charter Oak State College), two students, chosen by their peers, and 6 non-voting Ex-Officio Members.

(3.5) Members of the BOR are governed by the Board's and the State›s codes of ethics and serve for the public good and not for personal interest or gain. They comply with the provisions of the Code of Ethics for Public Officials set forth in Section 1-79 through 1-90 of the Connecticut General Statutes. In support of these codes, a Regent must avoid any appearance of impropriety and may not directly enter into a contract for a fee or be employed by the Board of Regents or any of its colleges or universities, nor engage in any activity that violates the intent of this section.

However, such ethical constraints do not ensure that decisions are made in the best interest of the state universities in general or our institution in particular. For example, the decision to support free tuition for the community colleges seemed to be made without considering the impact on state university enrollment. Similarly, the Board makes decisions relevant to private institutions of higher education without necessarily considering the impact on the state universities. For example, after member institutions worked to create the Transfer Articulation Policy, the Board extended its availability to private institutions without consulting the state universities or considering the impact on them.

(3.6) The BOR serves as the governing body for its 17 constituent institutions and the specific authority and duties

of the BOR are prescribed in Title 10a of the Connecticut General Statutes and are further delineated in policies adopted by the BOR. Southern's provost sits on the Academic Council of the BOR in order to represent the university's interests. The BOR guides policy from a system perspective, while the university decides how to implement it locally. For example, curriculum creation is under the jurisdiction of the university, although new programs and programmatic changes need to be approved by the BOR. The university controls hiring, while the BOR approves the hiring lines, an approval that is mostly pro forma except during times of fiscal constraint.

(3.7) Because the BOR oversees multiple institutions, it is not directly concerned with Southern's unique mission. The system office does, however, work closely with university leaders in supporting the pursuit of institutional goals. For example, it helps the College of Education work with the Connecticut Office of Higher Education on data and compliance issues. By statute, the Board monitors and evaluates institutional effectiveness and viability; prepares and presents consolidated operating and capital expenditure budgets; and reviews and makes recommendations on plans received for the continuing development and maximum use of the state's public higher education resources. For example, the Board recently adopted the Alignment and Completion of Mathematics and English (ACME) policy, which seeks to eliminate barriers to student completion of gateway courses in community colleges by making math and English courses co-requisites rather than pre-requisites and encourages support for those courses.

The Board requests annual budget reports to form the basis for system planning. This oversight extends to unforeseen circumstances. For example, during the pandemic, it regularly collected data and convened committees to discuss, prognosticate, and adapt to the changing situation. This became somewhat problematic when the Board tried to dictate a uniform response across the system and local institutions pushed back on the system, preferring to use individual resources to address local needs based on their unique missions. The Board does not seem to have a formal succession plan, but has mechanisms in place to transition leadership.

(3.8) The Office of Research and System Effectiveness of the BOR is responsible for the collection of data (from both internal and external sources); timely analysis and distribution. It presents this information for use in assessment and planning at the system level. It provides pertinent information for use in its own decision-making and policy formulation and for distribution to state, federal and other agencies.

The board has half a dozen committees that meet monthly, which include Academic and Student Affairs, Audit, Finance and Infrastructure, and Human Resources and Administration. Each committee conducts an annual

review to assess how well its activities fulfill the charter's requirements. One of those requirements is updating the individual charters as needed. In order to gain an outside perspective, the BOR brings in outside experts to make presentations.

(3.9) The BOR establishes and maintains appropriate and productive channels of communication among its members and with the institutional community through a variety of mechanisms. First, the BOR appoints elected advisory committee members from each campus to assist in defining and suggesting solutions for the problems and needs of higher education. Second, the BOR has established an advisory council for higher education with representatives from public and private institutions. Third, the BOR has established several standing committees, each of which has a charter, members, and meeting dates posted on publicly accessible webpages.

(3.10) The BOR appoints university presidents and gives them broad authority to meet the university mission, oversee executive management and promote its development and effectiveness within approved BOR policy. The president of SCSU submits an annual report to the system president, which is used to conduct a performance evaluation as dictated by HR policy.

(3.11) The president of Southern is the Chief Executive Officer of the university and reports to the president of the Board of Regents. In the capacity of CEO, the president is responsible for meeting stated missions, directing the executive management of the university, and promoting its development and effectiveness within approved Board policy. In addition, the president is responsible for the welfare of all students and employees at the university. CSU presidents and system administrators meet on a regular basis.

Appraisal

Because some members of the Board of Regents are graduates of CSCU institutions, they understand the mission of public higher education in Connecticut. Although many members of the BOR may have graduate degrees, it is not a requirement that they have earned the full variety of degrees offered by member institutions. As we continue to expand our graduate programs, it would be helpful to have mechanisms to ensure that the BOR includes members who add the perspectives specific to CSU graduate degree holders.

Competition for the declining pool of potential students may become increasingly heated between CSU's constituent institutions. We imagine that establishing the single community college will continue to affect the system, which is likely to have continued seen and unforeseen consequences for us.

Internal Governance
Description

(3.12) The SCSU president manages an organizational structure comprised of a leadership team who oversees each functional area of the university. Through his annual priorities, the president directs his leadership team to set their budgets and activities to fulfill the university's purposes and objectives. Each vice president is responsible to assess the effectiveness of their efforts in achieving the goals. The ratio of full and part-time faculty is stipulated by the CBA. The president is answerable to the Board for the number of staff members needed to support the institution. In the face of demographic changes and the constraints of the pandemic, the president is currently conducting public discussions regarding the future of the institution, especially as it relates to its size.

(3.13) Through regular meetings with his Leadership Team, the president is kept apprised of the successes and challenges in each division. These discussions also support cross-unit awareness and collaboration. Multi-divisional shared responsibility is expected in all major initiatives. In these initiatives, vice presidents engage diverse stakeholders (including staff, faculty, and students as appropriate) in order to ensure their effectiveness. Faculty, staff, and students participate in the shared governance of the institution through membership in a variety of well-established and new committees. For example, the president and provost met with the Council of Academic Chairs in Spring 2021 to discuss post-pandemic plans.

The Faculty Senate is the representative body of the faculty. Its primary function is to serve as the agency by which the faculty can actively participate in the governance and policy-making decisions of the university on the principle of shared authority. Additionally, the Undergraduate Curriculum Forum (UCF) is an autonomous standing committee of the Faculty Senate. It is charged with the responsibility for improving the overall undergraduate curriculum and ensuring that new courses and program development support our high academic standards. Furthermore, members of the Graduate Council (GC) are elected by departments that have graduate degrees. The GC has the responsibility for developing and maintaining university policies that establish the acceptable standards for graduate programs of study offered at Southern Connecticut State University and also has oversight regarding the development of graduate curriculum and programs. Location and modality are two among many factors considered by these two bodies when considering proposals for new or modified programs.

The Administrative Faculty Senate is the representative body of the staff. Its primary function is to serve in an advisory capacity to the president and in all matters affecting the quality and the mission of the university. From the student standpoint, the Student Government Association (SGA) is the representative body advocating on behalf of undergraduate students and the Graduate Student Affairs Committee (GSAC) is the representative body advocating on behalf of graduate students. Members of both groups can act as representatives on university-wide committees.

Lastly, the institution maintains a system of standing committees. These committees are either All-University or Standing Faculty Senate committees, which address a wide range of institutional issues. Representation on these committees includes faculty from across divisions, schools, and departments, with ex-officio administrative, staff, and student members as appropriate. Additionally, information-sharing and institution-wide discussion of issues are valued and supported by long standing events. Specifically, town hall meetings or university dialogues are held periodically on specific issues. For example, in Fall 2018, a Diversity Dialogue was sponsored by the Multicultural Center and in Fall 2020, the VPDEI hosted a town hall on "The State of Social Justice at SCSU."

(3.14) As chief academic officer, the provost (who is also the Vice President for Academic Affairs) directly reports to the president. Specifically, the provost oversees the institution's three academic colleges and two schools (Education, Business, Health and Human Services, Arts and Sciences, and Graduate and Professional Studies), as well as the Buley Library, International Education, Institutional Research, Assessment and Planning, Office of Educational and Assistive Technology, and Research and Innovation. At the center of each of these units is a focus on and commitment to student success. Continuing education is housed within the School of Graduate and Professional Studies and is under its purview for quality control. The College of Education oversees the four off-campus cohorts. The Office of International Education coordinates international courses, which either come in externally as transfer courses (overseen by Transfer Student Services) or internally under the purview of the sponsoring department. Courses that are taught online are reviewed along with the programs of which they are a part, as are dual-enrollment Early College courses.

(3.15) The faculty are responsible for curriculum development and improvement. Changes are developed within departments. New and revised courses and programs are reviewed and approved by the Undergraduate Curriculum Forum (UCF) or the Graduate Curriculum Committee (GCC). Each body develops and maintains policies regarding acceptable standards for courses and programs. The general education program (see Chapters Four and Eight) was developed, revised and continually assessed by the LEP Committee (LEPC) and the Writing across the Curriculum Committee (WACC) within the UCF. After these bodies review and approve course and program proposals, the proposals are submitted to the provost for final approval. Program changes and all new programs are also submitted to the BOR. Each department has a personnel committee to conduct the hiring of discipline-specific faculty.

3.16) The Board of Regents includes two student representatives from the Student Advisory Committee to the BOR (created by Conn. Gen. Stat. 10a-3). At the university level, SGA and GSAC provide a voice for students in policy decisions and campus initiatives. SGA communicates primarily through the division of Student Affairs but also communicates directly with the president, has an ex-officio member of the Faculty Senate, and membership on other committees when appropriate. Additionally, the Office of Student Involvement and Leadership Development coordinates student activities, leadership and service opportunities, club and organization programs to ensure high levels of student participation in campus events and activities.

(3.17) Southern ensures appropriate consideration of relevant and varied perspectives through ongoing discussions within and between the President's Leadership Team, Faculty Senate, Administrative Faculty Senate, UCF, Graduate Council and other governance bodies. Given such discussions, each unit is accountable for making and following through on decisions within its realm of expertise and responsibility.

Implementation of policy is very systematic. In the past, most approval processes were paper-based, which tended to be very inefficient. There have been attempts during the past few years to digitize the process, but, for various reasons, the forms were resistant to digitization. The pandemic forced a total update of all processes, with generally positive results. Incorporating these changes into efficient unit work-flows will still take more work.

(3.18) SCSU participates in a system-wide Transfer and Articulation Policy (TAP), which facilitates community college students to apply their credits toward the completion of a bachelor's degree. As the system adopts the One College framework, these efforts will allow us to continue to meet the needs of these transfer students. Faculty members participate in the discipline-specific committees that oversee these degree pathways. SCSU controls its participation in TAP to ensure academic quality because agreements are ultimately approved by the Faculty Senate. These pathways are regularly reviewed and updated. The university also engages in a number of MOUs with outside organizations. For example, the Early College Program has agreements with school districts to provide Southern courses to high school students. Such agreements are housed in the unit to which they are relevant, but contracts are subject to system-level legal counsel.

(3.19) When vacancies occur, the impacted unit's organizational structure is reviewed. At times, these moments are used as opportunities to create new efficiencies. The governance structure is reviewed during contract negotiations.

Appraisal

Similar to most universities, units can operate as independent silos. But most issues that the university faces have ramifications for multiple parts of campus. Although communication across units provides valuable perspectives, generating insights into creative and effective solutions, communication is not always optimal. For example, two years ago, tensions between the administration and leaders in the Faculty Senate led the president to hire a consultant to facilitate better communication. Because Southern's governance structure relies heavily on its union contracts, current contract negotiations are a source of tension which can impede communication. In general, though, the pandemic served to provide a common purpose for faculty and administration, which resulted in improved relations.

Undergraduate and graduate students are addressed by different administrative units on campus, which leads to some disparity in their treatment. In particular, graduate students are unlikely to be included in committee discourse. Although the Faculty Senate and UCF include ex-officio undergraduate students, there is no similar representation for graduate students on the Faculty Senate and GC.

One issue that hinders the development of sustainable contracts and MOUs is the lack of legal counsel on campus. We share legal counsel with the system office, which means that innovation moves slowly and we may make unintentional errors in drafting agreements due to the lack of oversight.

Projection

At the system level, the university is well connected with the Board of Regents. President Bertolino interacts regularly with the CSCU system president and each vice president is connected to a particular BOR committee (e.g. the provost sits on the Academic Council and the VP of Finance sits on the Finance committee). At the university-level, President Bertolino runs his President's Leadership Council on the assumption that each vice president attends the PLT not as a representative of their own division but as leaders who have full knowledge of all units and consider the university as a whole. The vice presidents interact regularly with one another outside of those meetings in order to develop tactics for addressing university needs.

The vice presidents are in the midst of building inter-divisional collaborations between staff. For instance, the VP of Student Affairs has charged her staff to include in their meetings relevant members of the campus community who are not in student affairs. Similarly, the VP for Information Technology encourages his staff to include the end-users in developing priorities for future resource allocation.

Our goal for the next few years is to continue increasing inter-divisional collaboration among all constituents. We want to build on the success of the partnership between Academic Affairs and Student Affairs in the new advising model and that between the Academic Success Center, First Year Experience, and Transfer Student Services. These efforts indicate a commitment by the units to work together toward our common mission of student success. We are developing approaches that give wider "ownership" across campus for shared responsibilities in areas such as student recruitment, retention, and completion. For example, Enrollment Management and Academic Affairs are beginning to collaborate in order to improve the relationship between program enrollment targets and admissions activities. Our university recognizes the strength of interdisciplinarity and collaboration in developing partnerships with the surrounding community and industries.

DATA FIRST FORM 3.1 BOARD AND INTERNAL GOVERNANCE

Sponsoring Entity:	Connecticut Board of Regents
	Documentation of Relationship
Governing Board	By-Laws
	Board Members' Names and Affiliations
Board Committees	Academic and Student Affairs
	Administration
	Audit
	Executive
	Finance
	Strategic Planning
Major Faculty Committees	Faculty Senate
	Undergraduate Curriculum Forum
	Graduate Council
Major Student Committees	Student Government Association
	Graduate Student Affairs Committee
Other Major Committees	Administrative Faculty Senate
	DEI Advisory Council

DATA FIRST FORM 3.2 LOCATIONS AND MODALITIES

	Location	Date Initiated	Enrollment 2 Years Prior (FY2017)	Enrollment 1 Year Prior (FY2018)	Enrollment Current Year (FY2019)
Main Campus	New Haven, CT/US	1893	11,858	11,501	11,344
Other Locations	Hamden, CT/US		77	37	39
	Cheshire, CT/US			2	
	Madison, CT/US		21	9	10
	New Britain, CT/US		2	23	63
	Waterbury, CT/US		8		
	Waterford, CT/US		13	11	
Distance Learning Programs					
Programs 50-99% On-Line	4 Hybrid Programs		249	246	
Programs 100% On-Line	4 On-Line Programs		60	86	107
Low-Residency Programs	2 Programs		24	42	64

Notes:

Hybrid modality includes AMBA-BUS, BS-SMT, BS-RSP, BS-NRN

Online modality includes MLIS-LIS, MLS-ILS, MLS-LSC, MS-SMT

Online with Residency includes DSW-SWK, ED.D.-NUR

The Academic Program

General

(4.1) Southern offers undergraduates a wide range of bachelor's degree programs—27 Bachelor of Arts and 57 Bachelor of Science degrees. One of these programs, Sport Management, has the option of a fully online program. As the flagship graduate university within the CSU system, we offer 43 master's degrees. Six of these programs are offered fully online—two of them exclusively online and four of them as an option. In addition to the three establish doctoral programs we have a new Ed.D. program in Counselor Education and Supervision (substantive change documentation submitted to NECHE in November 2020). Two of the doctoral programs, Nursing Education and Social Work, are offered fully online. We offer 25 certificate programs (five of which are new). One of these is the Six-Year Certificate program in Education Leadership, which is the one program that is offered off-campus (at four satellite locations as shown in Data First Form 3.2) to facilitate attendance by school district leaders. One graduate certificate program (Addiction Counseling) is offered fully online, while three have online completion as an option.

Modality and location do not provide a useful distinction in disaggregating our program offerings. As shown in Data First Forms 3.2 and 4.1, before the pandemic, the overwhelming majority (more than 98%) of our instruction occurred in person on the main campus. As a result, currently, our curricular approval process includes all modality options. For example, our MBA recently added all modality options—on-ground, hybrid, and online. They are managed by the same department and delivered by the same faculty in order to ensure that students receive the same quality of instruction and experience regardless of modality or location. It does not make sense to distinguish between modality and location because they are integrated operationally and provide an equivalent experience in every case. Program reviews include assessment of all modalities and locations to ensure that student outcomes are met.

The university offers degree programs that are specifically designed to include both liberal education and rigorous coursework in a selected field. There is a 30-credit minimum for each undergraduate major, requiring enrollment for more than one year, and a 120-credit minimum for a bachelor's degree. There is a 30 credit-minimum for a master's degree. The university requires transfer students to complete at least 30 credits at Southern.

(4.2) Each undergraduate and graduate degree program lists learning goals on their program webpage and a complete program description within the undergraduate and graduate catalogs respectively.

(4.3) All programs are designed at the department level and reviewed at the department, school, and university-level committees (i.e. UCF, and GCC). (4.4) Each academic program must go through regular review by the Standards,

Assessment, and Review (StAR) Committee on a 7-year cycle, or, if they have outside accreditation, through their accrediting bodies. This process ensures all programs meet basic quality standards and there is reasonable consistency in quality among them through the mechanisms described. In addition, several of our programs choose to undergo accreditation by esteemed national bodies that raise the bar. For example, Education programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP), Computer Science is accredited by ABET, and the Business School is seeking accreditation by the Association to Advance Collegiate Schools of Business (AACSB). Such accreditation ensures that these programs exceed basic quality standards. For example, AACSB accreditation requires that 40% of the faculty publish regularly in well-ranked journals. One department that meets that high standard is Marketing, with 100% of their faculty designated as "scholarly academic" by AACSB.

Assuring Academic Quality
Description

(4.5) Faculty oversee the curriculum systematically through three primary bodies: Faculty Senate, Undergraduate Curriculum Forum, and Graduate Council. These faculty-led bodies collaborate with the office of the chief academic officer (Provost and Vice President for Academic Affairs) to implement and analyze systematic assessment protocols. The assessment includes indirect measures (i.e., student opinion surveys) and direct instruments (e.g., rubrics, pre-, post-assessments, standardized tools) developed by the faculty, Office of Assessment and Planning, and nationally recognized organizations, such as AAC&U.

Faculty are integral to the development of the curriculum across both undergraduate and graduate levels. Faculty submit proposals for their developed courses in their respective curricular areas through a formal, peer-review process beginning at the department level with a department curriculum committee and Chair approval. For accreditation purposes, some colleges maintain active School Curriculum Committees. All undergraduate courses are reviewed by the UCF Notifications Management Committee (NMC); approved courses are then sent to the UCF for final approval. All graduate level courses are reviewed by the GCC and sent to the Graduate Council for final approval.

Periodically, the UCF and GC collaborate to review policy and procedures to further enhance and make transparent their approach to developing rigorous academic programs. As noted previously, the UCF- and GC-comprised StAR committee establishes and implements a regular review for all programs, both undergraduate and graduate. In the future, UCF and GC will be collaborating on approving 4+1 accelerated programs.

(4.6) All departments are required to complete and submit a self-study of both their undergraduate and graduate programs for peer review. In the past, UCF's Program Assessment and Review Committee (PRAC) reviewed undergraduate programs, while GCC's Academic Standards Committee (ASC) reviewed graduate programs. These two bodies had separate standards for the review process and separate timelines, which meant that a given department could not necessarily combine the self-study process (including the data collection and external review) for their undergraduate and graduate programs. To save effort on the part of the departments and financial resources on the part of the university, it was decided to combine the process. While the unified procedures were developed and the timelines were consolidated, future reviews were put on hiatus, during which time NEASC made this an area of special emphasis for the current NECHE self-study.

After a brief hiatus, the program review process was reinvigorated. This resulted in a 2018, Standards and Assessment Review Committee (StAR) which adopted a new set of guidelines for a 7-year review cycle. This new cycle incorporated the previously separate undergraduate and graduate programs into a single, department schedule enabling reviews of all of the relevant programs within the same review process. This also resulted in a reduction of reassigned time that had been distributed in the formerly separate set of processes. The new streamlined process now provides support to a faculty self-assessment coordinator to receive either reassigned time during fall and spring or compensated pay during summer or winter sessions to prepare their self-study. This span of time enables the department self-studies to incorporate all of the assessment and demographic data to consider program improvements and guide future decisions.

During the 2018-2019 academic year, the StAR committee began operations to provide a more coherent and streamlined process for assessment across both undergraduate and graduate programs. The Committee includes representatives from both UCF and GCC, overseen by co-chairs from each in order to reflect both undergraduate and graduate concerns. Furthermore, committee members represent all of the schools and colleges in the university in order to maximize potential feedback. As a peer-review committee, StAR does not judge the viability or sustainability of a program; rather, it guides departments through a process intended to help identify areas of improvement and success so that SCSU students are receiving the highest quality education. During the period of implementation, StAR has reviewed its processes to streamline its work. For example, it developed a timeline for departments to use during their self-studies and also created a coversheet for tracking the approval process. In Spring 2021, StAR convened a workshop to orient all programs undergoing review during the next two years.

The seven-year cycle of continuous improvement begins with a self-study process that includes an external review. The final report is submitted to StAR for input and assessment. This step is critical to ensuring quality. StAR has the option of granting full or conditional approval. With the latter designation, the department responds to the feedback within a given time frame (1-2 years), after which it submits an interim report laying out a clear action plan. After the self-study, StAR asks that departments identify three (3) issues, or actionable items, identified through the program review process and work with the AVP AA's offices to address and work on them. The VPAA's office then tracks these goals in order to assure the programs remain focused on continuous improvement.

Because outside accreditation includes an external perspective, accredited programs submit their accreditation self-study as evidence to the StAR committee. In this way, programs adhere to the standards of their accrediting bodies, which require in-depth documentation and on-campus site visits on a cycle of five to seven years. The academic leaders (provost and relevant dean) are involved in this process and maintain copies of all accrediting documentation, both reports and responses from the bodies.

(4.7) The provost oversees the collection of data by Institutional Research and the Office of Assessment and Planning, data which he shares with the Provost's Council to support planning and evaluation in order to enhance the achievement of the university's mission. Through shared governance, the Faculty Senate, Undergraduate Curriculum Forum, and Graduate Council collaborate with the provost to review, revise, and allocate resources to enhance institutional mission and program objectives based on the StAR self-study reports, LEP assessment, and other data. For example, at the undergraduate level, the University-Wide Impact Committee (UWIC) attends to institutional impact as it receives, considers, and evaluates new program and minor proposals. UWIC encourages, recommends, or proposes policies for curricular issues that have a university-wide impact.

In support of the university's social justice and anti-racism mission, the university recently approved a new minor in Racial and Intersectional Justice Studies. Housed in the Sociology Department, it is an interdisciplinary program that integrates courses from Anthropology, Economics, English, Geography, History, Italian, Journalism, Judaic Studies, Latin American & Latino Studies, Media Studies, Political Science, Psychology, Public Health, Sociology, Spanish, Women & Gender Studies. Students must complete coursework in two or more of these disciplines.

Supporting this mission throughout the curriculum, the Division of Diversity, Equity, and Inclusion has developed a podcast, "Real Talk," that engages in equity and inclusion conversations on campus. Last year, over a thousand unique individuals conducted a total of 1832 episode downloads. Supporting the university's DEI work, the Racial and Intersectional Justice Group (RIJG) originally emerged out of

a group of faculty, staff, and administrators who participated in Undoing Racism trainings. Members of this group have led faculty development workshops, grant development, and faculty reading groups on issues related to social justice pedagogy. Recently, members of the group compiled a list of courses related to social justice. The group includes an Awareness Training Team that focuses on educating faculty, staff, and administrators about how racism shows up in their classes, their curriculum, and on campus. In summer 2021, the Division of Diversity, Equity and Inclusion sponsored a Social Justice and Anti-Racism Summer Book Read, in which faculty and staff read a selection of relevant books and met to discuss their application to our campus community.

(4.8) Since our interim review, we have initiated four new doctoral programs. For each, we have submitted evidence to NECHE demonstrating our capacity to sustain these initiatives, including faculty CVs showing sufficient expertise, research capacity, grants, and appropriate faculty student ratios. In another substantive change proposal, we submitted evidence in 2015 for a potential partnership with Liverpool John Moores University (LJMU) in Liverpool, England.

Our School of Graduate and Professional Studies provides additional resources as necessary for supporting graduate student success. For example, it provides writing support for graduate students working on their capstone thesis, special project, or dissertation. They have also been developing statistics support for graduate student research. Such research is also supported by SPAR.

(4.9) When programs are eliminated, the BOR requires a formal teach-out plan consistent with NECHE policy to ensure that students are able to complete their degrees. When program requirements are changed, the UCF and GC notifies the Registrar's office, which tracks such changes by way of the student's catalog year to ensure that any changes made following a student's enrollment to SCSU will not impact their graduation requirements. Additionally, if a change in requirements may have a positive impact for the student, they are provided the opportunity to change their catalog year to benefit from such a change. Course substitutions may be made by program coordinators, department chairs, or the office of the Registrar to ensure degree requirements are complete.

(4.10) With the goal of increasing the number of pathways for students, Southern has begun to negotiate partnerships with community colleges to enable students to pursue an associate's degree that feeds into an SCSU bachelor's program offered on the community college campus; we call this pathway 2+2 because of the years required to complete each degree (Associates plus Bachelors). Written agreements provide for the use of external resources, for example providing classroom space for the planned 2+2 programs at community colleges, in order to ensure their continued availability. Students at the community colleges

are given clear descriptions of how to access these courses to complete their Southern degree.

(4.11) International applicants must demonstrate the required level of English proficiency to be successful in their degree program via an approved testing service. Proficiency standards are publicly available and updated on the university's website. Applicants may apply for a waiver of the English proficiency exam requirement upon successful completion of the SCSU English Language Pathways Program (ELPP). Undergraduate students who self-identify as a "non-native speaker" or "bilingual" complete ENG 119 instead of ENG 110 and ENG 120 instead of ENG 112 to complete the Tier 1 Written Communication requirement. English language requirements are waived for graduate students who hold a bachelor's degree from an English language university.

(4.12) The course approval process through UCF and GCC works as a check to ensure that course expectations are aligned with generally accepted practice. The Liberal Education Program (LEP) is structured to build knowledge, skills, and competencies as a scaffold for successive learning within and across majors. Similarly, graduate students are required to complete a capstone at both the master's level and the doctoral level.

Appraisal

When departments conduct their self-study for StAR review, the data they collect includes course modality. They include in the self-study a review of each of their programs. In self-studies, departments distinguish online programs from their on-ground counterparts and address any potential differences in outcome achievement. The cohorts who take Education Leadership courses at satellite locations for the SYC program are also assessed separately.

The formal mechanisms are in place to ensure academic quality. These mechanisms tend to have a local focus, though. For instance, academic departments are primarily concerned with their own program needs and course quality. But communication across the campus is constantly improving. The development of the StAR committee as an example of a joint undergraduate and graduate body illustrates on-going collaboration. A similar dialogue is occurring regarding the difference in content level between undergraduate and graduate courses. In the past, individual departments have determined the appropriate rigor of courses with approval by UCF and GCC when new courses are proposed. The increasing number of interdisciplinary minors and 4+1 accelerated pathways has encouraged conversations that cross course-level and discipline.

While autonomy is prized and valued, we recognize that the downside is that individual programs can grow in ways that are not necessarily strategic for the university. For example,

allocation of resources is determined by the Executive Vice President for Finance and Administration rather than the Vice President for Academic Affairs, which has implications for academic quality. Furthermore, the VPAA distributes his allocation of those resources to academic schools and colleges, after which deans allocate them to departments. Individual departments innovate to increase enrollment. But given limited institutional funds, they must compete with each other for adjustments in allocations. In general, our ability to hire faculty when vacancies occur are enrollment driven. For example, the School of Health and Human Services has allocated resources to the new Healthcare Studies program to accommodate increasing student demand for its career-directed concentrations.

Undergraduate Degree Programs
Description

(4.13) SCSU offers multiple programs that support substantial and coherent introduction to broad areas of human knowledge. In general, programs are offered on the ground on campus, although many programs include online and hybrid courses and one program is available with an online option. All programs can be found in the Undergraduate Catalog. Undergraduate programs are required to post a clearly stated rationale or mission statement. All new programs are required to include a rationale in their proposals.

(4.14) Each undergraduate degree is 120 credits, including 45 credits of general education requirements from the Liberal Education Program (LEP, further described below). The "Major" is a planned sequence of at least 30 credits in one discipline (some as many as 75 credits); various options are available with departmental consent, including a B.A. or B.S. degree in Interdisciplinary Studies for students whose professional goals are best fulfilled by multiple programs; some programs also require cognate courses or a second major (e.g. education certification degrees). Up to 12 credits in the major may be used to satisfy the LEP. Students complete their remaining credits to 120 with electives (minimally B.A. 27/B.S. 12 credits). Electives can be used by students to enhance the basic requirements and may fulfill a minor area of study (18 credits) or a second major.

(4.15) In order to graduate, students must demonstrate competence in core foundational disciplines. Written and oral communication requirements are included within the LEP, but are also further mastered in the graduation requirements for Writing Across the Curriculum. The LEP also includes a quantitative reasoning requirement and two scientific reasoning requirements. In addition, students are required to take courses in critical thinking and technological fluency. Mastery in all of these areas are further developed in later coursework, especially the LEP capstone experience.

Appraisal

In order for students to complete degrees in a timely manner, required courses in programs need to be offered regularly. This can be a problem because we have a policy that courses need to meet an enrollment threshold or face cancellation. This means that to support an appropriate rotation of course offerings, programs need to enroll sufficient students. The BOR has set a minimum of ten program completers per year in new program proposals and in all program reviews. Thus, program admissions and retention need to be sufficient to support this goal. As indicated in Degree First Forms 4.3 and 4.4, the admissions offices do not set goals for programs—such goals are left to the programs to determine. Current staffing limitations have limited regular communication between admissions and the program regarding program level goals. If current market demand does not support program enrollment goals, the programs adapt to better align with potential student needs.

General Education
Description

(4.16) In keeping with the university's social justice and anti-racism mission, the LEP identifies and defines goals for the competencies which embody what an educated citizen should be able to do (Tier 1), know (Tier 2), and value (Tier 3). The LEP ensures an integrated learning experience transcending traditional disciplinary boundaries while also respecting academic traditions of basic skills proficiency, intellectual rigor, and the value and methods of critical inquiry. It includes a clearly defined and developed set of 24 goals (9 Competencies, 9 Areas of Knowledge and Experience, and 6 Discussions of Values) that are thoroughly integrated across the curriculum. Each individual goal has a stated purpose and a list of key elements that any course addressing that goal must contain. Faculty teaching in each requirement form affinity groups that develop common rubrics to assess student learning at the conclusion of each semester and support self-assessment and continuous improvement by individual faculty members.

(4.17) The competencies developed in Tier 1 of the LEP prepare students to learn the three primary domains of knowledge within Tier 2, namely, arts and humanities, sciences, and social sciences. Students learn about arts and humanities primarily in the Tier 2 Creative Drive, Cultural Expressions, Mind and Body requirements; the sciences, in the Tier 2 Natural World I: The Physical Realm and Natural World II: Life and the Environment; and the social sciences, in the Tier 2 Global Awareness, Social Structure, Conflict, and Consensus. The arts and humanities and the social sciences are both covered in Tier 2 American Experience and Time and Place. Tier 2 courses are designed to address a number of key topics in depth, make an effort to integrate knowledge from a variety of perspectives, provide insight into issues of the 21st century and important issues in

students' lives. Tier 3 courses are designed to integrate these areas of knowledge, teach relevant methodologies, and support a related discussion of values. The values addressed include: Aesthetic Sensitivity, Civic Engagement, Environmental Awareness, Ethical Judgment, Human Diversity, Rational Thought.

(4.18) For undergraduate students enrolled within a Bachelor's degree program, the LEP consists of 45 required credits that are spread across the three tiers of learning: Tier 1 requires 18 credits of coursework to develop foundational competency; Tier 2 requires 24 credits to further develop these competencies and explore topics in eight Areas of Knowledge and Experience (two Natural World categories and six of the remaining seven categories); Tier 3 requires a single capstone course addressing a capacious contemporary issue by connecting competencies, areas of knowledge, and a discussion of values. Frequently these courses serve as capstones within majors. For example, in ART 415 Professional Practice in Graphic Design, Senior Graphic Design majors develop a portfolio of designs created for clients, including the design agencies and non-profits with whom they interned.

Appraisal

Initially, the *goal* of the LEP affinity groups focused on having robust discussions about what was working and what needed improvement within each area. But at the outset, there was not a mechanism for creating the affinity groups, so the director of the LEP and the director of the Office of Assessment and Planning worked together to issue the original call for members of the affinity groups from departments offering courses in each. These two directors then worked with the groups to support their development of rubrics assessing student learning.

Only one of the affinity groups (Technological Fluency) continued meeting and assessing regularly. Subsequently, the position of Director of the LEP was divided in two— the Co-Director of Assessment and Planning and the Co-Director of Advisement and Policy. Subsequent Co-Directors have taken different approaches to assessing the LEP, initially supporting departmental approaches, but more recently reinvigorating the affinity groups to support university-level outcome assessments.

The transition to creating common assessment instruments has been challenging. Faculty are extremely protective of their pedagogical independence; they do not want to be told what to do in class, even by peers. Each affinity group is comprised of members of various disciplines with their own ways to evaluate and assess knowledge and skills. In spite of these difficulties, each affinity group has now approved a rubric. We now have a system in place to distribute that rubric to the faculty teaching LEP courses each semester with instructions on how to determine a random group of 15

students to assess. These assessments are then returned for review by the LEP Co-Director of Assessment and Planning.

The Co-Director of Advisement and Policy has led efforts to adapt the LEP to be more student friendly. Originally, transfer students had difficulty transferring courses to fulfill the requirements because they needed to be course equivalent, which was difficult because many LEP courses are custom-made Southern specific topics. Now waivers are given based on meeting the objectives of the area. The requirements have also been modified to allow students more choice. Finally, although the LEP courses can now be used to fulfill minor and major requirements, the number of credits within our requirements exceeds those of peer-institutions and can be perceived as a continued impediment.

The Major or Concentration
Description

(4.19) The major is a planned sequence of study that uses introductory courses to build a foundation of knowledge on which more advanced courses can construct knowledge, theoretical frameworks, methodological skills, and experiential applications. Political Science is a good example of how this happens in the Liberal Arts. Students take four introductory courses, in each of the four major sub-disciplines. These serve as prerequisites for upper-level courses in each of those four areas. In their junior year, all students take a research methods course to learn how to conduct original research, followed by a capstone course in their senior year in which they actually conduct original research. Those students pursuing a B.S. degree are required to participate in a 6-credit internship, frequently in their senior year, and many B.A. students elect to complete one as well as part of their professional preparation. Similarly, students completing a business degree with a concentration in Finance begin with a foundation of courses they share in common with all business majors, take advanced courses in Finance, and then have the opportunity to apply what they have learned with hands-on money management experience through a student-managed investment fund.

Similarly, our professional programs are set up with gateways to scaffold student learning. For example, students interested in pursuing a B.S. in Nursing often begin by majoring in Healthcare Studies. For two years, pre-nursing students take the prerequisite coursework for the Nursing Program. Based on their performance, students apply to be admitted into the Nursing Program for their junior year and begin more advanced studies. Students complete theory courses in the major as well as hospital and community-based clinical practices. Those students who are not admitted to the nursing program their junior year, can pursue advanced courses in two concentrations: Healthcare and Clinical Research (which includes an

internship) or Therapeutic Recreation in Aging (which includes a practicum). Likewise, Southern's Marriage and Family Therapy program augments its rigorous academic requirements with a clinically focused training program that includes personalized on-site clinical supervision in order to develop therapy skills.

Appraisal

Not all majors have capstones or experiential learning requirements. However, all majors scaffold their requirements to support student mastery of deep knowledge within a discipline. Furthermore, the Office of Career and Professional Development encourages students to participate in experiential learning and supports them in the process.

Currently the scaffolding within majors is operationalized by prerequisites within the majors. This is problematic for students who change majors as well as for transfer students in terms of time to degree. This area is ripe for discussion. It might be helpful to have a forum to share time-to-degree data to demonstrate the impact of prerequisites on completion rates. Faculty may create possible solutions such as adding prerequisites from other disciplines that may also serve as foundational knowledge for their own. The ongoing discussion regarding the objectives and outcomes of different course levels (100, 200, 300) may be helpful in refining our understanding of proper sequencing. Outside of specific majors, we hope to make experiential opportunities, such as co-ops, independent studies, grant-funded research, etc., more visible for students to take advantage of in the future in order to further support professional development.

Graduate Degree Programs
Description

(4.20) In general, programs are offered on the ground on campus, although many programs include online and hybrid courses, some programs are also available with an online option, a handful are exclusively online, and one has courses offered in satellite locations. Each program has been designed to address their field of study and has passed through a rigorous review prior to implementation. As part of the design process, each program must have an established rationale and outcome objectives. This information is found on department webpages and the Graduate Catalog. As with all programs, for our online programs, rationales are given.

(4.21) Professional programs have differing expectations and requirements from similar undergraduate programs. Since expectations for learning outcomes are higher, graduate programs have lower enrollment caps, thus requiring more resources and attention. Graduate theses, capstones, or

dissertations also require more extensive resource allocation. Outside accreditation requirements (which cover most of Southern's graduate programs) impact resource allocation. For certain STEM programs, labs require graduate students to have access to equipment in order to complete their theses. Specifically, for the online programs, resources include training for faculty through the Office of Online Learning, technical support through Information Technology Department, and access to learning management systems for course delivery—all of which resources have been considerably expanded during the pandemic.

(4.22) As Degree First Form 6.2 shows, the vast majority of our faculty have doctoral degrees. Specifically in graduate courses, most instructors have a terminal degree in the field. Those few adjuncts who teach master's level courses with a master's degree have extensive field experience that is relevant to practice requirements. Accredited programs have specific requirements that mandate specific degree attainment in those fields.

All full-time faculty are required to engage in scholarship. In the CSU-AAUP Collective Bargaining Agreement, one of the required categories is creative activity, which includes research, grants, publications, conference presentations, and creative work such as film and art exhibitions. The specific nature of such scholarship is based on the disciplinary "coin of the realm," defined by the specific field. Data regarding scholarship and creative activity is collected annually from permanent faculty through the Faculty Annual Activity Report (FAAR). Professional schools that are externally accredited have accreditation requirements that require faculty to be engaged in creative activity. For example, the School of Business is currently seeking AACSB accreditation, which has strict guidelines on faculty qualifications and creative activity. There are campus events each year that are also used for faculty to share their research projects locally with other faculty and students.

Part-time faculty teaching in graduate programs are content experts in their field and bring that level of disciplinary knowledge into the classroom. In order to be hired to teach a graduate course, they must have a terminal degree and extensive professional experience relevant to what they teach.

(4.23) Southern has a minimum requirement for admissions to a post-bachelor's certificate program or master's degree program: a bachelor's degree from a regionally accredited college or university with an undergraduate cumulative grade point average of at least 3.0 (scale A = 4.0) and the recommendation of the graduate program coordinator. Additional requirements vary by each program and can include field experience, recommendation letter(s), and essay(s). There is a small group of students that are accepted with a GPA below 3.0, but who have other experience or criteria that lead to further consideration of the application. These students are allowed conditional admittance and

need to meet higher GPA requirements during their first semester to remain in their graduate program of study.

For Sixth Year Program and Doctoral Program applicants, minimum standards include a master's degree from a regionally accredited college or university, a grade point average of at least 3.0, and the recommendation of the graduate program coordinator. Additional requirements are program based and include field experience, recommendation letter(s), and essay(s).

International applicants must also hold the foreign equivalent of the appropriate United States credential for admission: proof of secondary education for undergraduate applicants or U.S. bachelor's degree from an internationally-recognized institution of higher education with an undergraduate grade point average of at least "B" for Graduate applicants. This requirement must be demonstrated via a certified evaluation by a NACES member organization. In addition, international applicants must demonstrate via an approved testing service the required level of English proficiency to be successful in their degree program.

(4.24) Each graduate program is designed by a department and goes through multiple reviews. Once designed by the department, it must be reviewed and approved by the dean of the appropriate school or college before moving to the university's faculty led Graduate Council. New programs must also be reviewed and approved by the Board of Regents at the state level. The online programs have been particularly mindful in their design to ensure that they use the modality to provide the same rigorous content and comparable interaction that support learning objectives corresponding to the graduate level for which they are intended. For example, the American Library Association has just approved accreditation for the Master's in Library and Information Science after extensive input and revision to ensure programmatic quality. Many of our graduate programs have specialized accreditation, substantiating the rigor of program expectations. Programs that are not externally accredited are required to go through the StAR process of review every seven years. These reviews contribute to program revisions that ensure ongoing quality.

Every master's level graduate student must complete either a thesis, special project, or comprehensive exam as a capstone to their scholarly activities. Similarly, doctoral students complete dissertations or capstone projects. These capstones function as an exercise in independent learning that require higher level intellectual and creative capacities. There is a higher prevalence of experiential learning in graduate programs, generally in the form of field placements and internships. Some programs require certification exams prior to graduation, such as the Praxis exam.

As shown above (4.21) there are differences between graduate and undergraduate programs in order to support their distinctive missions. Both in the StAR process and in ongoing conversations about 4+1 programs, there are discussions about the relationships and interdependencies between the undergraduate and graduate programs within individual departments. When courses are dual-listed for undergraduate and graduate enrollment, they distinguish on the basis of course requirements such as readings and assignments. For example, in Spring 2020, History 350 was dual-listed with History 551. The syllabus for the course distinguishes on the length of written work and also the number of assigned readings.

(4.25) All master's programs are required to have a capstone project, which vary according to the professional interest of the students. Comprehensive exams show mastery of advanced subject matter; special projects require practical application of subject matter; theses require original research. Nine programs require field-placement internship experiences in addition to the capstone.

There are four doctoral programs at the university. Each has a sequence of courses covering the theory, literature and methodology of the relevant discipline. Each has a capstone requirement that builds upon previous research and either applies it to the field or generates new knowledge. For example, the Doctor of Social Work is a professional practice degree with a 180-hour practical internship and separate capstone requiring extensive knowledge of the research within the field. The Ed.D. programs all require completion of a dissertation that includes original research generating new knowledge in their field. For instance, the newest doctoral program, Counseling Education and Supervision, contains extensive research-based coursework.

(4.26) Nine master's programs and three doctoral programs require field experience, often in the form of a credit-bearing internship. Many graduate students also complete optional internships or field experiences. Placement hours are linked to credit-hours, with a three-credit internship consisting of 150-180 hours in the field. These placements, along with other experiential learning built into curricula (student teaching, etc.) are linked to required program competencies and objectives. The competencies and objectives are developed by the departments and are level specific (undergraduate vs. graduate) and guide each program to outcomes (research or practice preparation) needed for a successful post-graduation career.

(4.27) Program objectives relating to research and professional practice are required for every academic program and are included in the forms for program reviews and program changes. These objectives address specific program outcomes related to how they emphasize research and practice.

(4.28) All students completing a graduate degree of any type must complete coursework with a minimum of a 3.0 GPA, showing their mastery of a breadth of knowledge related to

their discipline. In addition, students complete a capstone showing the depth of their mastery. These capstones are used as evidence of program learning outcomes.

Appraisal

While we maintain quality and rigor at the department level, we could do a better job of considering outcomes *institutionally*. Although the StAR committee members represent a variety of programs, each review is focused on a single department. Consequently, there is no ongoing discussion between programs about how to make continuous improvements across units.

Many faculty members have scholarly and grant-funding accomplishment to warrant their participation as graduate instructors. However, at present they may not ever have the opportunity to supervise graduate research in their discipline given our limited doctoral programs. The other issue we contend with is the working situation of our graduate students who usually attend classes in the evenings and frequently do not have time to apply for grant-funded opportunities to work on faculty-directed research, outside their own projects. Graduate assistantship opportunities have recently been expanded, but because most of our students have part time status, they have limited access to assistantships. Other initiatives such as the Proposal Incentive Program (PIP) seek to expand scholarly research, which could include more research assistants.

Transfer Credit
Description

(4.29) Southern has recently enhanced transfer services through the establishment of a specific office, Transfer Student Services, that addresses the bulk of transfer services. It has a webpage that allows students to input courses from Connecticut campuses (private, public, and community) and determine equivalency with Southern courses. This work has been undertaken in the last 10 years to enhance the ease of students who wish to transfer. The catalog indicates our specific policies.

(4.30) There are also separate transfer articulation agreements with community colleges, including an overarching one with the Connecticut state community colleges where students who earn specific associate degrees can transfer easily into a bachelor's program. For example, because a Liberal Arts associate's degree fulfills the LEP requirements, students can immediately begin working on requirements for the major. Other degree programs have agreements that allow students to begin major coursework as part of the associate's degree and be on track to graduate in two additional years from specific community colleges. All of this information can be found on the Transfer Student Services webpage.

(4.31) Upon acceptance, the university evaluates transfer credit from regionally accredited institutions and issues an official transfer credit evaluation at the time of acceptance. Southern accepts transfer credit for prior courses with grades of "C- "or better. Transfer grades are not included in Southern's calculation of grade point average. Transfer credits are subject to course-by-course evaluation towards program requirements or they may be applied towards free electives in the program. Transfer students meet the same requirements for intermediate and advanced courses as all other students.

(4.32) The amount of graduate work transferable to a graduate degree program is limited to approximately 25% of the total, although many graduate programs have more restrictive policies. Courses applied to a previously earned degree are not transferable. Transfer credit are subject to requirements found in the Graduate Catalog.

Appraisal

Southern has a history of not being friendly toward transfer students. In the past several years, we have seen positive changes as we have prioritized the experience of transfer students. The addition of Transfer Student Services, the new undergraduate academic advising model, as well as programming and support provided through Student Orientation, Transitions and Family Engagement have elevated our commitment to transfer students. In addition, through extensive work within the CSCU system, transfer pathways and policies have created a more seamless process for transfer students. On our own campus, we have a dedicated faculty liaison to facilitate the transfer of general education requirements to ensure articulation with our LEP. It behooves us to continue supporting this vital student population.

Data about transfer students is not well integrated in national reports that request information about first-year, first-time students. Since 40 percent of our student body transfer in (and this is likely to increase with the state's Student First program), we are in the process of more carefully tracking data to follow up on the success of transfer credits, integrating students into our university community, and their successful and timely completion of their academic program. Our new Academic Advising Centers are addressing these factors.

Integrity in the Award of Academic Credit
Description

(4.33) As of December, 2020, Southern offered 142 undergraduate majors (B.A., B.S., B.S.N. B.H.Sc.), two post-baccalaureate certificate programs, nine master's degrees encompassing 32 programs (M.A, M.S., M.F.A., Master of Athletic Training, Master of Arts in Teaching, M.B.A., M.S.N.,

M.L.I.S., M.F.T.), and four doctoral programs (D.S.W., Ed.D.). These are listed along with the size of each program in Degree First Forms 4.3 and 4.4.

These forms also identify the number of credits required within each program. Every undergraduate program requires 120 credits; those previously higher have been modified to meet the 120-credit requirement. Our Board of Regents requires undergraduate programs to be at 120 and if higher, they must receive permission. All master's level degree programs require at least 30 credits; most require more and four require 60-72 credits. Many of the higher load programs have outside accreditation or are professional preparation programs. We have 20 accelerated pathway programs (4+1) that provide students the ability to earn a master's degree with one year of additional coursework. As seniors, these students take graduate courses that count toward their undergraduate major and the graduate requirement for these courses are subsequently waived once they are admitted to the graduate program. The doctoral programs have a minimum of 48 credits.

Certificate programs vary in the number of credits required. For example, the new Graduate Certificate in Applied Statistics in the Department of Mathematics includes a 12-credit sequence of courses while the Graduate Certificate in History requires nine credits. All programs are based on the CIP naming conventions from the Department of Education. Most students pursuing certificates are also pursuing degrees. As shown in Degree First Form 4.2, about 600 students are not matriculated, some of whom are taking courses for continuing education, but many are taking courses in preparation for admission (or readmission) to a program. (4.34) We have no competency-based programs, although we hope to explore this possibility in the future.

(4.35) There are descriptions of each course within the online undergraduate and graduate course catalogs; each course has a listing of the last semester it was offered to help students know whether it is a regularly or irregularly offered course. If courses are not offered within two consecutive years, they are removed from the visible catalog and only replaced when they have been offered again. Departmental lists of courses are linked to the current catalog to ensure accuracy. The university recently moved to publishing the course schedules online for a full year at a time for students to be able to plan with maximum information.

(4.36) Program design and associated content, competencies, and learning objectives are controlled by the faculty within departments and curriculum committees. A comprehensive set of syllabi for the calendar year 2020 were compiled and reviewed for this self-assessment. Administrative oversight of admissions, registration, advising through awarding degrees resides in the Offices of Admissions, Registrar, Advising. In the case of joint or dual degree programs, such as our Ed.D. in Nursing, our institution admits students, controls the curricula, and

confers degrees upon those students admitted to Southern based on our requirements. Western Connecticut State University has a parallel program, whereby students are accepted, take courses and receive degrees in identical courses as SCSU, but receive degrees based on their requirements. Southern selects, supervises, and evaluates the faculty of our Early College high school dual enrollment courses. Southern hires instructors based on our criteria, accepts syllabi based on our criteria, and awards credit for a college course based on our requirements. The high school that offers dual enrollment does the same.

(4.37) The evaluation of student learning or achievement is consistently and effectively applied based on the criteria detailed in each course syllabus. The award of credit is based on acceptable completion of the course which is defined as a D- or better for undergraduate students and a C or better for graduate students.

(4.38) The university maintains a number of policies related to credit hour and academic standards consistent with Commission policy. This information can be clearly found on the Academic Affairs main webpage. These guidelines and policies ensure that the awarding of credit is not arbitrary and that various departments are charged with the fair and consistent awarding of credits. Consistent with generally accepted standards, the expectation has generally been that students devote two hours out of class for every hour in class. This is explicit in the new course proposal for graduate courses and is made clear to undergraduates in the catalog (under "Full-Time and Part-Time Status"). With the transition to online courses, the hourly expectations have been informally discussed in terms of student engaged time. In the past the communication regarding engaged student time has been addressed at the department level. Beginning in Fall 2021, this will be explicitly included in new full- and returning part-time faculty orientations.

(4.39) Experiential learning opportunities (fieldwork, independent study, and study abroad), all have detailed policies related to applying for registration and successful awarding of credit hours upon completion. Each one of these has a different set of policies and procedures, with some, such as study abroad, being handled by specific offices along with academic departments and deans' offices. Opportunities to earn credits through standardized exams have specific score requirements to qualify including: AP Course Exams, CLEP exams, Dantes Subject Standardized Tests, Individual International Baccalaureate (IB) exams, and Waiver Examinations. Students can also earn credits through non-traditional methods including Cooperative Education during their junior or senior year, Independent Study with a faculty member, Non-Collegiate Training Programs (using ACE guidelines), and study abroad or military experience. (Credit for military experience is also determined according to ACE guidelines and these credit recommendations appear on the service member's Joint Services Transcript.) Life-Work Credit may be accepted if it has been given

by Charter Oak State College, which holds the required ability to designate these credits for universities that do not participate in Portfolio Assessment. All rules for each category are clearly laid out and correspond to specific courses when appropriate. Alternative study options are all listed in the catalog.

(4.40) Undergraduate students must complete 30 credits (one fourth of the total 120) at Southern to be eligible for a bachelor's degree. Similarly, transfer students seeking a certificate must complete at least 25 percent of these programs' overall credits at Southern. This policy is located in the catalog and students see it as part of the graduation requirements section of their Degree Evaluation.

(4.41) Southern accepts transfer credits of non-Southern courses after analysis of content and student achievement in such courses. For institutions of higher learning within Connecticut, we have articulation agreements as described above. These agreements validate the suitability of the credit awards. With other institutions, a similar process occurs on an ad hoc basis.

(4.42) Undergraduate students have specific academic standing guidelines to follow that are found online and in the student catalogs. Certain majors have specific minimum GPA requirements for continuation in the major which are detailed in the catalog, the departmental webpage, and the degree evaluation. The Director of Academic Advising has worked with the Academic Standards Committee to streamline the process connected to student performance in order to intervene early and keep students apprised of their status, responsibilities, and rights in connection with maintaining or reinstating good standing. This includes outlining steps for students to take if they are placed on academic warning or probation, including completing an Academic Self-Assessment, having an Academic Improvement Meeting (AIM) with an AAC advisor, and completing an Academic Success Program.

Consonant with our social justice and anti-racism mission, FreshStart is a program offered to students who have a GPA below 2.0 and meet certain criteria to allow them to begin with a clean slate at Southern. There are additional regulations financial aid and academic standing guidelines that students need to follow.

Graduate students must maintain a minimum 3.0 GPA to retain good standing; they also must complete their degree within six years for master's and seven years for doctoral students.

(4.43) Each catalog (undergraduate and graduate) lays out minimum requirements for graduation for all students (GPA, number of credits, LEP completion). Within the catalog, each department clearly states their major requirements for the successful completion of a degree. Each academic program has a degree map and the degree evaluation details all

completed and remaining requirements for graduation. (4.44) Uniform standards for academic honesty are described within the undergraduate and graduate catalogs and student handbook; grading systems and the processes of calculations are explained. Policies and procedures are enumerated for the cases where there seem to be violations (see also Chapter Nine). The Office of Student Conduct and Civic Responsibility coordinates the process to handle charges of misconduct according the procedures laid out by the Faculty Senate.

With regard to prevention, education begins at orientation and is reinforced throughout the academic program. All freshmen are required to take INQ101: Intellectual and Creative Inquiry, where academic honesty is addressed. Many departments have their own policies and statements used in courses and syllabi to work to reduce potential cheating and other forms of dishonesty.

(4.45) Most courses are taught on a standard 16-week semester schedule. During the collection of syllabi in Spring 2020 for the self-study, we distinguish between courses that were originally designated as online and hybrid. Generally, students register for online courses within the same semester time periods as on-the-ground courses—allowing for the same opportunity for reflection and analysis. During fall and spring semesters, some courses are concentrated into an eight-week schedule. Although these courses are more concentrated than the norm at Southern, they are not much more concentrated than universities on a quarter (10 week) schedule. They still allow time between class sessions for reflection and analysis. The winter intersession and summer session are divided into multiple short sessions. These intersessions are much more compact than normal, sometimes as short as three weeks. But because students are only allowed to register part-time, the decreased course load allows time for reflection.

The same learning outcomes are assessed in courses regardless of time length or delivery modality. The university has multiple accelerated programs. For instance, the Accelerated Career Entry Program is designed for complete nursing requirements in 12 months for individuals who already have a bachelor's degree. Students in this program complete a sequence of courses using the standard university sessions and semesters, beginning in a Summer C session and ending in a Summer B session. As a result, these students experience the same time for analysis and reflection as all other students. In the 4+1 accelerated pathway programs, outstanding undergraduates are able to enroll in graduate courses, which apply to both their bachelor›s and master›s degrees. The consequence is that, while these students take fewer total courses for the two degrees, they end up mastering material at the same level. The Accelerated MBA uses an alternative schedule. These students enroll in 2 eight-week hybrid courses at a time. Students complete the on-ground portion of the courses on alternating Saturdays, giving them time during

the two-week interval for analysis. Furthermore, after each eight-week block, students have a week-long break for reflection. Although the nine eight-week blocks that each cohort completes do not align with the university's regular semesters, they provide time for reflection and analysis that is comparable to the concentrated eight-week courses.

(4.46) As discussed above, the online graduate programs provide comparable rigor as traditional modalities. The university has 34 institutional partnerships all over the globe, formalized through annually reviewed memorandums of understanding, which provide opportunities to study, intern, and research abroad. In developing the partnerships, we verified the comparability of the rigor of courses for transfer credits.

Our sixth year professional certificate program in education leadership offers courses at remote locations including Branford, Cheshire, Hamden and Waterford. These courses were designed to support the program's formal learning objectives.

Continuing education at Southern is in early stages. During the Fall 2020 semester, we offered the Drone Academy program. Full-time faculty from our Journalism department were compensated to design and deliver the program. This academy covered content parallel to the courses offered on campus with comparable learning outcomes. We have also partnered with MindEdge to provide an array of online professional courses. Relevant student support is provided within each specific program.

(4.47) All faculty are available to students outside of class. The AAUP contract lays out clear guidelines for faculty regarding meeting with students. It notes that all teaching members are expected to be available to meet their obligations and confer with their students outside of class. The CBA further specifies that full time faculty are required to hold office hours for a total of five hours per week, spread out over a minimum of three days per week. Departments are required to post these hours and faculty include them on syllabi. To meet the needs of particular students, faculty are also available remotely during those hours. During the pandemic, these office hours have continued remotely, providing the possibility for face-to-face remote interaction and advising.

(4.48) Each student who registers receives a unique 8-digit student identification, which provides them access to academic resources. Non-matriculated students are now required to provide a photo ID when they register as a Visiting Student (as of January 2021). Students cannot access Blackboard or university email without these unique identifications. Singular use of these identifications and their associated usernames and passwords is a condition of the academic integrity policies described above. This integrity is supported by the upload of student photos into Banner Web, to which all faculty members have access.

(4.49) UCF and the Graduate Council continue to be the gatekeepers that review and approve new programs, including certificates, and ensure that they are consistent with standard academic expectations. One example of an undergraduate certificate is the Spanish and Latino Cultures for Health Professionals which includes a specified series of courses to prepare future professionals to serve Spanish-speaking clients in a clinical setting by developing functional and technical Spanish language skills and cultural awareness about U.S. Latinos. At the graduate level, the graduate Applied Behavioral Analysis (ABA) certificate offered within the Department of Special Education prepares students to take and pass the Board Certified Behavior Analyst (BCBA) exam and to use ABA in applied settings, such as with individuals with or without disabilities in educational or therapeutic environments. Both of these certificates support the university's mission for ethical leadership and service for the public good.

Appraisal

New programs are designed to meet relevant regional and national needs as well as to generate additional enrollment. Given current demographic trends, increases are inevitably uncertain. In contemplating new programs, we not only focus on innovation, we also consider the proposal's ability to generate additional revenue and be self-sustaining. Our challenge is to find additional sources of revenue to support our desired initiatives as well as ways to prioritize and reallocate resources to support new and newly revised programs. Our new StAR program review cycle has laid a foundation to help with planning for new courses and program changes. As the outcome of a program self-study leads to recommendations and changes that are data-driven, we increase our ability to strengthen our academic quality.

The pandemic has increased the flexibility and availability of various resources on campus. In particular, the availability of remote office hours has been a boon to both students and advisors. The Director of Academic Advising reports that students are much more likely to show up for scheduled meetings. During the Spring 2021 Forum, faculty reported that virtual appointments "have been a game changer." This has been facilitated by the EAB tool within Navigate for faculty to initiate what has been called "a campaign" to invite all of their advisees to set up appointments for advising during registration.

The current limitations on earning credits from alternative activities (e.g. prior learning, cooperative education, etc.) is the residency requirement (30-credits) and the categories for which such credits apply (such as LEP v. free electives). We will describe the holistic approach of advising more thoroughly in Chapter Five. For this chapter, it is relevant to note that advising is very focused on helping students complete their degrees within a timely

manner. There is always a balance between being flexible given the circumstances of each student and ensuring that all students participate in a rigorous program of study. Currently, different offices manage the various programs for students to earn alternative credits. It might be helpful for students if there was a coordinator who managed the quality and ensured consistent learning outcomes across the different experiences and also looked at the impact of combined experiences on the educational experience of individual students. This could be addressed in conjunction with a current idea to assess critical thinking and oral communication at the point when students are preparing for interviews through the Office of Career and Professional Development, to be discussed below in Chapter Eight.

Projection

As a comprehensive university, Southern has very strong academic programs. As described in Chapter Eight, we have instituted an effective program review process that contains a feedback loop to ensure quality assurance and continuous improvement. In addition, as shown in the Institutional Characteristics, we are accredited by 17 agencies. This demonstrates our commitment to high national standards. The university's priority of driving enrollment includes the action step of promoting our nationally competitive degree programs. Under guidance of the provost, we envision that continuing to market these programs will improve the university's national reputation, thereby bolstering applications and enrollment.

In ensuring academic quality, we anticipate that assessment of our LEP will become easier as members of affinity groups have more data to use to compare learning outcomes over time (see Chapter Eight). This will make the feedback loop more effective in supporting continual improvement both for existing and new courses. It is particularly important to refine the process to include the ability to disaggregate the data in order to evaluate how well the LEP is serving different groups of students. As with any curriculum, the LEP should

be considered a living program that will adapt with time and circumstances to the needs of students. The LEP Assessment Coordinator has instituted a system for program assessment. She is using the data collected in a program review for the LEP, which is undergoing external review in Fall 2021. Upon completion of this review, the LEP Committee will institute changes with approval from the University Curriculum Forum (UCF) to respond to its findings. As with all program reviews, the self-study initiates a seven-year cycle of data-driven continuous improvement.

In support of the first of the current university priorities (Preparing Southern for the Future), one of the action items is to create maximum flexibility in the curriculum. To further this goal, the School of Graduate and Professional Studies will continue to develop non-credit programs that support the growing needs of the surrounding community and generate additional sources of revenue. Two such initiatives are the Drone Academy and the certificate in Spanish for healthcare professionals (described above). In another initiative, the Office of Academic Affairs is developing a template to guide academic departments in establishing badges to demonstrate skill and competency acquisition.

As part of the university's second priority (Driving Enrollment), one action item is using data-informed decision making to enhance graduation and retention rates. We anticipate collaboration between Enrollment Management and Academic Affairs in order to improve the relationship between program enrollment targets and admissions activities. Currently, when new program proposals are submitted to the BOR for approval, they include a three-year projection for enrollment, tuition, costs, and necessary resources. We are developing a mechanism to include Admissions in the development of these projections. In addition, Academic Affairs will facilitate the ability of the heads of admissions to gain access to program self-studies that include enrollment goals for the subsequent seven years. These changes will promote collaboration between Academic Affairs and Admissions in pursuit of the university's enrollment goals.

DATA FIRST FORM 4.1 SUMMARY DEGREE SEEKING ENROLLMENT AND DEGREES

Location	Fall Enrollment			
	Bachelor's	Master's	Professional Doctorates	Total Degree-Seeking
Main Campus FT	6,759	689	4	7,452
Main Campus PT	846	627	95	1,568
Other Locations FT				
Other Locations PT				
Unduplicated Headcount Total	7,605	1,316	99	9020
Total FTE	6,958.40	888.42	41.08	7887.90
FTE Definition:	FTE is the number of registered credit hours divided by '15' for undergraduate level students, and divided by '12' for graduate level students.			
Degrees Awarded, Most Recent Year	1,744	568	21	2333

Notes:
Enrollment in this spreadsheet reports Fall 2019.
Number of degrees awarded is based on AY 2018-2019

DATA FIRST FORM 4.2 SUMMARY NON-DEGREE SEEKING ENROLLMENT AND AWARDS

| Location | Fall Enrollment | | | | |
	Title IV-Eligible Certificate Seekers	Non-Matriculated	Total Non-Degree-Seeking	Total Degree-Seeking	Grand Total
Main Campus FT	22	40	62	7,452	7514
Main Campus PT	105	550	655	1,568	2223
Other Locations FT					0
Other Locations PT	80		80		80
Unduplicated Headcount Total	207	590	797	9070	9867
Total FTE	97.24	216.43	314	7887.90	8201.58
FTE Definition:	FTE is the number of registered credit hours divided by '15' for undergraduate level students, and divided by '12' for graduate level students.				
Certificates Awarded, Most Recent Year	134				

Notes:
Enrollment in this spreadsheet reports Fall 2019.
Number of certificates awarded is based on AY 2018-2019.

DATA FIRST FORM 4.3 HEADCOUNT BY UNDERGRADUATE MAJOR

	Number of Credits Required	3 Years Prior (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Next Year Forward (Fall 2021)
Certificate						
[C3-ACC] C3-Accounting Post Baccal.	66.00	9	4		3	n/a
[EPC-ARTE] EPC-Art PK-12	Not Listed		14	16	10	n/a
[EPC-ECHE] EPC-Early Childhood Education	Not Listed		4	8	4	n/a
[EPC-EDUE] EPC-Education	Not Listed		21	13		n/a
[EPC-EDUE] EPC-Elementary Education					3	n/a
[EPC-ENGE] EPC-English 7-12	Not Listed		15	3	2	n/a
[EPC-FORE] EPC-Foreign Language	Not Listed		11	6	3	n/a
[EPC-HISE] EPC-History/Soc Studies 7-12	Not Listed		2	3	5	n/a
[EPC-MATE] EPC-Mathematics 7-12	Not Listed		1		2	n/a
[EPC-SCEE] EPC-Science	Not Listed		6	2	3	n/a
[EPC-SEDE] EPC-Special Education K-12	Not Listed		59	31	16	n/a
[PBC-ACC] PBC-Accounting	66.00		2	7	7	n/a
Total		9	139	89	58	0
Baccalaureate						
[0000BA] BA-Undeclared	n/a	14	1	1		n/a
[0000BS] BA-Exploratory/Undeclared	n/a	363	410	410	219	n/a
[BA-ANT] BA-Anthropology	120	2	3	7	6	n/a
[BA-ARTH] BA-Art History	120	7	7	4	5	n/a
[BA-BIO] BA-Biology	120	43	43	59	33	n/a
[BA-CHE] BA-Chemistry	120	4		4	3	n/a
[BA-ECN] BA-Economics	120	22	19	21	13	n/a
[BA-ENG] BA-English	120	114	123	115	4	n/a
[BA-ESC] BA-Earth Science	120	3	3	4	115	n/a
[BA-FRE] BA-French	120	5	2	1	5	n/a
[BA-GEO] BA-Geography	120	13	12	9		n/a
[BA-GER] BA-German	120	3	3	1	5	n/a
[BA-GNS] BA-General Studies	120	22	22	26		n/a
[BA-HIS] BA-History	120	72	61	51	58	n/a
[BA-IDS] BA-Interdisciplinary Studies	120	294	265	234	213	n/a
[BA-ITA] BA-Italian	120	2	2	1	1	n/a
[BA-JRN2] BA-Journalism	120	44	27	38	29	n/a
[BA-LBS] BA-Liberal Studies	120	21	6	2	2	n/a
[BA-MAT] BA-Mathematics	120	22	26	22	28	n/a
[BA-MDS] BA-Media Studies	120	14	20	25	20	n/a
[BA-MUS] BA-Music	120	36	44	50	38	n/a
[BA-PHI] BA-Philosophy	120	14	20	13	10	n/a
[BA-PHY] BA-Physics	120	2	5	4	3	n/a
[BA-PSC] BA-Political Science	120	52	59	54	62	n/a
[BA-PSY] BA-Psychology	120	435	409	421	434	n/a
[BA-SOC] BA-Sociology	120	62	73	84	70	n/a
[BA-SPA] BA-Spanish	120	15	13	12	12	n/a
[BA-STAR] BA-Studio Art	120	18	21	20	21	n/a
[BA-THR] BA-Theatre	120	38	37	23	28	n/a
[BHSC-HSC] BSHC-Health Science	120			36	81	n/a
[BS-AATH] BS-Accel. Athletic Training	120			26	30	n/a
[BS-ANT] BS-Anthropology	120	40	41	29	25	n/a
[BS-ARTE] BS-Art Education	120	38	31	24	36	n/a
[BS-ATH2] BS-Athletic Training	120	96	92	41	16	n/a
[BS-BIO] BS-Biology	120	318	295	271	267	n/a
[BS-BIOE] BS-Biology (7-12)	120	15	11	12	16	n/a
[BS-BITC] BS-Biotechnology	120	2	14	21	32	n/a
[BS-BUS] BS-Business Administration	120	1109	1,162	1,078	1,087	n/a
[BS-CHE] BS-Chemistry	120	85	85	108	93	n/a
[BS-CHEE] BS-Chemistry (7-12)	120	5	6	2	2	n/a
[BS-CMD] BS-Communication Disorders	120	177	166	191	179	n/a

	Number of Credits Required	3 Years Prior (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Next Year Forward (Fall 2021)
[BS-COM2] BS-Communication	120	256	253	262	251	n/a
[BS-CSC] BS-Computer Science	120					n/a
[BS-CSC2] BS-Computer Science	120	271	274	301	276	n/a
[BS-DSC] BS-Data Science					5	n/a
[BS-ECHD] BS-Early Childhood Education	120	177	189	176	199	n/a
[BS-EDUD] BS-Elementary Education	120	266	237	241	208	n/a
[BS-ENGE] BS-English (7-12)	120	80	82	61	55	n/a
[BS-ENVS] BS-Env Syst and Sust Studies	120	4	29	62	71	n/a
[BS-ESC] BS-Earth Science	120	45	40	28	27	n/a
[BS-ESCE] BS-Earth Science (7-12)	120	2	1		2	n/a
[BS-EXS2] BS-Exercise Science	120	251	246	240	168	n/a
[BS-EXSE2] BS-Exercise Science (K-12)	120	77	81	80	54	n/a
[BS-FREE] BS-French (7-12)	120		1	2	2	n/a
[BS-GEO] BS-Geography	120	19	18	13	12	n/a
[BS-GEOE] BS-Geography (7-12)	120	2	2	1		n/a
[BS-HIS] BS-History and Social Science	120					n/a
[BS-HISE] BS-History (7-12)	120	73	73	75	65	n/a
[BS-HLS] BS-Healthcare Studies	120			382	612	n/a
[BS-IDS] BS-Interdisciplinary Studies	120	65	77	70	58	n/a
[BS-ILS2] BS-Info and Library Science	120					n/a
[BS-IMS] BS-Info. Mgmt. and Services	120	11	9	9	11	n/a
[BS-ITAE] BS-Italian (7-12)	120	1	3	1		n/a
[BS-JRN2] BS-Journalism	120	30	28	22	17	n/a
[BS-LBS] BS-Liberal Studies	120	16	6	5		n/a
[BS-MAT] BS-Mathematics	120	13	20	19	10	n/a
[BS-MATE] BS-Mathematics (7-12)	120	41	30	35	24	n/a
[BS-NRN] BS-NUR (for RNs)	120	35	33	23	29	n/a
[BS-NUR] BS-Nursing	120	801	760	439	318	n/a
[BS-PCH] BS-Public Health	120	222	209	162	137	n/a
[BS-PHED] BS-Physical Education					8	n/a
[BS-PHY] BS-Physics	120	79	69	51	37	n/a
[BS-PHYE] BS-Physics (7-12)	120	6	8	9	6	n/a
[BS-PSC] BS-Political Science	120	41	58	54	43	n/a
[BS-PSCE] BS-Political Science (7-12)	120	2	2	2	4	n/a
[BS-PSY] BS-Psychology	120	111	149	137	136	n/a
[BS-REC] BS-Recreation and Leisure	120	155	151	123	101	n/a
[BS-RSP] BS-Respiratory Therapy	120	13	18	25	23	n/a
[BS-SED] BS-Special Education	120	77	83	101	81	n/a
[BS-SEDEDU] BS-Special Ed/Elem Ed Collab	120	114	118	92	97	n/a
[BS-SMT] BS-Sport Management	120	138	149	131	137	n/a
[BS-SOC] BS-Sociology	120	120	169	204	218	n/a
[BS-SOCE] BS-Sociology (7-12)	120	1				n/a
[BS-SPAE] BS-Spanish (7-12)	120	19	17	10	15	n/a
[BS-STAR] BS-Studio Art	120	103	95	96	87	n/a
[BS-SWK] BS-Social Work	120	320	325	306	276	n/a
Total		**7,698**	**7,751**	**7,605**	**7,181**	**0**
Total Undergraduate		**7,707**	**7,890**	**7,694**	**7,239**	**0**

Notes:

The university does not set admissions goals at the program level; such goals are left to the program to make.

Per BOR requirements, admissions need to be sufficient to yield an average of 10 completions per year.

	Number of Credits Required	3 Years Prior (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Next Year Forward (Fall 2021)
Master's						
[AMBA-BUS] Accel. MBA - Business Admin	51	36	41	35	24	n/a
[MA-ENG] MA-English	36	13	5	14	11	n/a
[MA-HIS] MA-History	30	24	24	20	18	n/a
[MA-PSY] MA-Psychology	30	32	41	31	32	n/a
[MA-ROM] MA-Romance Languages	31	19	11	9	7	n/a
[MAT-TCH] MAT-Teaching	33-36			36	84	n/a
[MA-WGS] MA-Women's & Gender Studies	33-36			7	5	n/a
[MA-WMS] MA-Women's Studies	33-36	13	22	11	11	n/a
[MBA-BUS] MBA-Business Administration	51	109	81	77	80	n/a
[MFA-CRW] MFA-Creative Writing	48	17	18	26	24	n/a
[MFT-MFT] MFT-Marriage and Fam. Therapy	60	64	60	61	62	n/a
[MLIS-LIS] MLIS-Library Info. Science	36	36	54	65	82	n/a
[MPH-PCH] MPH-Public Health	48	73	69	62	66	n/a
[MS-ACHE] MS-Chemistry (Accelerated)	30	1	3	2	1	n/a
[MS-ARE] MS-Art Education	Not Listed	1				n/a
[MS-BIO] MS-Biology	30	23	19	23	18	n/a
[MS-CHE] MS-Chemistry	30	11	11	11	7	n/a
[MS-CMD] MS-Communication Disorders	69-72	105	88	92	101	n/a
[MS-CMH] MS-Clinical Mental Hlth Coun	60	87	61	55	53	n/a
[MS-CSC] MS-Computer Science	36	26	11	6		n/a
[MS-CSC2] MS-Computer Science	36	23	36	37	32	n/a
[MS-EDU] MS-Education	36	73	49	27	23	n/a
[MS-ENG] MS-English	36	22	11	10	9	n/a
[MS-EVE] MS-Environmental Education	36	15	9	14	15	n/a
[MS-EXS] MS-Exercise Science	30-34	8	3	2	5	n/a
[MS-EXS2] MS-Exercise Science	30-34	23	24	18	17	n/a
[MS-FLA] MS-Biling.Multicult.Ed./TESOL	30	39	38	38	33	n/a
[MS-FOR] MS-Foreign Languages	Not Listed	1				n/a
[MS-HIS] MS-History	Not Listed	5	1			n/a
[MS-MAT] MS-Mathematical Education	33	8	7			n/a
[MSN-NUR] MSN-Nursing	36	75	67	60	62	n/a
[MS-PHYA] MS-Applied Physics	30	9	6	6	10	n/a
[MS-PSC] MS-Political Science	30	9	11	15	11	n/a
[MS-RDG] MS-Reading	36-48	50	47	36	40	n/a
[MS-REC] MS-Rec. and Leisure Studies	60	31	29	24	21	n/a
[MS-SCC] MS-School Counseling	60		35	37	38	n/a
[MS-SCE] MS-Science Education	40	15	4	1	1	n/a
[MS-SCP] MS-School Psychology	40	12	13	13	22	n/a
[MS-SED] MS-Special Education	30	133	83	91	105	n/a
[MS-SHE2] MS-School Health Education	36	10	11	13	19	n/a
[MS-SMT] MS-Sport and Entertainment Mgt	30	35	23	44	44	n/a
[MS-SOC] MS-Sociology	30	18	12	11	18	n/a
[MSW-SWK] MSW-Social Work	48	208	195	175	191	n/a
Total		**1,512**	**1,333**	**1,315**	**1,402**	**0**
Doctorate						
[DSW-SWK] DSW-Social Work	48			18	30	n/a
[ED.D.-EDL] Ed.D.-Educational Leadership	63	66	58	53	44	n/a
[ED.D.-NUR] Ed.D.-Nursing Education	51	23	24	31	25	n/a
Total		**89**	**82**	**102**	**99**	**0**

DATA FIRST FORM 4.4 HEADCOUNT BY GRADUATE MAJOR, CONTINUED

	Number of Credits Required	3 Years Prior (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Next Year Forward (Fall 2021)
Other						
[C1-HAH] C1-American History	Not Listed			1		n/a
[C1-NED] C1-Nurse Educator	9					n/a
[C1-WMS] C1-Women's Studies	9-12 credits	2				n/a
[C2-BCBA] C2-Applied Behavior Analysis	18	6	3			n/a
[C2-NUR] C2-Family Nurse Practitioner	27	5	3	3		n/a
[EPCERT-ADM] EPCERT-Admin. Supervision	Not Listed	1				n/a
[EPCERT-ARE] EPCERT-Art Education	Not Listed	25				n/a
[EPCERT-BIO] EPCERT-Biology	Not Listed	2				n/a
[EPCERT-CHE] EPCERT-Chemistry	Not Listed	2				n/a
[EPCERT-CSP] EPCERT-Counseling	Not Listed					n/a
[EPCERT-EDL] EPCERT-Educational Leadership	Not Listed	27	2			n/a
[EPCERT-EDU] EPCERT-Education	Not Listed	5				n/a
[EPCERT-ENG] EPCERT-English	Not Listed	8				n/a
[EPCERT-EXS] EPCERT-Exercise Science	Not Listed					n/a
[EPCERT-EXS2] EPCERT-Exercise Science	Not Listed	2	1			n/a
[EPCERT-FOR] EPCERT-Foreign Languages	Not Listed	6				n/a
[EPCERT-HIS] EPCERT-History and Soc. Sci.	Not Listed					n/a
[EPCERT-ILS] EPCERT-Library Science	Not Listed	11	3			n/a
[EPCERT-MAT] EPCERT-Mathematical Education	Not Listed	1				n/a
[EPCERT-RDG] EPCERT-Reading	Not Listed	6				n/a
[EPCERT-SCE] EPCERT-Science Education	Not Listed					n/a
[EPCERT-SED] EPCERT-Special Education	Not Listed	28	1			n/a
[EPCERT-SHE2] EPCERT-School Health Education	Not Listed					n/a
[EPCROS-ILS] EPCROS-Library Science	Not Listed	10				n/a
[EPCROS-SED] EPCROS-Special Education	Not Listed	16				n/a
[EPCROS-SHE2] EPCROS-School Health Education	Not Listed		1			n/a
[GC-BCBA] GC-Applied Behavior Analysis	18			5	5	n/a
[GC-RDLA] GC-Remedial Reading/Lang Arts	24			2	2	n/a
[GC-SMLS] GC-School Library Media Spclst	45		6	7	7	n/a
[PMC-CMH] PMC-Clinical Mental Hlth Coun	20			3	3	n/a
[PMC-NUR] PMC-Family Nurse Practitioner					2	n/a
[PMC-RDLC] PMC-Reading/Lang Arts Consult					5	n/a
[PMC-SCC] PMC-School Counseling	20		1	3		n/a
[SYC-CSP] SYC-Counseling	41	7				n/a
[SYC-CTS] SYC-Classrm.Teacher Specialist	30	11	7	9	12	n/a
[SYC-EDC] SYC-Educational Coach	30	1				n/a
[SYC-EDL] SYC-Educational Leadership	30	124	116	113	96	n/a
[SYC-RDG] SYC-Reading	39	37	28	20	16	n/a
[SYC-SCC] SYC-School Counseling	41		2	4	5	n/a
[SYC-SCP] SYC-School Psychology	38	26	27	24	24	n/a
[SYC-SED] SYC-Special Education	30	9	10	7	10	n/a
Total		**378**	**211**	**201**	**187**	**0**
Total Graduate		**1,979**	**1,626**	**1,618**	**1,688**	**0**

Notes:

The university does not set admissions goals at the program level; such goals are left to the program to make.

Per BOR requirements, admissions need to be sufficient to yield an average of 10 completions per year.

DATA FIRST FORM 4.5 CREDIT HOURS GENERATED AND INFORMATION LITERACY

	Credit Hours Generated by Department				
	3 Years Prior (AY2016-17)	**2 Years Prior (AY2017-18)**	**1 Year Prior (AY2018-19)**	**Current Year (AY2019-20)**	**Next Year Forward (AY2021-2022)**
Undergraduate					
Accounting	4,460	4,046	3,654	3,351	n/a
Anthropology	5,301	5,527	5,209	3,817	n/a
Art	4,835	4,430	4,375	4,173	n/a
Biology	9,270	9,677	9,691	9,773	n/a
Business Information Systems			1,941	1,779	n/a
Chemistry	4,432	4,256	4,952	5,275	n/a
Comm., Media, and Screen Stud	7,518	8,202	7,575	6,487	n/a
Communication Disorders	2,039	2,015	2,693	2,391	n/a
Computer Science	5,027	4,668	5,013	4,594	n/a
Cooperative Education	265	201	96	35	n/a
Curriculum and Learning	7,065	7,672	6,700	6,196	n/a
Earth Science	2,530	2,423	2,248	1,772	n/a
Economics	6,896	7,125	4,782	4,113	n/a
Education		6	42	69	n/a
English	15,707	15,787	15,593	12,339	n/a
Env., Geo, and Marine Studies	6,841	7,564	7,840	6,674	n/a
Finance		135	2,295	2,541	n/a
Health Science				18	n/a
Health and Movement Sciences	7,556	7,218	6,869	5,871	n/a
Healthcare Studies			1,263	1,824	n/a
History	7,445	7,331	7,154	6,227	n/a
Inquiry	5,621	6,039	6,175	3,429	n/a
Honors College				1,217	n/a
Information & Library Science	207	342	429	369	n/a
Interdisciplinary Studies	519	567	651	1,047	n/a
Journalism	2,435	2,673	3,122	2,167	n/a
Latin Am and Caribbean Studies				6	n/a
Management and Int'l. Business	8,721	8,625	5,931	5,916	n/a
Marketing	4,017	4,449	4,558	4,217	n/a
Mathematics	16,475	15,782	16,411	13,166	n/a
Music	4,199	4,230	4,378	2,751	n/a
Nursing	5,635	5,876	5,948	6,583	n/a
Philosophy	5,236	4,959	4,655	3,736	n/a
Physics	3,257	3,363	3,361	2,837	n/a
Political Science	3,483	3,402	2,976	2,561	n/a
Psychology	15,069	14,775	14,662	13,832	n/a
Public Health	11,142	10,025	8,860	7,200	n/a
Rec, Tourism, & Sport Mgt.	5,922	6,413	5,620	5,118	n/a
Social Work	3,444	3,477	3,282	3,042	n/a
Sociology	4,353	5,054	5,178	5,744	n/a
Special Education	3,400	3,004	2,527	2,366	n/a
Theatre	1,317	935	1,019	1,070	n/a
Women's and Gender Studies	948	1,161	1,137	1,074	n/a
World Languages and Literature	9,674	9,824	9,724	9,749	n/a
Total	**212,259**	**213,255**	**210,587**	**188,514**	**0**

	3 Years Prior (AY2016-17)	2 Years Prior (AY2017-18)	1 Year Prior (AY2018-19)	Current Year (AY2019-20)	Next Year Forward (AY2021-22)
Graduate					
Art	9				n/a
Biology	363	383	381	234	n/a
Business Administration	2,502	2,229	2,109	2,052	
Chemistry	159	210	195	174	n/a
Communication Disorders	3,114	2,656	2,612	2,933	n/a
Computer Science	483	466	471	438	n/a
Counseling & School Psychology	2,957	3,388	3,347	3,501	n/a
Curriculum and Learning	1,672	1,648	1,721	2,623	n/a
Educational Leadership	2,920	2,754	2,119	2,084	n/a
English	588	486	690	675	n/a
Env, Geo, and Marine Studies	150	180	225	333	n/a
Health and Movement Sciences	510	591	549	581	n/a
History	210	213	216	240	n/a
Information & Library Science	762	861	924	1,521	n/a
Interdisciplinary Studies				33	n/a
Mathematics	55	30		21	n/a
Nursing	1,332	1,449	1,125	1,365	n/a
Physics	66	75	57	84	n/a
Political Science	105	105	195	156	n/a
Psychology	510	558	495	480	n/a
Public Health	1,059	1,087	1,050	1,091	n/a
Rec, Tourism, & Sport Mgt.	846	906	978	981	n/a
School of Graduate Studies	81	53	13		n/a
Social Work	6,750	6,347	5,940	6,240	n/a
Sociology	243	195	216	300	n/a
Special Education	3,076	1,663	2,613	3,029	n/a
Women's and Gender Studies	318	402	399	423	n/a
World Languages and Literature	621	632	516	555	n/a
Total	**31,461**	**29,566**	**29,156**	**32,146**	**0**
Information Literacy Sessions					
Main campus					
Sessions embedded in a class	190	187	202	188	205
Free-standing sessions	12	19	9	21	25
[Information Literacy Reports](#)					

Notes:

Credit hours includes Fall, Winter, Spring, and Summer.

Records with final grades or would-be final grades are included. Grade 'E' and 'EP' are excluded. Courses without valid CRN are excluded.

General
Description

(5.1) Southern is a medium-sized public institution of access, with a total enrollment of approximately 9,300 combined undergraduate and graduate students as of Spring 2020. This represents a reduction from 10,320 students since our interim report in 2016, with a trend in reduction 1-2% each year over the past four years. As shown in Data First Form 4.2, undergraduates represent 81.1% of the university's total enrollment, with 18.9% graduate enrollment. This represents a shift of 7.8% in total enrollment from graduate students to undergraduate students. The majority of the university's undergraduate students (85%) are enrolled full-time, while the majority of the graduate students (62%) are enrolled part-time. As part of the CSCU system, we have historically been the flagship graduate university; even with the recent decline, Southern continues to lead in graduate credit hours generated among the four CSUs.

Southern's student body is culturally, geographically, ethnically, and racially diverse, receiving applications from and enrolling students from all 169 cities and towns in Connecticut, as well as 31 states and 38 foreign countries. Additionally, Southern enrolls students who are currently dually enrolled in Connecticut High Schools and Community Colleges, students participating in the New England Regional Student Program, senior citizens, and those who have been readmitted under the Fresh Start Program.

Southern enrolled 37 new first-year and 149 continuing students in the Honors College for Fall 2020. Southern enrolled a total of 475 NCAA student athletes for Fall 2020; 464 are undergraduate students and 11 are graduate students. 501 students were registered with the Disability Resource Center in the Fall 2020. In the Summer 2020, 55 incoming first-year students successfully completed the Summer Educational Opportunity Program, run by University Access Programs, and enrolled for the Fall 2020.

Appraisal

The composition of our student body reflects the institutional mission to be intentionally diverse. As shown in Data First Form 5.4, among undergraduates, 62.4% of our students are female and 49.0% identify as non-White or multi-ethnic. Among graduate students, 74.5% of our students are female and 34.3% identify as non-White or multi-ethnic. Our demographics reflect those of the region, although we, like many comparable institutions, are proportionally higher female—perhaps because of our focus on traditionally gendered majors such as education and nursing. Of more concern is the fact that our graduate student population is less ethnically diverse than the undergraduate population. Because the graduate student body is growing while the undergraduate is declining, this has potentially long-term implications for our overall diversity.

From 2012 to 2013, the Latino and Native American Advancement Committee (LANAAC) conducted a study to assess what we as a university needed to do to support our Latinx and Native American students. Our 2016 interim self-study described the results of this report. Because of it, we have established a multicultural center to support the needs of diverse students and staff. We have also revitalized the Latin American and Caribbean Studies program, which includes both course development (for completion of a minor) and programmatic offerings with speakers and a common read. The multicultural center includes tutoring, mentoring, diversity and social justice training and workshops, and student employment opportunities. In celebrating the culture of our diverse student groups, LANAAC sponsors an annual film festival to showcase ground-breaking feature films, documentaries, shorts, animations, and other artistic manifestations by or about Latinos and Native Americans. This year, the committee has been collecting data to update the original report in order to provide a data inventory of the changes since 2013.

One element of our social justice mission is providing support for undocumented students. This begins with providing relevant information during the admissions process. We provide ongoing support through the DREAMers Action Alliance. Team leaders can advise students and also direct them toward university and community resources.

Admissions
Description

(5.2) Aligning with our social justice and anti-racism mission, we seek to serve an intentionally diverse undergraduate and graduate student body. The College Portrait provides consistent, comparable, and transparent information on the characteristics of our institution and students, cost of attendance, student engagement with the learning process, and core educational outcomes. The information is intended for students, families, policy-makers, campus faculty and staff, the general public, and other higher education stakeholders. In accord with our role of providing the future workforce for Connecticut, our admissions' team focuses heavily on recruiting local students. This means that we admit the same diverse population that we serve in the community.

(5.3) In the face of nationwide declining enrollment, in 2017 President Bertolino commissioned a strategic enrollment management (SEMP) workgroup to address short- and long-term demographic trends and projections. The working group collected a comprehensive listing of all admissions and retention efforts across campus. The resulting five-year SEMP plan has had both structural and procedural initiatives. The head of Enrollment Management, now at the rank of vice president, is a member of the President's Leadership Team and reports directly to the president. In addition, the division has been restructured to make its operations more effective.

In these efforts, appropriate support systems were developed to retain admitted students through degree completion.

Southern embraces equality of educational opportunity, including in admissions. Like most universities, we participate in events, information sessions, and college fairs sponsored by national organizations. In order to recruit students from communities that vary according to demographic and economic backgrounds, admissions counselors build relationships with local high schools to meet and recruit local students.

We take a holistic approach to reviewing applications that ensures that the student's experience through and since high school is taken into consideration. The prime consideration for admitting a student is whether attending Southern is in the student's best interest. Admissions counselors look for evidence of the potential success for each student. All students are encouraged to apply. Students are admitted without regard to age, sex, race, color, religious creed, sexual orientation, gender identity, national origin, or disability, and it is expected that the student body will reflect a wide range of cultural values and backgrounds.

During the pandemic, like many universities, we have lifted our previous requirement of standardized tests, and plan to continue this test optional policy. Because Math and English placements were previously based on SAT scores, new assessments have been developed to provide appropriate course placement. Data based on these changes will lead to ongoing dialogue for admissions policies. In addition, the division develops an informal plan annually that informs the admissions rubric for the following year.

(5.4) Individuals admitted demonstrate their intellectual and personal qualifications through their applications. The Southern Educational Opportunity Program (SEOP) provides educational opportunities to students who show promise for success but have faced educational or economic disadvantages that have impacted their preparedness for college. SEOP is comprised of two parts: The Summer Academy and the Academic Year Initiative. The Summer Academy is a five-week academic, residential experience where potential first-year students who otherwise do not fit our criteria are prepared for and given supports to matriculate and succeed at Southern in the fall. Over 90% of participants in SEOP's Summer Academy are able to matriculate each fall. Once enrolled in the fall, students then participate in the Academic Year Initiative, which continues the Summer Academy's supports to encourage students to thrive.

(5.5) In order to evaluate the potential for admitted student success, we require an academically rigorous program of study during high school, exhibiting a breadth of knowledge including a world language. In order to assess student readiness, we use placement exams in English, Math, and World Language. In the past, we relied upon SAT or ACT scores in English and Mathematics to assist in placement

during the student's first year, mapping the student's curricular path for academic success. Those students placed in lower-level courses receive extra support to prepare them for success in the LEP Tier 1 Quantitative Reasoning and Written Communication courses. Now that we are test-optional, we are using transcript analysis and a digital assessment, ALEKS, to assist in math placement and the English Department has implemented a writing sample assessment to determine writing proficiency. Similarly, the World Language and Literature Department coordinates placement exams and waivers to allow students to begin taking language courses at the appropriate level.

(5.6) The requirements for admission to Southern are intended to ensure that students offered admission are adequately prepared for the academic program and will benefit significantly from a college experience at Southern. As a university of access, our focus is less on admitting only those kinds of students who have been successful in the past, and more on providing the structures and supports to open up the opportunity for success to those with potential. In addition to SEOP, Southern partners with several community organizations to recruit and support students from diverse backgrounds, such as first-generation, low income, and traditionally under-represented students in higher education. These partners include New Haven Promise (NHP) and Hartford Promise, among others. The Academic Success Center also launched a grant-funded Summer Institute in 2020 to give first-year students a head start in math and English prior to their first semester of enrollment.

Appraisal

The restructuring of admissions into a cabinet-level division shows the university's commitment to improving admissions and retention. We are presently considering the optimal size of the university, a consideration that will impact enrollment targets. The university does not have formal, strategic admission goals but measures key indicators of success. The new application system (Slate) will collect additional information about students to allow an expanded ability to disaggregate applicants in order to better serve them. The work of enrollment management requires ongoing cross-divisional cooperation within the current Strategic Enrollment Management Planning Committee (SEMP-C).

As shown in Data First Form 5.1, applications to Southern increased each year from 2018 to 2020, as did the number of applicants accepted. Unfortunately, the pandemic intervened in 2020 so that the enrollment yield of those accepted declined from 24% in Fall 2019 to 16% in Fall 2020. With the approval of vaccines, we had anticipated that Fall 2021 would begin to return to normal. But the Delta variant has interrupted our plans. In comparison to last year, applications are down 14.3% for both first year students and transfer students, although graduate applications have held constant. At this writing, the year-over-year data also

indicate poor yields to enrollment: Of those admitted, 17.1% of first year students and 49.6% of transfer students have enrolled in comparison to 16.0% and 60.6% last year. This translates into a decline of 9.1% in total headcount ([year-over-year](#)). As shown in Table 5.1, the pandemic led decline appears not to be limited to a single demographic. The most affected group is Hispanic undergraduates, which declined as a percentage of all students by over three percentage points and appears to be headed toward a decrease of another percentage point in Fall 2021.

the Promoting Academically Successful Students (PASS) program, 68% left academic probation.

Many students in these programs become involved in student government, other student organizations, and study abroad. For instance, a New Haven Promise Scholar went on to become president of SCSU Multicultural Health Leaders whereas another was involved in study abroad in Bermuda and was a member of the NAACP. Another SEOP student became a Peer Mentor, Resident Advisor, Orientation

TABLE 5.1 ENROLLMENT, DISAGGREGATED

	% Undergraduates		% Graduate Students	
	Fall 2020	**Fall 2019**	**Fall 2020**	**Fall 2019**
Hispanic	15.1%	18.4%	9.6%	9.6%
Asian	3.6%	3.6%	2.2%	2.4%
Black	19.9%	20.1%	10.7%	9.2%
White	54.7%	56.3%	65.9%	66.7%
2+ Races	5.3%	4.8%	3.0%	3.5%
Female	62.5%	61.1%	74.4%	72.4%
Male	37.5%	38.9%	25.6%	27.6%
Pell Eligible	55.4%	55.2%		
First-Generation	40.4%	40.5%	37.5%	36.9%
Veteran	2.8%	2.9%	3.3%	3.2%
Undocumented	0.4%	0.3%	0.2%	0.4%
Disability	7.9%	8.6%	4.8%	5.2%
Online Only	32.2%	1.2%	62.8%	9.9%

Our access programs have a [record](#) of providing entre into higher education to students who otherwise would have limited opportunities. The support they provide allows these students to become connected to the university community, successfully complete their degrees, and continue to realize their professional goals. We have demonstrated success of students who have entered through these specialized programs and accessed SEOP, NHP, and GEAR UP (a tuition-free program). In 2020, 79% of SEOP students (including the 2018 and 2019 cohorts) were in good academic standing (with a cumulative GPA of 2.0 or greater). Most of the students involved reported that specific academic skills improved: 95% of students reported that math skills improved; 85%, public speaking and presentation skills improved; and 75% of students reported that writing skills improved. Regarding the UAP Advocate, 87% said that they felt supported by their UAP Advocate. The other programs reported similar success rates in terms of remaining in good academic standing: 79% of GEAR UP students and 91% of NHP students (admitted 2018 and 2019) remained in good academic standing. Among students who completed

Ambassador, Peer Academic Success Coach, and president of the Sigma Gamma chapter of Sigma Gamma Rho Sorority, Incorporated. Many of these students go on to graduate in four years and proceed to graduate school.

Student Services and Co-Curricular Experiences
Description

(5.7) Because we believe that a holistic approach to education is most effective at supporting student success, we have worked systematically to develop balanced structures for student services. One prong of this approach was the development of the [Academic Success Center](#) in 2015. Prior to its creation, Southern had a tutoring and writing center with minimal resources. In 2015, significant resources were allocated for the expansion and enhancement of academic support to address the needs of the students, aid in retention efforts, and to expand the efforts of the tutoring and writing centers to provide course support.

Another prong of this approach is the development of the new advising model, which teams faculty and professional advisors in Academic Advising Centers to provide short-term, intensive advising to subgroups of students including students who wish to change their majors, those who are still exploring which academic major they want to pursue, and those who experience significant academic challenges pursuing a given major.

A third prong comes by way of material support for students in need of such things as housing, food, childcare, and disability services. This holistic approach supports all facets of the student's life—because everything affects a student's ability to learn and succeed. Toward this end, in 2019, the Wellbeing Committee was established. It has hosted regular meetings focused on promoting holistic wellbeing and synergistic collaboration between a host of offices on campus, including Health Services, Counseling Services, Disability Resources Center, Recreation and Fitness, Residential Life, Dean of Students, and the Violence Prevention, Victim Advocacy, and Support Center.

The Wellness Committee developed the THRIVE wellbeing framework in 2020 based on established best practices. Its principles include: Togetherness (social connectedness), Health (holistic wellness), Resilience (growth mindset), Insight (mindfulness), Vitality (meaning), and Empowerment (wellness justice). This framework synthesizes wellbeing programming efforts, including a combination of virtual and on-ground daily outreach offerings through the Mindful Mondays, Togetherness Tuesdays, Wellbeing Wednesdays, Take-Action Thursdays, and Fitness Fridays campaign.

Similarly, the Department of Health and Movement Sciences works to encourage a culture of wellness on campus. Because of their efforts, SCSU is one of only 153 universities and colleges around the world to be honored by Exercise is Medicine®, earning a gold-level designation. We also earned EIM's COVID Conqueror Badge, a new honor given to campuses that demonstrated creative adaptations to physical activity programming during the COVID-19 pandemic.

(5.8) In order to assess and address the needs of our students, the Student Success Task Force was formed in 2014 to improve 4- and 6-year graduation rates. Consisting of administration, faculty, and staff, the task force gathered and evaluated qualitative and quantitative data from a wide variety of campus sources in order to make recommendations for improvement. In order to focus on the needs of three particular groups (first-year, second-year, and transfer students), the task force developed several recommendations, including to advance a student-centered culture, to create a student success center, and to transform academic advising.

Given that transfer students comprise 40% of our undergraduate population, the task force resulted in a series of adjustments to provide for the special needs of this group. For example, one initiative targeted the advising

that transfer students received upon admission. The Transfer and Articulation Policy (TAP) provides transfer tickets for Connecticut community college graduates into one of 22 specific bachelor's degree programs. In addition, a liberal arts associate's degree fulfills most LEP requirements. Furthermore, a waiver policy was developed to cover the Critical Thinking and World Language requirements for other transfer students. To facilitate the transfer of individual course credits, the transfer equivalency database was dramatically expanded. We have also improved the communication with chairs for granting credit for courses within majors. All of these changes have expedited the transfer process and progress toward completion.

In order to improve retention of transfer students, the Office of Orientation, Transition and Family Engagement has expanded orientation to include Transfermation, a special orientation directed specifically toward transfer students. We have a Transfer Assistant to help students through the first two semesters of transition to the university. The office plans socials and other activities specifically designed to meet the needs and interests of these students. We honored the accomplishments of these students by supporting a chapter of Tau Sigma National Honor Society, an honor society specifically for transfer students.

The Office of Assessment and Planning partners with different campus offices and groups to conduct assessments to diagnose and respond to student needs and to identify and support factors that impact student success. For instance, the First Year Experience (FYE) survey annually surveys incoming freshmen about their knowledge, perception, and use of academic and support services, thus identifying the characteristics and needs of its student population. Similarly, the Continuing Student Survey identifies ongoing factors that affect student retention and engagement. This practice of assessing student needs meant that, with the onset of the pandemic, we were well placed to conduct regular assessments of the varied economic, health, technological, and academic needs of students during the crisis.

(5.9) The university provides a wide range of services and programs to support student learning and also to contribute to their welfare and individual growth. By encouraging students to integrate their classroom learning with experiences outside the classroom, Southern fosters a climate in which each student can be challenged to higher levels of intellectual, personal, and social growth. The Student Support Team has members from offices across campus. It gathers information from personal contact with students, faculty, staff and family members in order to provide a proactive, collaborative and coordinated approach to support students in distress. The Student Support Team addresses concerns about student behavior and personal issues, including mental health concerns, and strives to promote individual student wellbeing and success while maintaining the overall safety of the campus community.

Southern provides services to meet the physical health needs of students through the office of Student Health Services, which offers medical care to all enrolled students. In order to encourage physical engagement, the Office of Recreation and Fitness, including Intramurals and Club Sports, offers ongoing opportunities for students of all abilities to participate. Campus Dining Services provides special information and menus addressing nutrition, food allergies, and special diets.

Southern also provides services to meet the mental health needs of students. Counseling Services provides a range of free and confidential, brief, goal-directed, mental health treatment services to students, as well as a variety of training, outreach, and consultation programs focused on promoting public health, preventative care, and holistic well-being for the broader campus community. In response to the COVID-19 Pandemic, a full suite of telehealth services and supports were made available to accompany continued in-person services.

The Violence Prevention, Victim Advocacy and Support Center (VPAS) advances our commitment to be a campus community of respect and safety by providing violence prevention education, victim advocacy and support services. Advocacy and support services are available to all students who are survivors of violence, including sexual misconduct, bullying and hazing. SCSU's Support and Resource Team (SART) provides a victim-centered response by a collaborative team to sexual misconduct (sexual harassment, sexual assault, domestic violence, dating violence, stalking, and sexual exploitation).

The Office of the Dean of Students is the primary contact office to assist students with academic and personal support (help with basic needs, textbook assistance, emergency funding, etc.). It provides information, advocacy and individual guidance for students as they navigate the challenges of university life and complexities of campus procedures. The office serves as a liaison between students, parents, faculty, university staff and administrators in assisting with individual student or group issues or grievances, while promoting initiatives that address students' needs and well-being. Its services are designed to help students reach their fullest potential and achieve success.

The office offers support for students in need, including a childcare partial reimbursement program, on-campus breastfeeding locations, and connections to other resources in the community. The Dean of Students also connects students with basic needs resources, including an on-campus food pantry (with a full-time case manager), clothing, childcare, financial assistance to purchase books, emergency housing, and other support.

The systems that the university put in place to remove us from provisionary status with the Department of Education (discussed further in Chapter Seven) allowed the dean's

office to respond quickly and effectively to student needs during the pandemic. Because of improved faculty reporting of non-attendance, the dean was able to identify at-risk students quickly. The office contacted all students who were not attending classes to identify their needs and help them find the resources to solve them—whether it was laptops, internet, housing, or food.

The office formerly known as the Disability Resource Center (DRC) meets both physical and academic needs of students. The office helps with course selection and registration, as well as developing compensatory strategies such as time management, study skills, identifying strengths and weaknesses, and so forth. Beginning Fall 2021, the DRC has been combined with the Academic Success Center in the new Center for Academic Success and Accessibility Services (CASAS) and moved to the library to integrate services and make them more accessible. The Collegiate Recovery Program offers a supportive and safe environment that provides resources and opportunities for students in all pathways to recovery. To meet the needs of our military students, the Veterans Center provides counsel, academic and financial advising, information about medical entitlements, and other benefits available from the Veterans Administration.

The previous services are available to all students, but there are additional services provided specifically to meet the needs of residential students through the Office of Residence Life. It encourages the academic, cultural, and social growth of students by sponsoring regular programs, lectures, workshops, and entertainment events in each of the residence halls. Group study rooms and computer labs are located in several buildings. Resident Advisors and Residence Hall Councils create diverse programs to expose students to a variety of cultural topics, educational skills, and a multitude of opportunities for entertainment, recreation and social interaction. For interested students, living learning communities are available to bring students with similar academic interests together, such as health care or the Honors College. Themed communities are also available for such commonalities as first-generation students and students interested in green living or global awareness.

(5.10) Academic advising primarily occurs within the majors under the guidance of faculty members. We guarantee sufficient interaction with academic advisors by requiring students to obtain a code to register for classes each semester—a PIN that advisors only distribute after a personal advising session.

New students, those without majors, and those who are struggling with a previous major get extra support in Southern's eight Academic Advising Centers (AAC), corresponding to the schools and colleges, along with Exploratory and Interdisciplinary Studies. Special advising and resources are also available for the following special populations: transfer students, new students, sophomores, non-matriculated students, and senior citizens.

The Office of Career and Professional Development (OCPD) offers an array of career exploration and navigation services to ensure academic and career success. Southern students have access to FOCUS, a web-based self-assessment tool designed to assist students in exploring possible majors or career paths. Students can meet one-on-one with an OCPD staff member to explore career paths, internships and experiential learning opportunities, and other areas for career success. An online job board is available to students and recent alumni looking for full-time or part-time work, co-ops, internships, on-campus student employment, or volunteer opportunities. The Career Advising Student Handbook is a guide to help students navigate the journey from college to career. OCPD hosts events throughout the year, including a career and internship fair, on-campus interviewing programs, informational recruitment tables, and other workshops and programs.

Many academic departments hold annual enrichment opportunities. For example, the Department of Recreation, Tourism, and Sports Management sponsors a Sports Management Internship Fair and the Adapted Sports Institute. Similarly, the School of Business hosts the My Career Development Seminar Series.

The Academic Success Center provides services that support students on their journeys to gain scholastic independence and achieve academic success. The Center includes many services, including:
- Tutoring: individual, content-based support in over 20 academic disciplines and 100 courses
- Peer Academic Leaders (PALs): non-remedial approach to learning that supports students toward academic success by integrating "what to learn" with "how to learn." PALS embeds students in each section of certain courses who provide sessions driven by students' needs. Sessions are facilitated by trained peer leaders who use collaborative activities to ensure peer-to-peer interaction in small groups.
- Academic Coaching: provides students with academic skills, strategies and techniques they can use to improve overall performance in their courses (in contrast to tutoring, which provides students with specific course-based content help).
- Academic Success Circuit Workshops: a combination of Academic Success Coaching sessions, workshops, and well-being components.
- Academic Zen Den: space where students can take a break from studying in a relaxing atmosphere with manipulables like Legos, Play-Doh, or kinetic sand.

To support students who have returned after not making satisfactory academic progress, we invite them to attend RISE (Refocus, Inspire, Succeed, Excel) Workshop. This weekly session allows students to share their academic successes and challenges in order to develop tools and techniques to improve academic performance. RISE provides students with a community of peers and mentors who are dedicated to seeing them succeed. The workshop is now offered as a credit-bearing course to participants.

(5.11) As of Fall 2021, clear description of the nature, extent, and availability of student services is readily available to students and prospective students within the Student Handbook. The front facing page of Inside Southern contains a list of the most popular resources along with links to them for ease of access to students.

All new undergraduate students attend New Student Orientation (NSO) a two day, overnight summer orientation before their first semester. (Due to COVID, orientation was virtual in 2020 and one-day in 2021.) Transfermation provides a similar one-day orientation for transfer students. The structure and content of orientation has developed in the last decade based on feedback from participants. This NSO Breakdown 2012-2019 provides seven years of comparative data about how well academic opportunities, expectations, and student services were understood. Central to this experience is coverage of the resources that students can access on campus. This information is reinforced during INQ 101, the First Year Experience course that all first-time undergraduates are required to take.

(5.12) The First Year Experience is also core to our commitment to access and equity by preparing students to succeed. FYE works with the Office of Orientation, Transition and Family Engagement (formerly New Student and Sophomore Programs) and the Advising Centers (described in Chapter Six) to provide ongoing communication with students regarding services, opportunities, and expectations. These offices are structured to create a culture of engagement and belonging for students even before they finalize their choice of a major.

To support equal opportunity, all student services are freely available and are designed to foster of climate of respect. The Multi-Cultural Center is available to all students and the community. It sponsors programs to promote diversity, social justice, leadership, and academic success. Other university services are provided for specific student populations in keeping with the university's social justice and anti-racism mission. For example, the Sexuality and Gender Equality (SAGE) Center provides a haven for LGBTQ+ students. This space in the Student Center is available for socializing and studying and includes an Open Door Closet with clothes and wigs. The Center also provides educational programming, advocacy, and support for this community.

(5.13) Student financial aid is coordinated through the Office of Financial Aid and Scholarships (OFAS). The office was restructured in 2019, hiring a new Director, a new Compliance Specialist, and creating a new position to coordinate scholarships. This restructuring enables it to better meet its core mission of providing eligible students with financial resources to pursue their academic goals at Southern Connecticut State University. All students who

complete the FAFSA are considered for financial aid, which translates into approximately 80% of enrolled students receiving aid. For instance, last year, 91% of new freshmen were awarded aid upon admission.

As a result of a 2017 external audit, OFAS updated its structures and procedures in order to ensure that it provides comprehensive financial counseling and prompt and courteous attention to inquiries. New student applicants are informed of the FAFSA through their high school guidance counselors, the SCSU admissions process, Open House, and Discovery Day. Returning students are reminded to complete the FAFSA through announcements on the Financial Aid website's main page. Students who submit their FAFSA are automatically processed in our Financial Aid Database within Banner. Awards are prioritized based on financial need and residency. Financial aid criteria are published on the Southern website, with easy access through SCSU's One Stop Website.

As shown in Data First Form 5.3, for the past four years, Southern's own financial aid commitment to students has increased, outpacing increases in tuition and fees. This has helped Southern remain one of the most affordable options for a high-quality education in the region. Total grant and scholarship assistance increased 13.74% between FY16-20. By combining the increase in scholarship assistance with our proactive financial literacy counseling, average student borrowing has decreased 4.88% (from $26,873 in FY16 to $25,562 in FY20). As a consequence, the state's increases in undergraduate tuition and fees has resulted in a minimal net cost change for students.

Financial aid is supplemented by funds from the SCSU Foundation. For example, the Stutzman Family Foundation has generously given music majors and minors the ability to take private lesson instruction during the fall and spring semesters. Similarly, the Werth Family Foundation has donated to a variety of science related activities on campus, including a grant targeted toward student environmental research. On a smaller scale, a new fund was established this year by a current Psychology major and Marine Corp veteran who endowed a scholarship to support rigorous interdisciplinary work between the data science program and the Psychology Department.

(5.14) The cost of attendance is clearly articulated on the university's Financial Aid webpage, with easy access through the One Stop page. Students are also informed through the admissions process, Open House, Accepted Students Day. Students are informed and have access to information on debt implications in several ways. The Financial Aid website provides information on loans on the loans page. Students can also meet with a Financial Aid Advisor or the Financial Literacy Advisor to discuss debt implications. The Paying for College page provides information on several resources to help pay for college. The Net Price Calculator provides *estimated* net price information to current and prospective

students and their families based on what similar students paid in a previous year. Financial Advising also links to a host of external resources, including CollegeCalc, that provide further information about debt and repayment.

Before receiving loans, students complete required entrance counseling. Students are informed of their repayment obligations during the loan acceptance process where they must complete Entrance Loan Counseling and sign a Master Promissory Note in order for their loans to originate. This includes a clear explanation of the cost, debt, and repayment options associated with receiving loans. Data First Form 5.3 shows that undergraduates leave with an average debt of about $25,000, while graduate students leave with about $31,000. Students who leave Southern without a degree carry an average debt of about $4000 for undergraduates and $2000 for graduate students. The three-year default rate is approximately 6% and the three-year loan repayment rate is just over 60%.

(5.15) The Office of Student Involvement and Leadership Development seeks to ensure that all students know of and are engaged in co-curricular opportunities. In 2014, the Office of Student Life was renamed the Office of Student Involvement and Leadership Development with a new focus being placed on leadership development and commuter student services. Each semester begins with a Week of Welcome to expose students to new opportunities for involvement and connections that will enhance their Southern experience. These events include a Club Fair where clubs and organizations expose students to the rich possibilities available to them.

In 2017 in partnership with the First Year Experience Office, Student Involvement implemented the INQ Engagement Path for all first-year students enrolled in INQ as a way of exposing students to co-curricular and leadership opportunities. The engagement path outlines specific areas in which students must engage, including involvement, social justice, academic and career preparedness, and wellness—all of which begins with attendance at the Club Fair. One example of co-curricular activity is evident in the Hillel Club, sponsored in part by our Judaic Studies (JST) program. It was voted the SCSU club of the year in 2021 because despite COVID restrictions, the group was very active, holding weekly Sabbath services remotely and at the SCSU Remembrance Garden, celebrating major Jewish holidays together, and studying the Hebrew language and scholarly writings and how they apply to everyday life.

In order to facilitate communication about co-curricular activities, in 2015, the Office of Student Involvement began using OwlConnect, a comprehensive web-based information system designed to manage student organizations and to track and document students' co-curricular participation. This system provides a comprehensive list of organizations and is the means through which students request to join. It then provides a tool for executive boards to communicate

to members through email and also share announcements of activities. As reported through OwlConnect, in 2015 there were 1,158 event submissions. By 2019 this had almost tripled to 2978 events submission indicating a substantial increase in co-curricular programming.

Students have a number of opportunities to lead on campus. The Student Government Association (SGA) serves as the voice of all undergraduate students to promote the welfare of the undergraduate student body and functions as a liaison between students and faculty and administrators in recommending policies for the betterment of students. Outside of student government and organizations, students are involved in leadership through Freshman Leadership Experience Program (FLEX), Leadership Certificate Program, Peer Mentor Coordinators, Diversity Peer Educators, Orientation Ambassadors, Transfer Student Assistants, Resident Advisors, Peer Academic Leaders (PALS), Career Peers—all of which rely upon students to support students.

(5.16) Southern sponsors 19 intercollegiate athletic programs (eight for men, eleven for women) that compete within the NCAA Division II Northeast-10 Conference. The student handbook indicates that the primary responsibility of student athletes "is that of a student—first and foremost. Your primary responsibility is to the classroom—attendance, participation, etc. No less is expected or accepted. Your second responsibility is that of an athlete." All athletes are subject to the same academic requirements as non-athletes. Many of the teams take pride in the academic performance of their athletes, conferring awards on those with top grades. Coaches regularly contact faculty regarding the athletes in their classes to make sure that they are engaged and fulfilling their roles as leaders.

(5.17) When hiring student services personnel, searches include checks to ensure that those interviewed and hired are qualified by formal training and work experience for their positions. The Office of Human Resources conducts educational and professional employment verifications to ensure the information reported in the application is accurate.

The catalog lists the credentials for current administrative personnel. For example, the Vice President of for Student Affairs, Dean of Students, Director of Academic Student Success, and the Director of Counseling Services all have doctoral degrees, while other administrative personnel have appropriate master's degrees. The Office of Diversity and Equity, in conjunction with human resources, facilitates the recruitment procedures to screen, interview, and hire candidates.

Connected to each individual position is a description that includes the following information: competencies, duties, and organizational reporting lines. In order to appraise whether our student affairs structure aligned with student needs, in 2018, the division of student affairs undertook a National Association of Student Personnel Administrators

(NASPA) self-assessment to get an external perspective on its structure. Their report determined that SCSU's Division of Student Affairs was unique because it included Academic Advising, the Academic Success Center, which provides tutoring support for the entire campus, and Athletics. As a result of the report, the division underwent a reconfiguration. By the end of Fall 2019, the Division was able to see the correlation between the functional areas and the programs/services offered by each department as well as identify divisional priorities.

Personnel, facilities, technology, and funding are adequate to implement the institution's student services policies and procedures. However, units may supplement their budgets through external grants. For example, the Division of Student Affairs has secured external grants to improve the services they can provide to students, especially within the Academic Success Center. As regards the core budgets for units, the Division of Finance and Administration holds primary responsibility regarding the personnel and funding of the institution.

The location of offices varies according to the needs of students. For instance, Academic Advising is distributed across campus to meet students where they are. Located in the center of the university, the Adanti Student Center hosts offices for student government, the fitness center, and the bookstore. Many academic services are housed in the newly renovated library, including Academic Advising, the Center for Academic Success and Accessibility Services, Career and Professional Development, and the Office of Orientation, Transition and Family Engagement. The library also houses Information Technology and its Help Desk (which provides 24/7 support to students), while computer labs are distributed across the campus for ease of student access. The First-Year Experience is housed in Engleman Hall to be close to classrooms.

During the pandemic, all offices quickly adjusted their modus operandi to meet student needs. For example, the Academic Success Center transferred all of its services to online availability and Counseling Services overcame obstacles to offer virtual therapy. Similarly, IT quickly began repurposing laptops and deploying desktops from unused computer labs to provide access for remote use. They also set up Wi-Fi hotspots in parking lots for additional and convenient internet access. In addition, space was established in the Student Center for students unable to complete coursework from home.

(5.18) The Division of Student Affairs empowers students to reach their full potential by fostering a respectful environment that develops citizens who are engaged and effective leaders in the community and the region. Student Services are guided by the ethical standards of their governing association, NASPA. Their values include autonomy, veracity, beneficence, non-malfeasance, justice, fidelity, and affiliation. Student rights and responsibilities

are outlined in the Student Code of Conduct, available in the Office of Student Conduct and Civic Responsibility. Violations of the Code result in a meeting with a representative of the Office of Student Conduct and Civic Responsibility and possible disciplinary action.

(5.19) The Department of Records and Information Management (RIM) is responsible for safeguarding the university's official records and informational assets—both paper and electronic—by guiding the management, access, retention, storage, protection, and disposition of those assets. To support the work of this office, eight individuals from units across campus have been designated to serve as Assistant Records Management Liaison Officers (ARMLO). RIM provides training and operational assistance for all divisions and departments concerning their retention of records and practices regarding security of information management. The office complies with the State of Connecticut's Office of the Public Records Administrator's Records Management Policies and Procedures.

(5.20) All offices within Student Affairs regularly assess their operations to evaluate their effectiveness and equitability. The Academic Success Center, Disability Resource Center, Peer Academic Leaders (PALS), Multicultural Center, Residence Life, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP), New Haven Promise Program, Promoting Academically Successful Students (PASS), Southern Educational Opportunity Program (SEOP) all gather feedback regularly from students who make use of their resources to obtain information about those students' satisfaction with their effectiveness and delivery. Collected data are shared regularly in a report titled, Student Affairs Functional Areas (Leadership and Academic Intervention).

Appraisal

Student Affairs does an excellent job of supporting students in various aspects of their lives. The division excels at providing training for leaders to learn best practices. Also, it is active in conducting self-assessment and formal planning. The division recently took over supervision of Athletics, with which it is currently working to bring the same culture of self-reflection and continual improvement that exemplifies the rest of the division. The division has also made progress toward getting grants to support its work, for example in the Academic Success Center.

The current quality of Student Affairs is the direct result of sustained efforts to improve. In Fall 2018, the division participated in the National Association of Student Personnel Administrators (NASPA) P.R.A.C.T.I.C.E.S. self-assessment in order to acquire baseline data by which to undertake a system of continuous improvement. This external review indicated two areas of improvement: assessment and evidence-based practices. Based on this critique, the division has focused extensive efforts on

training its constituent departments in how to conduct assessment—for both program goals and student learning. The division established an assessment committee to oversee the development of assessment practices within all departments. Based on these efforts, and the end of AY 2019-2020, the division completed an Impact Report where each department reported on its goals and assessed its performance for the year. The process has had a powerful impact on the culture of the division, so that members discuss their work as being based on the model of Practice-Theory-Practice with a view to data driven decision-making.

With the incorporation of Athletics into Student Affairs, the program underwent external review, which showed room for improvement. Reviewers were charged with assessing how the program contributes to the mission, vision and culture of the university. They found that, "There is not a clear plan or strategy for how athletics and individual sport programs can support and enhance enrollment for the university, nor an established process for communication between athletics and admissions." Although there are more women's teams than men's, in keeping with the gender balance of the student body, among the athletes, 57% are men because there is no cap on the roster size for individual teams. As happens at many universities, the size of the football team dominates. Furthermore, the number of students involved in athletics has increased by about 25% without any corresponding increase in the budget to support them. Because of this external review, leadership changes are underway.

One consequence of this review was that Athletics hired an external consultant to support the coaches in working collectively to identify the culture they wished to create for their student-athletes. The resulting Cultural Development Program enhanced their individual coaching skills and also brought them together to think collectively about the culture they wanted for the overall athletics program in anticipation of a new Director of Athletics arrival in Summer 2021. The program, which ran in Spring 2021, included seven facilitated sessions and divided head coaches into pods to work on projects connected to student athlete experience, performance, social justice, and mental health. Each group worked together to set a vision and objectives for the initiative and is empowered to organize resources and programming in coordination with the SCSU Athletic Department. A new Director of Athletics has been hired who has a clear vision for the program, especially regarding social justice issues.

The Center for Academic Success and Accessibility Services (CASAS) is one of SCSU's most successful programs. The Academic Success Center began in 2015 with the intent to replace the existing ineffective campus writing and tutoring centers. Its goal was to enhance academic support to fit the needs of students, aid in retention efforts, and unify all academic support for students in a single location. In its first year, ASC received over 23,000 visits from students. This number has more than doubled to over 52,000 student

visits to the ASC in the 2019-2020 academic year. Between 2015 and 2019, the three main services offered within the Academic Success Center have increased: Tutoring by 187%; Peer Academic Leaders (PALS) by 145%; and Academic Success Coaching by 367%.

In the past five years, the ASC's staff has expanded by 79% to meet this increased demand. The Center began with one Director, one graduate intern, and 50 student employees. Over the past five years it has grown to have a Director, Associate Director, an Academic Intervention Program Coordinator (grant funded), a graduate intern, and 200+ student employees. Student employees are College Reading and Learning Association (CRLA) certified. Based on the success of this certification, the English Department has begun offering a course (ENG 298) making CRLA training available to all students with an interest in becoming a writing tutor. Most recently, the ASC has been able to have a heavy focus on academically at-risk students due to a $2.18 million federal Department of Education grant. This grant focuses on retention of academically at-risk students, providing academic tools to further students' skills and content understanding to assist in their academic success.

Resources are expanding to support graduate students. The Academic Success Center provides statistics tutoring. In addition, the Center of Research and Innovation began in 2020-2021 to support faculty who serve as statistical consultants for graduate thesis and dissertation work. The Writing Program is increasingly providing tutors to support graduate students. In addition, in Winter 2021, Graduate Writing Workshops generated interest from 70 graduate students who registered. While these sessions were available by video, about 30 students attended at least one session synchronously.

Beginning Fall 2021, the Disability Resource Center has been integrated into the ASC, creating CASAS. Previously, the DRC provided more focused services. During the 2019 to 2020 academic year, it hosted at least 1183 visits from 394 individuals to provide support. As shown in Table 5.2, when those using the DRC are disaggregated, their demographics are very similar to the university as a whole. When looking at those who visit the DRC (who do not graduate), 93.7% persisted from Fall 2019 to Fall 2020 (ten percentage points higher than other students).

TABLE 5.2 USE OF DRC DISAGGREGATED, BY SIGNED IN VISIT (PER NAVIGATE), AY 2019-2020

Percent of Visits	Fall 2019	Spring 2020
Hispanic	15.2%	15.6%
Asian	3.0%	3.3%
Black	12.2%	11.1%
White	58.5%	58.3%
2+ Races	4.9%	6.1%
Unknown/Other	6.1%	5.6%
Female	66.5%	63.9%
Male	33.5%	36.1%
Graduate Student	7.9%	7.8%

Source: Navigate from Student Check-Ins

The implementation of the student first approach is reaping dividends in student perceptions. As reported in the Campus Environment Satisfaction Report, the quality of interaction with student services staff has increased significantly. In 2015, 51% of freshman reported "Very good" satisfaction, whereas in 2019 70% were equally satisfied. Furthermore, the relocation of academic support services to the library has increased student awareness of the various services and increased accessibility. Only 1% of students report not knowing about the availability of tutoring at the ASC. All students using the services reported finding them useful. Responding to student services more broadly, 78% of first-year students reported that they receive sufficient institutional academic support. 100% of students who attended appointments or sessions within the ASC indicated that they have a better understanding of material after their session, feel comfortable approaching concepts independently, are likely to return to the ASC, and are likely to recommend services to others.

Counseling Services has a history of serving a diverse array of students (48% of clients in 2019-20 were non-white). It has a range of outreach programming offered to support students of color, historically marginalized students, and first-generation students. These efforts have greatly benefited from the excellent work of the office of Multicultural Programming and Outreach's inaugural coordinator. According to results from the 2019-20 customer service surveys, 88% of clients reported that their participation in counseling was worthwhile and satisfying, 94% of students would seek counseling in the future if needed, and 93% would refer a friend.

Many academic resources have been consolidated into the library while many social resources are generally found in the Student Center. These physical changes have provided more shared spaces for collaboration among students, staff, faculty, and administration alike. While some offices have

moved into shared office suites, several student support services departments are physically separate from each other. Many services and student needs overlap, and it can be difficult and confusing for students to navigate between several offices who are support-related but unique as well. For example, Health Services works closely with Counseling, DRC and Wellness, but are physically separated from those. Health, Wellness, and Counseling all work closely together, but co-locating these departments all together may provide a more user-friendly experience for students and provide increased ease of access and inter-departmental collaboration.

COVID impacted our traditional new student orientation events and processes. We were able to provide June orientation and Transfermation as synchronous sessions. Although pivoting NSO to a virtual format in summer 2020 occurred in the span of only 60 days, this session contained more programming than ever. The online engagement numbers demonstrated some engagement, but not as much as in previous years. Summer 2021 combined a one-day in-person format for orientation supplemented with virtual offerings in response to 2020 assessment data.

Southern's Financial Literary and Management Program seeks to provide strategies to meet short-and long-term financial obligations. By providing one-on-one advising, presentations and resources, the office makes financial literacy a priority. Last year it hosted over 100 workshops including Paying for College, $mart Money Management, Financial Aid 101, Credit Talk$, Budget Talk$, Scholarship Talk$, Life After College, and Loan Repayment Talk$. Because of the quality of this program, in 2019 and 2020 Southern was ranked among the top ten financial literacy programs in the nation.

Approximately 50% of first-year students participate in co-curricular activities. These students participate an average five to six hours per week. Although participation among seniors has declined 10% over the past three years (with an average of just under five hours per week), Southern still rates significantly higher than participating institutions in the NSSE survey. Approximately one third of sophomores and juniors report that they are "deeply" involved in campus organizations or activities. Compared to other potential campus affiliations (such as departments and athletics) alumni rated their connections to clubs and organizations the highest at approximately 50%.

A perennial problem is providing services for commuters and graduate students. Commuters frequently come to campus for classes and leave immediately for work or other demands. Most of the services are focused towards undergraduate students, although the new graduate student lounge provides graduate students with dedicated study space. Efforts are underway to provide more services to graduate students, such as writing tutors and statistics consultants. In addition, the expansion of many services

to remote access makes them better available to graduate students. Some offices, such as the Career and Professional Services and Student Services have made a concerted effort to become more available to graduate students.

In our effort to ensure that all students receive equitable access to support services, we have been limited in our ability to collect information about some groups of students until recently. The CSCU central office has dictated which demographic-identifying information is collected regarding students during the admissions process. Currently this information does not include important demographic information such as LGBTQ+ identification. As a result, our ability to disaggregate data is limited. We anticipate that the Spring 2021 BOR rule affording campus flexibility in data collection will result in additional data on how we are able to meet diversity, inclusion, equity, and access goals.

As shown in Data First Form 8.1, the retention rate is hovering at or just below the national average of 78%. Data First Form 5.2 shows that by a cohort's fourth year we make up for the first year loss with transfer students. But it would be better if we retained those students. The First Year Experience has led to modest improvements in retention between first and second year; it has also scored well on national measures for student engagement. This led to recognition from the National Resource Center for the First-Year Experience and Students in Transition. In addition, the new advising model provides a possible structure to coordinate efforts regarding student retention, although we need to gather more data as it is further implemented to assess the strengths and weaknesses of such a unified effort.

Projection

Two of the current university priorities address students: 2) Driving enrollment; and 3) Student Success. As discussed in the projections in Chapter Two, we seek to drive enrollment in several ways. Most relevant to this chapter is developing an outreach program that seeks to eliminate barriers to access for underserved populations. The VP for Enrollment Management and the VP for Diversity, Equity, and Inclusion are working together to enhance our community engagement. They, along with the newly appointed Director of Community Engagement are currently looking at existing partnerships and building new collaborations with community organizations in order to develop pipelines for local students to attend Southern. Early in Fall 2021, they will create an outline of goals for this endeavor. Subsequently, they will recruit faculty and staff to be part of a committee focused on community engagement.

In the context of the admissions process, the university's social justice and anti-racism mission calls for us to continue and expand access and honors programs to support diverse populations, even in the face of limited funding. We already

have a diverse student body, with nearly half of our students identifying as non-white. We will continue recruitment efforts of diverse populations in surrounding schools. New Haven students entering 10th grade may participate in the ConnCAP Pre-College Program. Supported by a grant received from the Connecticut Office of Higher Education, this program builds academic skills, provides career exploration, facilitates campus visits, and enables students to participate in activities at Southern. This program intends to feed into our Early College program, which provides an introduction to Southern through dual-enrollment courses offered on high school campuses and at SCSU.

In order to develop a clear, intentional, and personalized outreach strategy that makes Southern a first choice for diverse students, Enrollment Management has adopted a new admissions CRM that will do a better job of keeping track of data connected to potential students. Admissions has developed a strategy with ICM in which they will connect with younger high school students and build relationship through ongoing digital and print outreach. ICM is developing digital assets to facilitate such engagement.
To further develop the relationship with local schools, this summer we developed a Counselor Advisory Group, which will begin meeting in the fall. In conjunction with ICM, Enrollment Management has developed a newsletter for counselors to provide information about the university. The goal of these efforts is to develop a collaborative relationship so that we can learn how to be more supportive of the work of high school counselors with future college students.

In another collaboration with Enrollment Management, ICM is interfacing with the academic deans to identify their recruitment goals. Currently, each dean is identifying a list of three to five high priority recruitment targets, which will be completed by the beginning of Fall 2021. Subsequently, ICM will determine its budget allocation to address these needs along with staffing allocations. The deans are also contributing to the messaging by defining the value of a Southern education. ICM will meet regularly with the deans to discuss the metrics of each campaign.

Another action item under the enrollment priority is to expand and create opportunities for enhanced student and faculty scholarship through the growth of external support. For example, we are currently spearheading a collaboration between all four Connecticut State Universities to develop an NSF grant proposal to support involvement by underrepresented students in STEM research. The plan is to work with feeder high schools for recruitment. During the summer before they matriculate, each CSU will hold a summer bridge program, to support the completion of first-year courses where STEM students typically struggle. During their first year, students will attend seminars given by members of industry. The follow year, they will work with research mentors and, in subsequent years, they will collaborate on research projects.

Priority 2 also includes becoming the transfer institution of choice among the CSUs. As shown in Data First Form 5.2, we rely heavily on transfer students to replace the first-year students who do not persist to completion. We have already developed support for these students in the Office of Transfer Student Services. We seek to develop and strengthen additional programs that support non-traditional students and create more flexible schedules for services such as advising and tutoring. To increase the transfer population, we are also expanding our relationships with local community colleges with our new Southern Onsite program. Beginning in Fall 2022, community college students will be able to take SCSU courses at their home campus to leverage their associate's degree into a bachelor's degree.

Priority 3 for the university is ensuring student success. This priority includes the following action items:

- Remove obstacles to graduation in both curriculum and bureaucratic processes while providing quality service and an ethic of care to students.
- Promote student well-being (mental and physical health, resiliency, self-care, confidence and resourcefulness).
- Create a culture of engagement and belonging for each and every student.

In order to remove obstacles to graduation, we are assessing our procedures to make them more student friendly. As an institution, we have a history of being procedurally rigid without taking into account unique circumstances. For example, prior to each semester, students who fail to pay their bills get dropped from the classes for which they have registered. We are currently incorporating anticipated financial aid into that requirement to make it more flexible. This year the VP of Enrollment Management is looking for similar ways to adapt policies to student needs in order to remove barriers to access. Similar streamlining is occurring in Student Affairs under guidance of the VP for Student Affairs. For example, beginning Fall 2021, the Disability Resource Center has been incorporated into the Academic Success Center under the supervision of its Director. The new Center for Academic Success and Accessibility Services (CASAS) will provide a holistic experience of academic support.

The Division of Student Affairs has developed three areas of priority to provide a more comprehensive way of thinking about how to support students through to completion of their Southern degree. These areas comprise a holistic vision of helping students thrive, matter, and succeed at Southern. By thriving, the leaders of Student Affairs mean to support an integrated sense of well-being that includes physical, emotional, and safety. Students must have their basic needs met and nurture a healthy mind, body, and spirit to increase their capacity to learn and thrive. When students know that they matter and find their place, they have more motivation to overcome obstacles and persist at Southern.

This strong sense of belonging occurs when students feel engaged, feel noticed, and make connections. Student Affairs is planning to focus not only on encouraging participation in structured activities, such as orientation, clubs and organizations, intramural and sport teams, programs and events, but in facilitating informal connections. These connections with peers, faculty, staff, or alumni are particularly important for non-traditional students. Student Affairs plans to support mechanisms and interventions for students who may (or may not) be struggling academically. They are developing Initiatives to address the development and needs of students from entry to graduation, from any degree and at any level. These efforts are supported by strong advising relationships, peer coaching and mentoring, advocacy, tutoring, accessibility services, and career and professional development.

Teams began meeting regularly last year to coordinate efforts for each of the three priorities. The teams will begin to implement their plans this year. The goal is that these efforts will not be siloed within any one office, but will be shared between all offices with relevant expertise or interests. For example, Residence Life and Athletics have representatives on all three. One approach to better integrate the work of multiple departments is to reassign graduate interns from single departments to serve each priority area (thrive, matter, and succeed), focusing their programming from a more holistic lens. The efforts will also

grow to include faculty partners and staff in other divisions in order to share this student-focused lens with the rest of the university.

In order for academic departments to succeed in retaining and graduating students in a timely manner, faculty need to engage with data to consider each student's needs. The implementation of SCC Navigate provides access to valuable data. The faculty directors of the neighborhood advising centers began reaching out to departments in Fall 2019 to train them in using Navigate. The move to online advising further encouraged faculty to learn to use it for making appointments. We anticipate that this use will have increased the comfort level of faculty in using the tool, which will encourage them to participate in training in its data functionalities as workshops resume in Fall 2021.

The Athletics Department has developed several proposals to further its Cultural Development Program and some of the proposals will be implemented. They presented the proposals in May to the VP for Student Affairs and the Interim Director of Athletics for evaluation. With the arrival of the newly appointed Athletics Director in July, the approved proposals will begin to be implemented in Fall 2021. The goal of these proposals is to identify strategies to use already available resources to more intentionally develop a supportive, inclusive, and high-performance athletics culture.

DATA FIRST FORM 5.1 ADMISSIONS FALL TERM

	3 Years Prior (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Next Year Forward (Fall 2021)
Freshmen—Undergraduate					
Completed Applications	6,801	6,753	7,340	8,504	7,500
Applications Accepted	5,795	5,959	6,352	6,776	5,700
Applicants Enrolled	1,378	1,525	1,522	1,081	1,200
% Accepted of Applied	85.2%	88.2%	86.5%	79.7%	76.0%
% Enrolled of Accepted	23.8%	25.6%	24.0%	16.0%	21.1%
Percent Change Year over Year					
Completed Applications	n/a	-0.7%	8.7%	15.9%	-11.8%
Applications Accepted	n/a	2.8%	6.6%	6.7%	-15.9%
Applications Enrolled	n/a	10.7%	-0.2%	-29.0%	11.0%
Transfers--Undergraduate					
Completed Applications	1,714	1,529	2,023	1,935	1,900
Applications Accepted	1,501	1,452	1,312	1,249	1,235
Applicants Enrolled	909	893	795	757	700
% Accepted of Applied	87.6%	95.0%	64.9%	64.5%	65.0%
% Enrolled of Accepted	60.6%	61.5%	60.6%	60.6%	56.7%
Master's Degree					
Completed Applications	1,015	1,032	1,058	1,547	1,600
Applications Accepted	640	694	819	818	800
Applicants Enrolled	464	446	543	551	590
% Accepted of Applied	63.1%	67.2%	77.4%	52.9%	50.0%
% Enrolled of Accepted	72.5%	64.3%	66.3%	67.4%	73.8%
Doctoral Degree					
Completed Applications	17	55	49	88	70
Applications Accepted	15	45	36	55	45
Applicants Enrolled	10	36	24	38	30
% Accepted of Applied	88.2%	81.8%	73.5%	62.5%	64.3%
% Enrolled of Accepted	66.7%	80.0%	66.7%	69.1%	66.7%

Notes:

The term in banner for DSW applicants is Summer. Manually added summer DSW to the "Doctoral Degree" Section in the Fall.

DATA FIRST FORM 5.2 ENROLLMENT FALL TERM

	3 Years Prior (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Next Year Forward (Fall 2021)
Undergraduate					
First Year Full-Time Headcount	2,085	2,167	2,105	1,618	1,650
Part-Time Headcount	71	74	67	95	70
Total Headcount	2,156	2,241	2,172	1,713	1,720
Total FTE	2,086	2,156	2,098	1,624	1,700
Second Year Full-Time Headcount	1,566	1,424	1,533	1,521	1,100
Part-Time Headcount	107	106	82	111	100
Total Headcount	1,673	1,530	1,615	1,632	1,200
Total FTE	1,570	1,434	1,544	1,558	1,150
Third Year Full-Time Headcount	1,470	1,647	1,556	1,586	1,650
Part-Time Headcount	245	249	207	238	240
Total Headcount	1,715	1,896	1,763	1,824	1,890
Total FTE	1,544	1,725	1,606	1,669	1,770
Fourth Year Full-Time Headcount	1,689	1,616	1,596	1,543	1,575
Part-Time Headcount	474	607	548	527	550
Total Headcount	2,163	2,223	2,144	2,070	2,125
Total FTE	1,817	1,802	1,761	1,675	1,800
Unclassified Full-Time Headcount		23	11	0	0
Part-Time Headcount	244	209	257	201	250
Total Headcount	244	232	268	201	250
Total FTE	82	96	94	59	75
Total Undergraduate Students					
Full-Time Headcount	6,810	6,877	6,801	6,268	5,975
Part-Time Headcount	1,141	1,245	1,161	1,172	1,210
Total Headcount	7,951	8,122	7,962	7,440	7,185
Total FTE	7,099	7,214	7,103	6,585	6,495
% Change FTE Undergraduate	n/a	1.6%	-1.5%	-7.3%	-1.4%
Total Graduate Students					
Full-Time Headcount	860	739	713	803	850
Part-Time Headcount	1,392	1,189	1,142	1,088	1,040
Total Headcount	2,252	1,928	1,855	1,891	1,890
Total FTE	1,770	1,519	1,465	1,551	1,625
% Change FTE Graduate	n/a	-14.2%	-3.6%	5.9%	4.7%
GRAND TOTAL					
Grand Total Headcount	10,203	10,050	9,817	9,331	9,075
Grand Total FTE	8,869	8,733	8,568	8,136	8,120
% Change Grand Total FTE	n/a	-1.5%	-1.9%	-5.0%	-0.2%

Notes:

Includes students at their status based on number of credits completed

DATA FIRST FORM 5.3 FINANCIAL AID, DEBT, DEVELOPMENTAL COURSES

<u>Description of Students Served</u>

College Scorecard Data	(FY2016)	(FY2017)	(FY2018)
Three-Year Cohort Default Rate	0.058	0.058	0.063
Three-Year Loan Repayment Rate	0.627654	0.60711	n/a (as of Aug. 2021)

Student Financial Aid	3 Years Prior (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Next Year Forward (Fall 2021)
Total Federal Aid	$62,107,714	$61,307,666	$61,364,911	$60,806,709	$61,000,000
Grants	$13,291,903	$14,700,682	$15,436,461	$16,360,263	$16,000,000
Loans	$48,417,185	$46,001,257	$45,189,095	$43,377,383	$44,000,000
Scholarships	$108,738	$101,531	$69,123	$60,839	$75,000
Work Study	$289,888	$504,196	$670,232	$1,008,225	$700,000
Total State Aid	$3,644,503	$3,278,922	$3,266,402	$3,922,123	$3,900,000
Total Institutional Aid	$9,680,292	$10,563,507	$11,085,016	$12,992,551	$12,075,000
Grants	$5,821,191	$6,940,267	$7,209,654	$8,066,904	$8,500,000
Loans	$0	$0	$0		$0
Scholarships	$3,859,100	$3,623,240	$3,875,362	$4,925,647	$5,000,000
Total Private Aid	$9,036,503	$9,689,025	$11,420,423	$11,645,759	$11,500,000
Grants	$0	$0	$0		$0
Loans	$7,000,424	$7,553,419	$9,254,667	$9,441,277	$9,500,000
Scholarships	$2,036,079	$2,137,107	$2,165,756	$2,204,482	$2,100,000

Student Debt	Percent of Students Graduating with Debt				
Undergraduates	75%	73%	72%	75%	75%
Graduates	61%	58%	58%	56%	56%
	Average Amount of Debt—with Degree				
Undergraduates	$26,835	$25,842	$25,124	$25,562	$25,500
Graduates	$32,368	$30,516	$31,964	$31,039	$31,000
	Average Amount of Debt—without Degree				
Undergraduates	$4,207	$3,847	$4,069	$4,439	$4,000
Graduates	$2,422	$2,575	$2,159	$2,192	$2,000

Notes:

1. The 'Private Aid' includes EXTN and SCPR of FSRC_CODE

2. B37 & 38: Student debt includes any types of loans, while College Scorecard includes federal loan only.

3. 3-year repayment rate came from College Scorecard, variable RPY_3YR_RT_SUPP.

   a. FY 2016: NSLDS pooled FY2012, FY2013 cohorts measured in FY2015, FY2016 <- 62.77%

   b. FY 2017: NSLDS pooled FY2013, FY2014 cohorts measured in FY2016, FY2017 <- 60.71%

4. Parent loans (PLUS) were excluded in calculating 'For students with debt.'

   a. 'Average amount of debt' excludes students with 'zero' debt (only includes when debt > 0).

   b. 'Average amount of debt' for graduate students does NOT include any debt they borrowed in undergraduate levels.

5. 'Average amount of debt' does NOT include parent loans (PLUS), but includes private loans as well as Federal and State loans.

6. Debt amount of students who leaving without degree is based on the final term which belongs to each fiscal year of study. Students who left in each academic year did not come back to pursue their previous degree-levels at all.

DATA FIRST FORM 5.4 STUDENT DIVERSITY

Admissions Information	Completed Application	Applicants Accepted	Applicants Enrolled
Undergraduate			
Female	6,428	5,110	1,189
Male	4,011	2,915	649
Nonresident Alien	98	58	23
Hispanic/Latino	1,565	1,159	294
American Indian or Alaskan Native	3	3	0
Asian	391	342	59
Black or African American	2,419	1,555	368
Native Hawaiian or Other Pacific Islander	20	12	2
White	4,290	3,605	855
Two or More Races	687	553	109
Unknown	966	738	128
Graduate			
Female	1,324	742	498
Male	385	201	135
Nonresident Alien	2	1	0
Hispanic/Latino	93	31	4
American Indian or Alaskan Native	191	99	68
Asian	37	21	12
Black or African American	219	91	63
White	985	604	419
Two or More Races	57	34	26
Unknown	125	62	41

Undergraduate	Full-Time Students	Part-Time Students	Total Headcount	FTE	Headcount Goal (2021)
Female	3,974	679	4,653	4,175.73	4,500
Male	2,294	493	2,787	2,408.90	2,685
Nonresident Alien	58	14	72	64.33	70
Hispanic/Latino	863	164	1,027	902.20	990
American Indian or Alaskan Native	7	5	12	8.40	10
Asian	214	39	253	225.20	245
Black or African American	1,167	207	1,374	1,216.33	1,325
Native Hawaiian or Other Pacific Islander	3	1	4	3.00	5
White	3,181	614	3,795	3,352.57	3,665
Two or More Races	314	42	356	327.07	345
Unknown	461	86	547	485.53	530
Graduate					
Female	617	791	1,408	883.58	1,400
Male	186	297	483	279.96	490
Nonresident Alien	14	10	24	16.33	25
Hispanic/Latino	90	91	181	121.21	180
American Indian or Alaskan Native	4	1	5	3.92	5
Asian	16	25	41	24.08	40
Black or African American	89	113	202	124.25	200
White	504	739	1,243	754.25	1,240
Two or More Races	32	25	57	38.25	60
Unknown	54	84	138	81.25	140

Notes:

The current sheet shows data for Fall 2020. For the Admission portion, Admit Types "New", "Transfer," and "Readmit" are reported here. For the Enrollment Portion, all credit-seeking students are shown.

Faculty and Academic Staff
Description

(6.1) The categories and responsibilities of faculty at SCSU are defined within the Collective Bargaining Agreement (CBA). It is this agreement that provides guidelines for faculty teaching loads and reassigned time for administrative duties, such as chairing a department. Upon hiring new faculty, the Office of Faculty Development facilitates an orientation for new faculty, including an overview of offices with whom instructors should become acquainted. The CBA distinguishes between full-time faculty and part-time faculty, describing their roles, but providing equivalent professional development for both. The current contract limits courses taught by part-time faculty to 20% of the total load credits of all faculty. Both full-time and part-time faculty are members of specific departments, with departmental by-laws specifying the rights and responsibilities of each.

(6.2) As of Fall 2020, Southern has 1049 total faculty, with 423 full-time instructional faculty. As shown in Data First Form 6.1, the number of full-time faculty has remained steady over time, while the number of adjuncts has grown by an average of 5% each year since 2018. However, during the Fall 2021, the relative number of part-time faculty has greatly decreased. The student-faculty ratio was 14:1 and continues to be small, allowing for personalized interactions and mentorships (see CDS-I for data from the past ten years).

The demographic composition of our faculty as compared with the student body is not nearly as diverse. As shown in Data First Form 6.5, 35% of the faculty are white men, while 44% are white women and 21% identify otherwise. Among academic staff, 45% are white men, 37% are white women, and 18% identify otherwise. We are taking active steps to redress this gap. In the past four years, while we have increased the diversity of our faculty by about 15%, its composition has not reflected that of the student body. In July 2020, we added a new position, Vice President for Diversity, Equity and Inclusion who has already composed strategic priorities reaffirming SCSU's commitment to equity and diversity and challenging us to do more. We recognize that changing these demographics will take time.

With 423 full-time faculty, and numerous part-time adjuncts, librarians, and academic advisors, we have a sufficient workforce to attend to the development of our students. Faculty responsibilities are outlined in the CBA, including a 12-credit instructional load. This translates into approximately four courses per semester, albeit a large number of our faculty are teaching a less than full load as they take on research, service, and other responsibilities. For example, the CBA provides for course load reductions to support faculty research and creative activity. Also, additional reassigned time is offered within the colleges and schools based on scholarly and service needs as well as part of externally funded activities (e.g. grants).

(6.3) As shown in Data First Form 6.2, among the full-time faculty in AY 2019-2020, 92% have earned doctorates or approved terminal degrees, while 7% have earned master's degrees. Approved terminal degrees include: MBA/CPA (Accounting), MFA (Fine Art or Applied Arts), MLS (Librarians or Education), MSW (Social Work), and JD or LLB (Business Law). Among part-time faculty, 30% have earned doctoral or terminal degrees and 51% have other master's degrees.

Faculty scholarship and creative activity are aligned with their teaching responsibilities. For example, the faculty member in the Department of Counseling and School Psychology who teaches CSP 578 Social & Cultural Diversity has recently published *Affirmative Counseling with LGBTQI + People*, a book she both contributed to and edited. Faculty members can be designated as a CSU Professor, the system's highest award, for excellence in teaching and scholarship. In 2020, the system awarded this distinction to a professor in the Physics Department.

As evidenced by our 20 external accrediting agencies who have assessed the qualifications of the various accredited programs, our faculty have demonstrated sufficient preparation. Faculty credentials and development are consistently assessed within the pre-tenure, tenure, promotion, and post-tenure reviews. In addition to noting the advanced degrees required during hiring, these reviews evaluate evidence of continued scholarship, advanced study, creative activity, and teaching ability, as well as relevant professional experience, training, and credentials. While pre-tenure, tenure and promotion evaluations carry consequences, post-tenure reviews, as is true at most universities, only offer recognition of work well done or suggestions for areas of improvement.

(6.4) The Office of Diversity and Equity (ODE) and the Office of Human Resources (OHR) have created and implemented search procedure guidelines for hiring qualified personnel. The search procedure guidelines are published on the ODE website for the campus to access. All search committees are expected to aggressively recruit and give full consideration to a diverse pool of applicants to achieve the university's diversity initiatives and to comply with all affirmative action regulations. ODE advocates for the achievement of hiring goals for the inclusion of women and minorities in the interview and selection process as well as for the promotion of members of these protected groups. ODE meets with all search committee members and other supervisors to discuss effective recruiting and hiring strategies at the initiation of all searches.

Faculty search committees consist of faculty from the department and relevant additional members. All committee members are trained by the Title IX Coordinator and establish a search process consistent with all applicable laws, regulations, and policies. Under guidance from the Title IX Coordinator, each search committee establishes a recruitment strategy to attract a diverse applicant pool. The search committees create the evaluation criteria for filling

vacant positions, which consists of the criteria set forth in the job description including abilities, skills, knowledge, and experience necessary for successful job performance. Upon being hired, each faculty member receives a letter that provides the specific terms of their initial appointment. Recommendations for hires are made to the dean who in turn seeks approval from the provost. The dean is responsible for negotiating the final offer.

(6.5) The university continues its long-standing commitment to equal employment opportunity, affirmative action, diversity, equity, and inclusion consistent with legal requirements. This commitment is consistent with the university's mission to advance social justice and anti-racism. The university continues to work hard identifying and addressing systemic barriers to equity, access, and success for all members of our community—students, faculty and staff.

Toward this end, the Office of Diversity and Equity (ODE) Programs, which falls under the VP for Diversity, Equity and Inclusion, is responsible for ensuring the university's compliance with all state and federal laws pertaining to equal opportunity, affirmative action and non-discrimination including Title VI and Title VII of the Civil Rights Act, Title IX of the Education Amendment Act of 1972, the Americans with Disabilities Act, and the Connecticut Fair Employment Practice Act. In compliance with state regulations, ODE annually prepares and submits to the Connecticut Commission of Human Rights and Opportunities the University's Affirmative Action Plan for review and approval to assess the effectiveness of its efforts to achieve these goals.

(6.6) Salaries and benefits for faculty are established through the CBA. Given that over the course of the past three years we have brought in large new full-time faculty cohorts (approximately 100 new faculty members in the past four years), we have demonstrated success in hiring faculty with the salaries and benefits determined by the CBA. Because the CBA's pay ranges are constant across disciplines, the School of Business (SoB)and a few other exceptionally competitive fields have had difficulty recruiting because, industry-wide, their salaries are higher than in other academic disciplines. To overcome this barrier, the SoB has frequently brought in new faculty members as associate professors in order to make their salaries more competitive. In addition, Market Pay Adjustment Funds are available to a limited number of faculty members who demonstrate lack of competitive salary, determined by a faculty committee using current data from CUPA (CBA12.5.6).

Once hired, faculty are provided with substantial opportunities for continued professional development. In addition to the funds made available to individuals, the Faculty Development Office sponsors programing for all faculty on a variety of topics, including Teaching Forums each semester. For example, in 2021 one session focused on using technology to strengthen connections and another focused on faculty and professional advising.

This programing is supplemented with activities connected to faculty development grants. For example, a 2020-2021 grant for Statistics Infrastructure provided training in a wide variety of statistical techniques to support both teaching and research. Because graduate students were also invited to attend, these sessions supplemented the statistics support described above in Chapter Five.

The AAUP CBA sets aside a block of funds each year to be provided to the faculty among the four CSUs for various professional activities. Of this amount, 40% is available for travel, 9% for faculty development, 40% for research grants, 10% for curriculum-related activities, and 1% for retraining. In 2016, $2.2 million was set aside and that increased to $2.5 million in 2020-2021. This funding is divided among the four CSUs.

(6.7) The CBA establishes the weights of the different roles faculty assume. Established as a teaching institution, this remains a key component of our identity. Faculty have the same teaching load expectations (4-4), but many receive reassigned time to participate in alternative activities. Many of these reassigned loads are contractual while many others are at the discretion of the university. Assignments and workloads are reappraised periodically and adjusted according to changing programmatic needs. The promotion and tenure process as well as the grievance processes are detailed within our collective bargaining agreement. Because of our perceived identity as a teaching institution and because most of the typical faculty member's "load" is for teaching, credit load (and thus teaching) is weighted most heavily in faculty reviews. Scholarship and creative activity are weighted second, after teaching, with a presumption that less time will be allocated in the workload. Research and scholarship done "on-load" is blended into the first component of evaluations and thus scholarship can sometimes be weighted more heavily. Service is weighted third; professional activity, fourth.

(6.8) The institution defines the responsibilities of faculty and other members of the instructional team in the CBA, which includes the criteria for faculty recruitment, appointment, retention, evaluation, promotion, and tenure along with policies for resolving grievances. As shown in Data First Form 6.3, most full-time faculty are either tenure track or tenured. Non-tenured instructors are limited by the CBA to two years of full-time employment. It also limits adjuncts to teaching at most eight credits per semester. The aggregate credit load taught by adjuncts cannot exceed 20% of the total. Therefore, although we have many part-time instructors, their individual teaching loads are often very low.

(6.9) SCSU takes very seriously its commitment to ethical research. The university's expectations and processes are described in detail in Chapter Nine. These processes are guided by the Board of Regents' Code of Ethics.

(6.10) Faculty show evidence of their performance in all their assigned responsibilities. Initially, they submit annual renewal

files containing this evidence until they are awarded tenure and every six years thereafter. The CBA establishes equitable and broad-based guidelines on which the Faculty Senate bases procedures for renewal, promotion, and tenure evaluation.

(6.11) As an institution we see scholarship and instruction as mutually supportive of our commitment to academic excellence. Faculty are actively engaged in a broad range of creative activity, which is evaluated regularly in program reviews and accreditation self-studies. To celebrate these accomplishments, the university has held a series of events honoring those publishing books and scholarly articles and also those receiving outside grants.

In order to be consistent with the mission of the university, the stipulations for scholarly expectations for faculty includes both action-based research and scholarship of teaching and learning (SOTL). Many of our faculty pursue such projects. SOTL research occurs in the College of Education, but it also occurs in other colleges. For example, a faculty member in the Department of Public Health has published research on teaching about rural health disparities. Faculty involved in SOTL regularly present their findings at university forums and the annual end of year Teaching Academy. Many of the professional programs focus on research that support the community. For example, the director of Clinical Education in the Communication Disorders Department studies stuttering and applies her research to culturally diverse clients. Southern's dual focus on teaching and scholarship is consistent with its culture of being home to scholars who both enjoy and value teaching, learning, research, and creative activities. Faculty at all levels are engaged in creative activity that they often tie into their teaching to engage students in interesting and current theory, knowledge, and skills relevant to their subject areas.

(6.12) The CBA guarantees academic freedom for all faculty regardless of rank or term of appointment. The section guaranteeing academic freedom describes it as fundamental to the university's mission of providing exemplary education. "It is recognized by the parties to this Agreement that the essential excellence of the universities is dependent upon maintaining an atmosphere of academic freedom and professional responsibility" (CBA, 4.1). The local chapters of both AAUP and SUOAF have Academic Freedom Officers to ensure the integrity of those provisions, along with procedures for handling potential infringement.

(6.13) Academic advising is conducted by both department faculty and professional advisors. Students who have a declared major are advised by faculty, who meet with students at least once per semester. Students without majors consult with professional advisors. Both sets of advisors have expertise specific to their roles: Faculty understand how to advise students to prepare for careers in their field of expertise or for post-graduate education; professional advisors understand the university's procedures and have a breadth of understanding regarding the resources available

to students. For example, the Department of Theatre includes faculty who form a network of working artists who provide direct access to enter our industry professionally upon graduation. This network extends beyond Southern's affiliation with Elm Shakespeare Company to include award winning theatre companies from New Haven to New York City. Our new advising model combines these two areas of expertise. In the Advising Centers (described below in 6.19), faculty and professional advisors work together in responding to students' needs. Furthermore, those in the Centers reach out to faculty advisors in departments to share information and answer questions, thus increasing the ability of faculty to support and mentor students. This team approach means that, for the first time, data can be systematically collected about advising. For instance, registration trends, patterns in changes between majors, retention, and completion data feed into departments who then consider how to improve course requirements, course availability, and time to degree. Furthermore, the advising model gives the Academic Centers responsibility to coordinate and share data in ways that will improve advising across the institution.

(6.14) Many academic staff hold faculty status and are regularly supported and evaluated. For example, the Director of the Library regularly assesses the availability of library faculty to meet the needs of students in both the short- and long-term. Similarly, the availability of counseling faculty is assessed, as are athletic faculty. The effectiveness of these faculty in performing their duties is guided by contract in much the same way as the teaching faculty. Other academic staff participate in teaching our signature First Year Experience course. The Director of First Year Experience meets regularly with these instructors to discuss the syllabi, the learning goals, and the culminating FYRE research projects (described below). She engages in ongoing support and evaluation to enhance their role in fulfilling the institution's mission.

Appraisal

In continuing its long-standing commitment to equal employment opportunity, affirmative action, diversity, equity, and inclusion, the university works diligently to identify and address all systemic barriers community members face to equity, access, and success. The Affirmative Action Plan describes the university's policies, procedures and programs that exist to provide opportunities to achieve the full and fair participation of all members of the university. Based on these annual reports, the university has maintained approval status for the past five years. The university continues its efforts in the area of retaining diverse faculty and staff. Some of the efforts worth noting include:

In accordance with the AAUP (teaching faculty) Collective Bargaining Agreement, the role of the Minority Recruitment and Retention Committee (MRRC) is to assist search

committees in their recruitment of minorities and other protected groups, as well as support departments in the retention of said individuals. The members of the committee are appointed by the president and work in conjunction with the Title IX Coordinator, the committee endeavors to be available in any way to support faculty to achieve the university's goal of recruiting and retaining minority faculty.

The MRRC has held numerous programs to assist in the recruitment and retention of faculty. The committee meets throughout the academic year to plan a wide range of retention initiatives. Grant money totaling approximately $28,597 was distributed to minority faculty for professional development AY 2019-2020 in the form of grants for research and professional development in addition to monetary awards to cover moving expenses for new faculty. The Committee provides support for newly hired minority faculty to assist them with renewal, promotion, and tenure files.

In 2020, professional development workshops had excellent attendance with 84 attendees participating in the University Forum, and 77 participating in the Teaching Academy. Over 100 faculty participated in online learning workshops throughout the summer of 2020. During the 2021 January Forum, addressing the topics of belonging and online engagement, 120 faculty and staff attended. An average of 10.5 faculty participated in Faculty Mentoring Circles pre-COVID, and an average of 16 during the COVID virtual events. Furthermore, each faculty member has funds to use for travel and continued professional development through the AAUP contract. In addition, there are competitive internal grants and awards available for additional research and pedagogy development.

Over the past ten years, newer faculty have increasingly prioritized scholarship and sought external grants to support this activity. Concomitantly, the university has increased scholarly and creative activity. In Academic Affairs the Proposal Incentive Program competitively offers faculty members the opportunity to receive $3,000 remuneration in return for creating and submitting a major grant proposal in any discipline that is in excess of $225,000 and fully supports at least one student. Very commonly newly hired faculty members receive, through their respective dean, a reduced teaching load. Additionally, new faculty members also receive "start-up" funds and support—albeit these funds are not yet sufficient to offer the level of start-ups we desire. To that end a restructured return distribution on grant indirect cost recovery has been created to expand the pool of resources available to contribute to the scholarly needs of our newest colleagues to launch their Southern scholarship. There is an ongoing discussion about other ways to support untenured faculty with the time needed to meet these expectations (see Table 6.1 and further explanation of grant-funding below).

With this increase in scholarship from new faculty, there has not been a corresponding adjustment in proportional time allotment nor weighting for promotion and tenure in the contract. Rather, to compensate, additional reassigned time has been allotted to research and creative activity; additionally, events have been organized to give public recognition for this work. The increase in publications and research projects jointly authored between faculty and students has corresponded with an increase in the number of doctoral programs offered, but has not been limited to just the disciplines with those programs. This increase reflects our capacity as a doctoral granting institution.

Teaching and Learning
Description

(6.15) Faculty take primary responsibility for ensuring that the content and methods of instruction meet generally accepted standards and expectations. When courses are created, departmental curriculum committees, the University Curriculum Forum (UCF) and Graduate Curriculum Committee (GCC) review the content and methods of instruction according to accepted academic and professional standards and expectations. Another level of review takes place during program reviews as part of the StAR process (described in Chapter Four).

The need to keep the content and methods of instruction current has led us to pursue cluster hires around cutting-edge interdisciplinary themes. For example, during the AY2019-20, one cluster addressed "Equity, Social Mobility, and Access." This cluster attracted scholars interested in the causes of inequality, lack of social mobility, access to needed goods and services, and their effects on society. Another cluster, "Climate Change: Impacts, Justice and Management" promotes interdisciplinary scholarship to managing the disproportionate impacts of the environmental problems in order to identify sustainable solutions. In conjunction with the latter cluster, the Associate Vice President of Strategic Initiatives and Outreach has found sponsors for Project Blue to support faculty research and innovation connected to the Blue Economy. The vision of these cluster hires is to support collaborative research and instruction that prepares students to address intractable problems that do not conform to traditional disciplinary divides.

(6.16) New program proposals require a discussion of how the program aligns with the university mission, role, and scope. This requirement pushes program developers to consider how the constituent courses support such an alignment. Once established, programs continue to consider their role in the university's mission, especially during StAR review. Furthermore, the professional development that spurs course revision promotes instructional techniques and delivery systems that further the mission and purposes of Southern. For example, during the 2019-2020 academic year, faculty development initiatives were already focused toward improving online instruction capacities, even before the pandemic hit. With the closure of campus in the spring, these plans situated us well to bring even more resources to

bear to support faculty in meeting the needs of students.

(6.17) Southern enhances the quality of teaching and learning both through university-wide faculty development programs (including Forums, Teaching Academies, and other training sessions) and also through annual Curriculum Related Activity Grants (CRAG). These are substantial grants to support curriculum innovation, especially collaborative efforts. Proposals having widespread impact across the university are given priority along with proposals related to social justice pedagogy.

The effectiveness of instruction is regularly and systematically assessed each semester. Faculty receive regular feedback on instruction from department evaluation committee members and department chairs as well as through Student Opinion Surveys (i.e. student-generated teaching evaluations), which are required at the conclusion of each course. The written evaluations are summarized by the Office of Institutional Research, and then forwarded to department chairs, who are expected to review the evaluation and then communicate with individual faculty members regarding their evaluations.

Online courses are evaluated anonymously using a web-based application designed for that purpose. Students are emailed a link for each course, links that can only be used once. Consistent with the paper evaluation process, results are sent to department chairs and faculty following the posting of grades. With exceptions produced by the recent pandemic where options were allowed, faculty are required to include these teaching evaluations during renewal, promotion, tenure, and professional reviews.

(6.18) Department chairs work with their faculty to allocate course assignments so that faculty teach a mixture of introductory and upper-level courses (although some departments, such as Education Leadership, may employ faculty who primarily teach graduate courses). In general, students in each major are exposed to a variety of faculty and their diverse academic strengths and perspectives. Final approval of course schedules resides within the relevant dean's office. Multiple sections tend to be offered in Introductory courses, which are frequently scheduled at a variety of times and modalities by a mixture of full- and part-time faculty. Capstone and thesis courses are frequently rotated between faculty, again with a view to diversifying the pedagogical and substantive approach. Departmental discussions about program structure support consistency in learning outcomes in order to scaffold programmatic learning outcomes. Such conversations occur during initial program development as well as periodic program review or revision.

(6.19) As indicated in Chapter Five, in the Fall of 2018, SCSU began a 3-year implementation of a new undergraduate, university-wide Academic Advising Model. The new Academic Advising Model is a collaborative effort between Academic Affairs and Student Affairs and was implemented under the co-leadership of a Director of Academic Advising and a Faculty Director of Undergraduate Advising.

The development of this model began in 2015 in response to a charge from the president to create a more consistent and supportive advising experience for Southern's undergraduate students in order to improve student success. The Academic Renewal and Revitalization Team, made up of faculty, administrators and staff, developed the model and presented it in the spring of 2017 to campus groups, including the Faculty Senate, Undergraduate Curriculum Forum, Provost Council, President's Leadership Council, Council of Academic Chairs, Student Government Association, Student Affairs Leadership Team, and Academic and Career Advising team. The new Academic Advising Model builds upon and enhances strengths found within our existing advising system and creates a new level of advising support for students who were often underserved by the previous system.

The advising model includes three foundational principles:
- Academic advising involves supporting students as they make informed choices about their academic course of study and encompasses a range of activities related to student academic planning, including but not limited to registration for courses.
- The primary place for academic advising is in students' major with faculty serving essential advising roles—individually and collectively—as departments implement strategies that provide students with tools to understand and plan their course of study in an academic discipline.
- Teams of faculty and professional advisors in Academic Advising Centers provide short-term, intensive advising to subgroups of students who need extra support in achieving academic success.

Eight Academic Advising Centers (AACs) serve "neighborhoods" of associated departments. The AACs, which are located in offices close to their neighborhood departments, provide intensive, proactive, and short-term academic advising support. With the exception of Exploratory and Interdisciplinary Studies, each AAC is staffed by an Assistant Director of Advising, a Faculty Coordinator, and supported by staff and student workers. The Exploratory AAC also serves as the central advising office and houses the Exploratory Advisor, Directors, Associate Director and Coordinator of First-Year Student Advising. The Interdisciplinary Studies AAC does not officially report to the Department of Academic Advising. However, it functions like an AAC in providing the same support and resources to Interdisciplinary Studies students who are otherwise not served by the other AACs. The AAC Faculty Coordinator is a faculty member who is knowledgeable in the curriculum and requirements of the departments and majors associated with the particular AAC.

Within the new Academic Advising Model, the Academic Advising Centers work towards the following goals:

- Offer timely and intensive advising support to students as they find a new major and faculty advisor.
- Advise transfer students prior to the beginning of their first semester, helping them navigate the transfer process and find a secure home within an academic major.
- Assist the AAC neighborhood departments and dean's office in monitoring and supporting students who are academically at risk within their majors.
- Collaborate with departments and the dean's office in developing materials that address the needs of all the neighborhood departments and majors.
- Connect students to services within the Academic Success Center or other appropriate offices.

The implementation of the AACs took place over three years, from Fall 2018 through Spring 2020, with two or three new AACs added each year. The AACs serve the following neighborhood departments with undergraduate programs:
- Arts and Humanities AAC: Art, English, History, Music, Philosophy, Theatre, Women's Studies, World Languages and Literature, and Communication, Media, and Screen Studies
- Business AAC: Accounting, Business Information Systems, Economics, Finance, Marketing, and Management and International Business
- Education AAC: Curriculum and Learning, Special Education, Information and Library Science, UG Teacher Certification programs
- Exploratory AAC: This center will support students who are still exploring majors
- Health and Human Services AAC: Communication Disorders, Health Care Studies, Health and Movement Sciences, Nursing, Public Health, Social Work, Recreation Tourism and Sport Management
- Interdisciplinary Studies AAC: This center supports Interdisciplinary Studies majors
- Social and Behavioral Sciences AAC: Anthropology, Journalism, Political Science, Psychology, Sociology
- STEM AAC: Biology, Chemistry, Physics, Earth Science, Computer Science, Math, and Environment, Geography, and Marine Studies

On a monthly basis, the two directors meet with the Vice President for Student Affairs and the Provost to discuss any changes, receive updates, and consider future needs. They also meet regularly with other key stakeholders, including faculty, the Academic Success Center and the Registrar. In addition, each AAC has a Neighborhood-Level Implementation Group that includes representatives from the appropriate academic dean, department chairs, program coordinators, AAC Advisor and AAC Faculty Coordinator who work in collaboration. These groups discuss initiatives, resolve advising related issues, articulate and develop department- and faculty-level advising strategies, and clarify major requirements, policies and procedures for referring students to and from the AAC.

At the graduate level, including those students who learn in alternate locations and through alternate modalities, advising occurs on a one-on-one, faculty to student basis. Graduate coordinators often have more expertise about program requirements than other faculty members and so can provide higher quality advising than if advising were more widely distributed among the department as it is for undergraduates.

(6.20) In their roles as holistic educators and scholars, our faculty conduct their own original research and also engage students in research. Students are initially exposed to research and creative activity in the First-Year Experience course (INQ 101) when they participate in the First-Year Research and Artistry Experience (FYRE). Instructors guide students through the steps of conducting actual, hands-on research on a topic of their choosing. Select projects are chosen for FYRE DAY and hung in the FYRE gallery in the Buley Library. Subsequently, within most programs, students are trained and conduct original research or creative activity. Undergraduates have the option of completing a thesis and earning departmental honors. Graduates of the Honors College can complete an Honors thesis within their home department in order to graduate with honors. For example one student with a double major in Political Science and Philosophy completed a 2021 honors thesis addressing human rights violations within Soviet-occupied Afghanistan. A 2021 honors thesis for an English major included four short stories exploring female empowerment concerning sexuality and trauma. A Chemistry major studied the potential for "nonantibiotic" synthetic molecules to replace antibiotics. Alternatively, honors students can complete community engaged research. For example, in 2021 a Nursing major developed a YouTube channel addressing the importance of both physical and emotional health. A Geography major created maps to share with the community the extensive sediment data he had collected in collaboration with a faculty member.

Many graduate students complete a thesis or dissertation as their capstone experience. Recent graduates include a student in the Department of Education Leadership and Policy Studies who wrote her dissertation on faculty mindset and determinants of student success. An MFA student explored the concept of loss through poetry in her thesis. The thesis from a student in Public Health analyzed the impact that fear of falling has on older adults' intentions to participate in training to prevent falling. Another student conducted a market analysis of the seaweed industry in the United States for his thesis.

Funds are available to support student research. The Research and Scholarship Advisory Committee (RSAC) reviews undergraduate student research grant requests and makes recommendations to the provost for funding up to $3000 per project within any discipline. Funding is provided by the SCSU Foundation. RSAC also allocates funds for graduate student travel, as do the Graduate Student

Advisory Committee (GSAC) and the offices of the deans and the provost. Similarly, GSA frequently supports undergraduate travel to conduct or present research. RSAC also sponsors annual events where campus members are able to present their research: Faculty highlight their research in biannual Taste of Scholarship and Creativity Across the Disciplines (TAPAS), and student research is showcased in the annual Graduate Student Research and Creative Activity Conference and the Undergraduate Student Research and Creative Activity Conference. Students have an opportunity to publish their original work in journals sponsored by the English Department (Folio), the Psychology Department (Journal of Student Psychological Research), and the Pre-Law Society (Society, Justice, and the Law).

Research Centers provide further support for faculty research and creative activity, provide research experiences for students and teachers, while also benefiting the broader community. We have eight research centers: Center of Excellence on Autism Spectrum Disorders, Center for Educational and Assistive Technology (CEAT), Center for Environmental Literacy and Sustainability Education (CELSE), CSCU Center for Nanotechnology (CSCU-CNT), Center for Research on Interface Structures and Phenomena (CRISP), The Werth Center for Coastal and Marine Studies, Center for Excellence in Mathematics and the Sciences, Research Center on Values in Emerging Science and Technology (RC-VEST). These research centers increase the reputation of the university. In addition, because the BOR now requires them to be self-supporting, they serve as potential foci for fundraising in support of the university financially. A Provost's Advisory Council for Enhancing Scholarship (PACES) is comprised of some of the university's strong scholars and meets at least twice during the academic year to discuss means to stimulate and promote research activities on campus.

Faculty scholarship and creative activity is supported by grants outlined in the CBA. Funds are set aside at the university level to support these CSU-AAUP grants, but faculty apply for them and get ranked at the system level. For example, in AY2021-2022 a grant was awarded to a faculty member in the Economics Department to study the impact of technological change on the poverty rate.

We have centralized our management and facilitation of all grant activity through a single office: Sponsored Programs and Research (SPAR). SPAR has undergone restructuring to facilitate communication and work-flow processes. This restructuring of SPAR connects to an increased emphasis on large external grants to support not just research, but also mission-driven student services, such as the programming in the Academic Success Center described in Chapter Five. SPAR has also completed upgrades, integration, and enhancements to the electronic grant administration tools in the Kuali software suite. SCSU now uses the research management, human and animal subject protocols, forms and conflict of interest modules enabling us to ensure integrity and ethics compliance (see Chapter Nine). In addition, SPAR has developed tools and practices to support grant financial compliance including payroll expense reports, financial reconciliations, and closeout processes. Finally, SPAR has integrated support for internal funding programs through Faculty Development and RSAC to streamline accessibility for researchers.

Appraisal

The quality of teaching continues to be strong as evidenced by the results of Student Opinion   Surveys over the past five years. A review of items specifically addressing pedagogy indicates that most students agree or strongly agree that instruction is effective in a variety of ways, such as helping students meet learning objectives, providing a supportive atmosphere, evaluating students, helping students understand material, giving constructive response to student questions, providing regular feedback, and providing materials and assignments that help students understand the subject matter.

In response to end of semester student surveys and with support from University Forums and Teaching Academies, faculty consider revisions to courses on an ongoing basis. The Faculty Annual Activity Report (FAAR) documents 42 faculty revising 81 courses during 2019-2020 based on assessment. Faculty report these changes in more detailed ways in their renewal, promotion, and tenure files, documenting the trajectory of modifications in their instruction with support from assessment data.

In order to support such innovation, faculty development is funded by substantial grants. In 2019-2020, 21 CRAGs were awarded, for a total of $72,500. In addition, in 2019, Southern awarded 12 Faculty Development Grants for a total of $92,000. In order to maximize the impact of these grants, awardees generally present their findings to the campus-wide Teaching Academy, which then can spur further innovation across the university.

The restructuring of SPAR has supported an increase in applications for external grants as a way to compensate for other financial restraints. As shown in figure 6.1, in FY19 the university tripled its previous levels of grant awards. While this declined in FY20 because of the demands of dealing with the pandemic, it still remained well above previous levels.

Faculty are actively engaged in scholarly work. In the FAAR 2019-2020 report, 112 faculty reported that they engaged in 438 total scholarly activities (including publications and conference presentations) during the academic year. In addition, 17 faculty reported presenting 56 artistic exhibitions or performances. In the past, many faculty did not update their FAAR regularly. But after the scholarship listed in FAAR was integrated into faculty profiles, many faculty have updated the data in FAAR. Still the FAAR data is incomplete.

FIGURE 6.1 GRANT AWARD HISTORY

SCSU History: Competitive, Awarded Dollars by Fiscal Year (in millions)
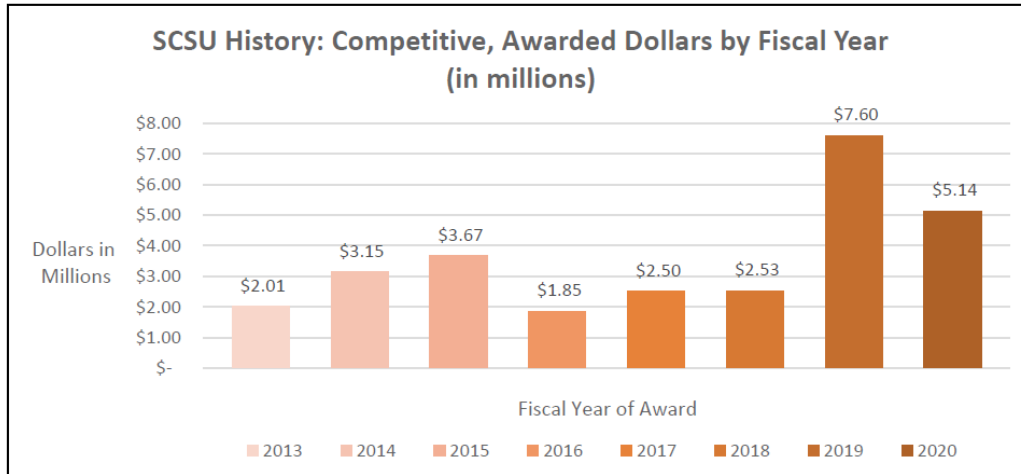
Source: SPAR FY20 Annual Report

The creative activity leading to publications and presentations is frequently supported by institutional funds, including 80 CSU-AAUP Research Grants that were awarded during the 2019-20 cycle for a total of $311,844. In addition, faculty are actively involved in obtaining external grants to support their research and creative activity. In FY19 Southern received its record amount of external grants, $7.7 million, most of it to faculty in academic departments (as shown in Table 6.1). In FY20, faculty grants included a $178,000 grant from CTNext to a professor in Environment, Geography, and Marine Sciences to study the development of the Long Island Blue Economy; a $25,000 grant from the Connecticut Health Foundation to a professor in Public Health to support implicit

bias and photovoice research; and $25,000 from the city of New Haven to a professor in Social Work to develop the Elm City Housing Student Educational Training Affiliation Agreement.

In addition to pursuing their own research, faculty inculcate scholarship within students. In FYE surveys, the majority of students (68-70%) agreed or strongly agreed with the statement, "I am gaining the knowledge to understand the research process and to use the academic resources available to me." (See surveys from Fall 2018 and Fall 2019). Later in their academic journey, many students collaborate on faculty-led research. The annual FAAR data tabulates the

TABLE 6.1 EXTERNAL GRANT AWARDS

| School/Area | Fiscal Year 2019 (July 1, 2018 - June 30, 2019) | | | | Fiscal Year 2020 (July 1, 2019 - June 30, 2020 | | | | |
	Number of Awards from the Cohort	% of SCSU Total	Dollars Awarded	% of SCSU Total	Number of Awards from the Cohort	% of SCSU Total	Dollars Awarded	% of SCSU Total	% Change in $ Requested
Arts & Sciences (A&S)	27	42%	1,797,704	23%	18	36%	551,802	11%	-69%
Business (SBUS)	1	2%	300,000	4%	2	4%	197,500	4%	-34%
Education (SOE)	9	14%	704,357	9%	5	10%	48,000	1%	-93%
Health & Human Services (HHS)	13	20%	4,281,411	56%	13	26%	1,261,221	25%	-71%
Student Affairs (SA)	7	11%	386,437	5%	1	2%	300,000	6%	-22%
Provost/Administration (Other)	7	11%	215,138	3%	11	22%	2,782,461	54%	1193%
SCSU Total	64	100%	$ 7,685,047	100%	50	100%	$ 5,140,984	100%	-33%

Source: SPAR FY20 Annual Report

number of faculty who reported either co-authoring or co-presenting research with students ranging from 19-43 during each of the past five years. Frequently this collaboration is supported by CSU-AAUP Research Grants and Faculty Creative Activity Research Grants (FCARG). The breadth of student participation in research can be seen in the diversity of presentations made at the annual research conferences for undergraduates and graduate students.

The FAAR is our major source of information about faculty research, creative activity and instructional innovation. But not all faculty update their information regularly. The Office of Assessment and Planning sends out regular reminders at the end of each academic year, but compliance is sporadic because not all faculty members recognize the value of having a central location for this data. One way to encourage completion would be to allocate resources based on its completion. FAAR data is now linked to the directory information on faculty profiles, which may add an incentive for more frequent updates.

The new advising model has been implemented too recently to assess its impact on student success. We are now at a point where we are able to begin reporting use data, which will soon allow us to evaluate the success of the program for student retention and completion. According to the Spring 2020 Southern Experience Survey, 95% of sophomores and juniors know their advisor's name. In 2020, 80% of students reported that their advisor is available when needed and 81% trust their advisor's recommendations. Although much advising is connected with course selection, in 2020 41% of sophomores and juniors reported meeting with their advisor regarding issues other than course selection. This data point is supported by a survey conducted in Fall 2020. Queried before advising had begun for Spring registration, 44% of student reported having met with their advisor at least once during the semester—over 10% had met more than once. That particular survey was focused on assessing how well the university was meeting the needs of students during the pandemic. As related to advising, only 15% of students reported difficulty in meeting with their advisor because of the expansion of online learning.

Because the focus of the new advising model is to better support at-risk students, its implementation coincided with an overhaul of the academic standing guidelines, as described in Chapter Four. This included a streamline of the process of handing students on academic warning or probation. It also included the establishment of procedures to support these students beginning in Spring 2021. That semester, 83% of active undergraduate students who were on academic warning or probation met with an AAC Advisor for their Academic Improvement Meeting (AIM).

Projection

The VP for DEI is undertaking a search during Fall 2021 for a new position to provide additional support to hire a more diverse group of faculty. Furthermore, her Equity Scorecard will be developed to help us explicitly recognize where we can do better, such as how we can enhance our campus climate as a welcoming place for everyone.

Many of the items above were covered by a contract that expires in August 2021. Because our Faculty Senate has based its resolutions on the CBA, ongoing negotiation of the new contract may mean we need to adjust how the university will continue to address these standards, such as teaching load, support for scholarship and professional development, and academic freedom.

DATA FIRST FORM 6.1 FACULTY BY CATEGORY AND RANK, ACADEMIC STAFF BY CATEGORY, FALL TERM

	3 Years Prior (FY2018)	2 Years Prior (FY2019)	1 Year Prior (FY2020)	Current Year (FY 2021)
Number of Faculty by Category				
Full-Time	418	421	428	422
Adjunct	512	569	578	607
Total	**930**	**990**	**1,006**	**1,029**
Percentage of Courses Taught by Full-Time Faculty	**64.70%**	**62.70%**	**60.70%**	**61.50%**
Number of Faculty by Rank				
Professor	177	172	175	
Associate	133	140	148	
Assistant	117	116	106	
Instructor	2	7	2	
Total	**429**	**435**	**431**	
Number of Academic Staff by Category				
Librarians	13	15	15	
Advisors	3	2	0	
Counselors			2	
Total	**16**	**17**	**17**	

DATA FIRST FORM 6.2 HIGHEST DEGREES, FALL TERM

Highest Degree Earned:		3 Years Prior (FY2017)	2 Years Prior (FY2018)	1 Year Prior (FY2019)	Current Year (FY 2020)
Doctorate					
Faculty	Professor	153	161	156	159
	Associate	116	117	131	141
	Assistant	97	94	92	84
	Instructor	0	0	0	0
	Total	**366**	**372**	**379**	**384**
Academic Staff	Librarians	4	3	3	2
	Advisors	0	0	0	0
	Counselors	0	0	0	0
Master's					
Faculty	Professor	17	16	16	16
	Associate	9	9	9	7
	Assistant	24	22	15	12
	Instructor	2	2	7	2
	Total	**52**	**49**	**47**	**37**
Academic Staff	Librarians	11	10	12	13
	Advisors	3	3	2	2
	Counselors	0	0	0	2
Bachelor's					
Faculty	Professor	0	0	0	0
	Associate	0	0	0	0
	Assistant	0	0	0	0
	Instructor	0	0	0	1
	Total	**0**	**0**	**0**	**1**
Academic Staff	Librarians	0	0	0	0
	Advisors	0	0	0	0
	Counselors	0	0	0	0
Professional License					
This information is not tracked					

DATA FIRST FORM 6.3 APPOINTMENTS, TENURE, DEPARTURES, RETIREMENTS, TEACHING LOAD FULL AY

	3 Years Prior (FY2017)		2 Years Prior (FY2018)		1 Year Prior (FY2019)		Current Year (FY 2020)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Appointed								
Professor	170		177		172		192	
Associate	125		126		140		156	
Assistant	121		116		107		105	
Instructor	2		2		9		5	
Other	18		16	589	17	615		607
Total	**436**	**0**	**437**	**589**	**445**	**615**	**458**	**607**
Number of Faculty in Tenured Positions								
Professor	170		176		171		180	
Associate	115		115		128		129	
Assistant	6		4		5		10	
Instructor	0		0		0		0	
Other	14		12		12			
Total	**305**	**0**	**307**	**0**	**316**	**0**	**319**	**0**
Number of Faculty Departing								
Professor	1		0		0		1	
Associate	2		2		1		4	
Assistant	18		18		10		12	
Instructor	10		2		1		7	
Other	1		1		1			
Total	**32**	**0**	**23**	**0**	**13**	**0**	**24**	**0**
Number of Faculty Retiring								
Professor	11		6		13		6	
Associate	2		3		3		1	
Assistant	0		0		1		1	
Instructor	3		3		3		0	
Other	0		1		0			
Total	**16**	**0**	**13**	**0**	**20**	**0**	**8**	**0**
Fall Teaching Load, in credit hours								
This information is not tracked by Human Resources								

DATA FIRST FORM 6.4 NUMBER OF FACULTY BY DEPARTMENT OR COMPARABLE UNIT, FALL TERM

	3 Years Prior (FY2017)		2 Years Prior (FY2018)		1 Year Prior (FY2019)		Current Year (FY 2020)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department								
Accounting	9		10	5	9	5	9	3
Anthropology	4		5	11	5	13	5	12
Art	14		13	14	14	16	14	19
Biology	14		13	19	13	19	14	20
Business Info. Systems	0		0	0	0	0	4	0
Chemistry	10		8	16	9	14	9	17
Communication	11		10	4	11	7	0	0
Comm. Disorders	12		13	10	11	10	10	8
Comm., Media, Screen Studies	0		0	0	0	0	15	10
Computer Science	12		12	12	11	12	12	12
Counseling & School Psychology	9		10	3	10	3	10	6
Curriculum & Learning	0		14	18	15	28	15	25
Earth Science	5		5	7	5	7	4	7
Economics & Finance	12		13	7	15	5	10	3
Education	11		0	0	0	0	0	0
Ed. Leadership. & Policy Studies	10		9	9	10	5	10	6
English	32		29	44	30	47	30	50
Environ., Geog, & Marine. Studies	10		8	12	9	14	9	14
Exercise Science	17		19	10	18	14	0	0
Health & Movement Studies	0		0	0	0	0	19	12
History	16		15	6	16	7	17	8
Info. Library Science	5		5	2	7	3	7	3
Journalism	5		5	4	5	7	4	12
Mgt & International Business	0		0	0	0	0	14	13
Management MIS	16		16	15	17	15	0	0
Marketing	7		6	6	8	8	10	7
Mathematics	21		18	47	16	48	18	45
Media Studies	5		5	1	5	0	0	0
Music	5		5	26	5	30	5	28
Nursing	18		20	28	19	34	20	42
Philosophy	12		12	4	11	10	9	10
Physics	9		9	2	9	10	8	9
Political Science	8		8	2	8	1	8	3
Psychology	21		21	14	21	13	21	12
Public Heath	14		15	41	13	35	14	32
Rec. Leisure Studies	7		0	0	0	0	0	0
Rec. Trsm & Sp. Mgt.	0		7	16	7	24	7	22
Social Work	17		17	28	17	35	19	33
SW Marrriage & Family Therapy	4		4	5	4	7	5	5
Sociology	5		5	7	5	11	5	10
SPED, Reading	14		15	17	13	13	14	17
Theatre	5		5	5	4	5	4	8
Women & Gender St.	0		0	2	0	5	0	4
World Lang. & Lit.	16		14	33	16	29	14	31
Total	**422**	**0**	**418**	**512**	**421**	**569**	**422**	**578**

Note: Department detail for part time faculty 2017 is not available. Department name changes reflected.

DATA FIRST FORM 6.5 FACULTY AND ACADEMIC STAFF DIVERSITY

Faculty Category	Full-Time	Part-Time	Total Headcount	Headcount Goal (2021)
Male/Nonresident alien	0	1	1	1
Male/Hispanic/Latino	9	8	17	17
Male /American Indian or Alaska Native	2	1	3	3
Male/Asian	20	4	24	24
Male/Black or African American	15	18	33	33
Male/White	164	191	355	355
Male/Two or more races	1	0	1	1
Male/Race and Ethnicity Unknown	2	9	11	11
Total Men	**213**	**232**	**445**	**445**
Female/Nonresident alien	0	1	1	1
Female/Hispanic/Latino	8	14	22	22
Female/American Indian or Alaska Native	2	1	3	3
Female/Asian	25	13	38	38
Female/Black or African American	12	21	33	33
Female/White	159	284	443	443
Female/Two or more races	2	0	2	2
Female/Race and Ethnicity unknown	1	20	21	21
Total Female	**209**	**354**	**563**	**563**
Total Men + Women	**422**	**586**	**1,008**	**1,008**
Academic Staff Category				
Male/Nonresident alien	0	2	2	2
Male/Hispanic/Latino	25	11	36	36
Male /American Indian or Alaska Native	2	1	3	3
Male/Asian	28	4	32	32
Male/Black or African American	65	35	100	100
Male/White	338	235	573	373
Male/Two or more races	5	0	5	5
Male/Race and Ethnicity Unknown	5	26	31	31
Total Men	**468**	**314**	**782**	**782**
Female/Nonresident alien	0	1	1	1
Female/Hispanic/Latino	37	22	59	59
Female/American Indian or Alaska Native	2	2	4	4
Female/Asian	31	14	45	45
Female/Black or African American	72	38	110	110
Female/White	344	338	682	682
Female/Two or more races	4	0	4	4
Female/Race and Ethnicity unknown	3	28	31	31
Total Female	**493**	**443**	**936**	**936**
Total Men + Women	**961**	**757**	**1,718**	**1,718**

Note:
IPEDS data reported as of November 1, 2018

Human Resources
Description

(7.1) Southern has 422 full-time faculty, and 617 part-time faculty, complemented by 664 full-time staff and 121 part-time staff. There is a total, therefore, of 1,724 full and part-time faculty and staff. Currently this represents a more than adequate staffing level to meet Southern's mission, and as enrollment declines this will need to be closely monitored.

When a position becomes vacant, the university administration reviews the vacancy, determines whether there continues to be an operational need for the position, reviews the resources available to continue to fund the position and makes a determination on whether the position can be moved forward for refill or would be better served by a restructuring. As described in Chapter Six, the Office of Human Resources and the Office of Diversity and Equity (ODE) have created and implemented search procedures guidelines for hiring qualified personnel. The search committees create the evaluation standards for filling vacant positions that consist of the criteria set forth in the job description including abilities, skills, knowledge, and experience necessary for successful job performance.

With diversity as a core value of the university, all search committees are expected to aggressively recruit and give full consideration to a diverse pool of applicants to achieve the university's diversity initiatives and to comply with all affirmative action regulations. The university continues its long-standing commitment to affirmative action, equal employment, and diversity. The ODE advises and supports the university community on hiring practices and procedures, affirmative action plans, and equity policies. The office is also responsible for ensuring the university's compliance with all state and federal laws pertaining to diversity and equity. These include Title VII and Title IX of the Civil Rights Act, state and federal equal opportunity, sexual harassment laws and regulations, and the Americans with Disabilities Act.

The university places a priority on hiring a staff that reflects the diversity of the community. For example, the Division of Institutional Advancement is diversifying its staff by hiring recent graduates into the position of trainee. This has allowed them to include former students with potential, but little experience, and provide them with on the job training and the potential for career advancement. Furthermore, the Office of Human Resources and ODE has focused effort on retention and creating a healthy work environment by continuing training efforts for managers on sexual harassment and workplace diversity.

The SUOAF-AFSCME (administrative faculty) collective bargaining agreement recognizes the compelling need to increase the minority proportion of bargaining unit members to more closely approximate the racial and ethnic diversity of the population of our state and nation. The

purpose of the SUOAF Minority Recruitment and Mentoring Committee (MRMC) is to identify and recommend qualified minority candidates to search committees; arrange mentoring opportunities for newly appointed minority employees; enhance the professional development of minority employees during the first six years of employment and enhance the professional development of minority employees during the first three years in a new position or reassignment. The MRMC collective bargaining agreement offers financial resources to provide direct and continuing support for obtaining credentials and qualifications by minority appointees to the SUOAF bargaining unit.

The MRMC Mentoring Program is an initiative created to provide mentoring opportunities to newly appointed SUOAF minority bargaining union members. Through the mentor-mentee relationships, the objective is to provide a welcoming environment to assist new SUOAF minority members in acclimating and connecting to the university community. Through this mentoring relationship, members may also seek professional development and career guidance. The opportunity to share knowledge and experiences between mentors and mentees supports the university's strategic plan in helping to create a campus cultural environment that embraces and supports all campus community members. MRMC meets regularly to develop new minority recruitment and mentoring strategies.

SUOAF also coordinates many activities to support diversity goals. It co-sponsors an annual multicultural and international reception with the university's Multicultural Center. In addition, MRMC holds membership recognition events, educational seminars and a speaker series. The committee covers out of state travel for new minority hires to attend professional conferences and workshops. During AY 2019-2020, grant money totaling approximately $16,875 was distributed for minority members' professional development.

(7.2) The Office of Human Resources maintains, reviews and consistently applies all university policies and procedures which are published on the Human Resources website. It also maintains and consistently applies seven collective bargaining agreements: 1199 New England Heath Care Employee (P-1), Administrative and Residual (P-5), AAUP, Clerical (NP-3), Maintenance (NP-2), Police (NP-5), and SUOAF/AFSCME. Management and Confidential employees fall under the Human Resources Polices for Management Confidential Professional Personnel for the CSCU Board of Regents for Higher Education. Each collective bargaining agreement outlines the process for filing grievances. As outlined within each CBA, grievance procedures protect faculty and staff against violations or any other alleged infringement of institutional policies or procedures.

Policies are distributed to employees on an annual basis and continuing online training is provided on specific policies. Policies are periodically reviewed and modified by the Office of Human Resources and the Board of Regents

when changes occur in state or federal law. The university website has a direct link to all seven collective bargaining agreements, which includes the process of filing grievances. The university's policies and Collective Bargaining Agreements promote an efficient procedure for investigation and resolution of complaints and grievances. Grievance procedures protect faculty and staff against violations of any alleged infringement of institutional policies or procedures.

(7.3) In accordance with the collective bargaining agreements for faculty, administrators and staff, the terms and conditions of every employee are contained in the letter of appointment. Each specific CBA stipulates minimum and maximum salaries for each position or rank and any special conditions of appointment pertaining to obtaining degrees and other credentials and explanation of work assignments. The CBA stipulates minimum and maximum salaries for each rank. According to the AAUP annual salary survey, SCSU salaries remain competitive in the region in most disciplines with the exception of hard-to-hire areas such as business, nursing, computer science and communication disorders. Through the CBA, a process also exists for the university to recognize market pay adjustments in faculty salaries based on compelling reasons.

The process for evaluation of personnel is detailed in the collective bargaining agreements for faculty and staff and in the Board of Regents policies for Management Confidential employees. Depending on the bargaining agreement, they include an annual or biannual process for evaluation of staff. Each bargaining unit sets out procedures for conducting performance evaluations and assesses the total performance based on criteria set out in the specific collective bargaining agreement. Notices are sent by the Office of Human Resources to supervisors informing them of the individual employees that need to be evaluated. Management confidential employees are evaluated annually in accordance with Board of Regents policies.

Monies set aside for professional development are detailed in the collective bargaining agreements for faculty and staff. Additionally, the Department of Administrative Services (DAS) provides in-service training on a variety of topics including introductory and advanced courses on computer programs, professional development, and supervisor training to Connecticut State Employees. As detailed in Chapter Six, the Office of Faculty Development supports faculty across all career stages and disciplines to achieve their potential as educators and scholars. Administrators and staff are provided access to the FirstNet training platform to expand the scope of the online training to all employees. Per the collective bargaining agreements for faculty and administrators, monies are set aside to fund professional development activities during the academic year.

Appraisal

The university follows laws and policies providing for proper human resources practices. For example, Tables 7.1 and 7.2 show that hires among full- and part-time faculty have increased their diversity. But much of this improvement has been seen with increased representation among women, who were already well represented. In terms of race and ethnicity, most of the increase has been among Asian, rather than Black of Hispanic, hires. While Southern has made progress with increasing minority recruitment and retention of faculty and staff of color, more intentional work at the departmental level is needed to represent the diversity of our local and state populations as well as the increasingly diverse student population at Southern. With the recent hire of the VP for Diversity, Equity and Inclusion and newly developed DEI Advisory Council, there is a focus to increase and retain representation of faculty and staff of color. The anticipated Director for Faculty and Staff Diversity Recruitment and Retention will further expand these efforts.

TABLE 7.1 DIVERSITY OF FULL-TIME FACULTY

Race and Ethnicity	2015			2020			Change		
	All	Men	Women	All	Men	Women	All	Men	Women
White	341	174	167	357	170	187	+16	-4	+20
Black	30	16	14	29	16	13	-1	0	-1
Hispanic	13	8	5	17	7	10	+4	-1	+5
Asian/Am. Indian/Other	37	16	21	61	28	33	+24	+12	+12
Total	421	214	207	464	221	243			

TABLE 7.2 DIVERSITY OF PART-TIME FACULTY

Race and Ethnicity	2015			2020			Change		
	All	Men	Women	All	Men	Women	All	Men	Women
White	406	170	236	549	221	328	+143	+51	+92
Black	22	9	13	54	22	32	+32	+13	+19
Hispanic	25	7	18	31	11	20	+6	+3	+2
Asian/Am. Indian/Other	22	7	15	49	13	36	+27	+6	+21
Total	475	193	282	683	267	416			

Financial Resources
Description

(7.4) Southern is subject to a robust budget development and approval process overseen by the Board of Regents' (BOR) staff, and administered in concert with campus CFOs. Typically, the process takes place in the spring of each year, during the legislative session. The Regents vote to approve the budget of each CSU institution in June. A mid-year report is due to the Regents every year in January to verify that each institution is financially proceeding according to the approved plan and to adapt the plan if necessary. Examples of events that can cause Southern to adapt its budget plan would be enrollment or housing occupancy underperformance, or a need for the state to reduce appropriation or fringe benefit support to the university.

Each year Southern's campus Director of Budget and Financial Planning designs a spending plan that balances current needs against current resources with allocations mirroring the original budget worksheets from the previous year. The Director sends this budget to the President's Leadership Team for allocations within the respective divisions. The vice presidents review the budget and adjust it to the priorities and needs of the university with a view to its mission. The university maintains a significant cash position, although overall liquidity dropped in FY20 from a combination of COVID-linked losses and a payroll-linked rise in liabilities, as shown in Data First Form 7.5a.

Noteworthy is that despite limited budget flexibility, from the onset of the pandemic, we immediately directed funding to support students and our academic mission priorities. Following campus closure on March 11, 2020, we refunded room and board for remainder of the Spring 2020 semester, as did all the CSUs at the direction of the system. We also spent substantial funds on infrastructure preparation and personal protective equipment (PPE) such as Plexiglas dividers and other safety materials. Furthermore, we continued paying wages to all student workers and employees who were unable to work remotely.

Subsequently, federal CARES Act funds provided the resources necessary to reimburse much of the room and board refund amount. Additional relief was provided in federal pass through grants to the states and was used for COVID-linked spending in facilities, reimbursing the university for the remainder of the room and board refunds, technology purchases, and other pandemic-related expenses. HEERF 2 (CRRSAA, institutional portion) provided funding to cover a significant portion of lost revenue in FY21.

(7.5) As a state university, we are heavily dependent on the state for distributing funds for the budget. For FY20, 40% of SCSU's budget was funded by appropriations from the state; the other 60% was funded through tuition and fees. The Board of Regents (BOR) sets tuition. Similarly, labor contracts control personnel expenses (about 80% of our total). The three variables subject to institutional control are: managing enrollment, allocating operating budgets, and diversifying resources.

The system apportions the two principal sources of state support (appropriations and support for some fringe benefits) among the 4-year institutions in CSCU using a distribution formula, which by law is revisited from time to time. Currently, the formula is under review. About $22.5 million in new fringe benefit support is being held by the system for distribution among the CSU universities, pending the result of that review of the distribution formula. This is not reflected in the budget information (provided in the appraisal below in Table 7.4) and our share of that funding could range $5-8 million, depending on whether and how the distribution formula is changed. Importantly, however, the funding source is not an appropriation. Rather, it is part of the state's surplus and as such it is non-recurring. It remains to be seen if this funding will eventually be made a permanent part of the budget by being appropriated. The university and the system are well aware that one-time funding must be replaced with long term financial and operational planning for sustainability.

For the past ten years, Southern has been working to diversify its sources of income. Three years ago when the VP of Institutional Advancement was hired, the university did not have any dedicated fundraisers. Since then, resources have been diverted to include three front line positions— for corporate relations, major gifts, and planned giving.

In addition, other members of the team share fundraising responsibilities. Two years ago a plan was put into place to hire fundraisers that would liaise with the academic deans to support their fundraising efforts. Unfortunately, those hired left during the pandemic and the financial situation precluded searches at that time. In Fall 2021, those searches should commence.

Fundraising results are realized through the SCSU Foundation, which is dedicated to serving the university. Some examples of its work regarding financial aid are described in Chapter Five. The office of sponsored programs (SPAR) has worked with Academic Affairs to bring in a number of new grants in recent years. Furthermore, in Academic Affairs, programs have been developing additional supplemental revenue streams through external collaborations and innovative institutes and certificate programs. The research centers described in Chapter Six serve as a further source of potential revenue. However, cumulatively, these efforts are currently non-material to the overall budget.

(7.6) We currently employ a 2-year window for financial plans. Guidelines and resource estimates (from state appropriation, tuition, and fees) are provided annually by the BOR. The Executive Vice President for Finance and Administration (EVP regularly reviews income and expenses to track the accuracy of projections and adjust the budget accordingly.

New academic programs are only approved with 3-year budget projections, which are reexamined by the BOR after their third year in order to assess whether revenue targets are being met. The EVP closely monitors the new programs against their revenue and expenditure targets.

(7.7) The BOR approves budgets for the system based on a multi-year, multi-institution analysis to provide a context for approving specific revenue and spending plans for each university and the system as a whole. Periodically, the system office prepares institution-specific and system-wide trends analyses for the BOR. The BOR is contemplating developing a 5-year budget process, but key elements (like the state's overall financial health and the cost of future labor agreements) make the out-years of such an exercise possibly too speculative to be relied upon as a planning tool.

The annual budget planning process typically begins from January to February with budget guidelines and policies for budget development issued to each CSCU institution by the university system president, following consultation with the BOR. In May, Southern presents its spending plan to the BOR for review. Typically, the BOR formally approves the plan at its June meeting. A mid-year spending plan review occurs and is submitted in January. There are multiple opportunities for the system president and the BOR to review and complete inquiries on the financial plans. Recognizing that the Northeast is experiencing a large

demographic shift within the next ten years, we have used these projected enrollment trends to forecast our revenue based on a realistic size for our student body.

(7.8) In accordance with C.G.S Section 10a and its bylaws, the BOR has authority and autonomy in all budget and financial matters. The BOR provides guidance in interpreting all aspects of legislative actions. It retains autonomy in most, but not all, financial decisions, as is typical for the board of a state system. Revenue and spending plans are the unique responsibility of the BOR. However, a portion of some labor contracts related to wages and benefits are negotiated and approved at the *state* level for all *state* employees. For example, the content and pricing of health care and retirement benefits are negotiated and priced at the state level. The remainder of the contracts are negotiated at the *system* level and approved by the BOR.

Different aspects of responsibility for debt are assumed by the state, the CSCU system, and the universities. Education-related facilities debt is approved by the BOR but issued through the state and remains state debt (though debt service is fully planned for and covered at the CSCU system level, but funded through student fees at the campus level). Auxiliary enterprises debt (residences and dining facilities) is based on BOR approval and issued through the Connecticut Health and Educational Facilities Authority (CHEFA), which provides dedicated, non-profit, tax-exempt financing. Here the debt is the responsibility of the CSCU system but is fully planned for and covered at the university level. Capital for smaller projects is provided by debt through the CSCU2020 program (a now lapsed capital program), which is overseen by the BOR.

While the state is building two new buildings (for HHS and Business as described below), it has allowed the funds for maintaining and repairing the existing campus to run dangerously low. The last budget year for new capital for equipment was 2019 and for any capital support for the maintenance of facilities, 2020. The CSCU2020 program has lapsed without replacement and the balance of the funds remaining in the program will be spent in the next year or so. Likewise, no new deferred maintenance funding tranche has been approved and the universities are spending down the balances here as well. Included in these declining balances are funds to renew and replace equipment and to renovate old spaces for new uses. It is a Connecticut state anomaly that rather than have regular budget appropriations for ongoing capital management of facilities and the renewal and replacement of equipment, the state funds these ongoing expenses through periodic debt programs, leaving the campuses somewhat vulnerable to episodic funding for ongoing expenses.

(7.9) As shown below in Data First Form 7.3, the percentages of operating expenses allocated for instruction, research and student services demonstrate our commitment to funding our core academic mission. Southern does not

have independent operations that could drain resources from the educational, research, and public service mission of the institution.

(7.10) During our 2016 fifth-year interim review, NEASC identified our status with the U.S. Department of Education as an area of special emphasis. In December 2015, the U.S. Department of Education conducted an audit of SCSU's Program Participation Agreement and extended our provisional status through 2018 because we failed to comply with exit counseling requirements. The DOE instructed Southern to improve in three areas of enrollment status:
- Appropriately utilizing the withdrawal codes within Banner
- Modifying the National Clearinghouse file submission schedule
- Expanding the summer enrollment reporting reconciliation activities

In addressing these areas for improvement, Information Technology, Financial Aid, and Student Accounts collaborated to identify areas where investments would provide significant enhancements to processes. Specifically, we worked to leverage Banner tools, improve use of common third-party solutions (i.e., TD Client), and make intentional strategic collaborations across SCSU and sister institutions to improve outcomes.

During these years of redressing our (Title IV) provisional status, SCSU vigorously worked to address challenges with regard to managing financial aid, with an emphasis on actively changing policies and processes, investing in staff and technology, changing business practices, and ensuring the campus community shares in the collective and on-going work to address these challenges. In late February 2019, U.S. DOE informed SCSU that it had removed the provisional status designation, reducing the level of reporting and federal oversight back to normal.

In the last two years, our financial aid model has evolved in three ways to better support enrollment, retention, and student needs. First, the university began setting aside more money for financial aid. To support this change, as part of the annual spending plan, the university determines a base of financial aid support in excess of the state required minimum of 15% of tuition. For example, as shown in Data First Form 5.3, in FY19 we allocated 18.57% for financial aid. For FY22 it is likely to reach 21%. Other types of financial aid support targeted scholarships for merit, Honors College, nursing students, and athletes. Second, after reviewing the registration and billing timelines alongside the awarding timeline, the Financial Aid Office (FAO) recognized that it was not making the awards to returning students early enough to allow them to make appropriate registration and financial decisions. The FAO is now awarding students four months earlier than in prior years. This allows students more time to commit to a financial plan, which in turn prevents them from being dropped from classes for non-

payment. Third, the financial aid awarding methodology was substantially revised to better match students' cost of attendance needs.

In conjunction with improving the timeline for awarding financial aid, in 2019 the university reconsidered its risk tolerance for over-awarding accepted students (macro award amounts in excess of the expected final budget are the over-award). Previously the macro-cap on awards was too low to reflect the actual matriculation rate of entering students. The impact was that new financial aid packages were not promised until previously accepted and awarded students had not matriculated, thereby releasing funds for awarding. This process suppressed matriculation because prospective students did not know how much aid they would receive in a timely manner. Effective FY20, the university increased its risk tolerance for promising more financial aid to prospective students.

In addition to the university's long-term commitment to providing financial aid, we provided short-term aid during the pandemic. Over $20.35 million in assistance has been, or shortly will be, given to enrolled students from three distributions of federal HEERF COVID relief funds. While the aid is to some extent need-based, all enrolled students (graduate and undergraduate, full- and part-time) received some award. These awards are over and above financial aid.

(7.11) The finance staff is led by the Executive Vice President for Finance and Administration (EVP) who answers directly to the university president. The primary responsibilities of this chief financial officer are reflected in the organizational chart with direct reports including the university Controller, Human Resource Officer, Director of Financial Planning and Budget, Manager of Contract Compliance, Chief of Police, and AVP for Capital Budgeting and Facilities Operations. The EVP and University Controller each have over 30 years of appropriate experience in higher-education, and have assembled a team of highly qualified, mission-driven, middle managers who have been mentored to take on stronger leadership roles as opportunities arise.

(7.12) The EVP oversees financial operations and planning. Financial operations report through the University Controller to the EVP, while budget and financial planning reports through the Director of Financial Planning and Budget. The University Controller and the Director of Financial Planning and Budget also provide special reporting, as requested. Internally, the University Controller provides oversight for accounting, student accounts, payroll, accounts payable, and the student card program to guide, monitor, and enforce financial decisions. The university is audited annually and biennially, as part of the CSCU system, by an external auditor and by the state Auditors of Public Accounts (APA). The Director of Financial Planning and Budget is responsible for the oversight of budgets which are managed in decentralized fashion by departments across campus.

The university faces difficulty navigating the variability of state funding that does not correspond with state negotiated labor contracts that control personnel costs. Furthermore, by state negotiations, fringe benefits comprise an additional 70% of salary, but the state does not cover the full amount. The proportion that it covers has declined over time, which has increased the financial burden on the university. For the first time, in the current budget, the State has promised to provide substantial support for fringe this year and next. Optimally, this new practice would continue in the future.

Although dependent on the fluctuations of the state procedures, the university budget process moves in an orderly fashion from tuition and fee planning in late fall and winter, to detailed budget planning and overall budget approval in the spring. The Director of Budget and Financial Planning reviews and revises the budget annually based on prior year expenditures and one-time expenditures (emergency needs). She provides periodic updates and planning documents in a mid-year spending plan review, making multiple spending plan iterations as the budget moves through the development and approval process. During the year, vice presidents receive periodic budget-to-actual reports. Departments access this information through the university's enterprise system, Banner.

(7.13) Enrollment actuals and labor contracts dominate the overall budget parameters, leaving little room for substantive shifts in, or targeting of, strategic priorities. Yet within that overall constraint, the President's Leadership Team carefully considers, and invests in, strategic initiatives for the institution. For example, a multi-year, integrated, capital planning effort led to the prioritization of academic buildings for the College of Health and Human Services and the School of Business. Similarly, the recent hire of the Vice President for Diversity, Equity, and Inclusion has led other divisions to transfer appropriate resources to this new division in order to enhance the ways our university's commitment to equity, inclusion, and diversity influence our teaching, learning, social structures, and policy.

Based on the overall, strategic financial direction and approved initiatives, operating budgets are allocated to each division where further refinement is provided by consultation amongst division leadership and individual budget managers. Operationally, planning mechanisms work at a more micro level to integrate operations across divisions. For example, the IT Governance Committee (ITGOV) works across divisions to prioritize information technology projects and local technology investments.

Various internal and external reports are shared periodically with the Budget and Planning committee. In order to consult with relevant campus constituents, this committee includes a highly representative group of students, faculty, staff, and administrators. The pandemic has led to so much uncertainty and variability in the budgeting process that this committee has not met regularly to consider budgetary information in a typical manner. Nevertheless, normally the committee allows for broad dissemination to constituent groups across campus.

(7.14) The Director of Financial Planning and Budget and the EVP meet to discuss the budget approach based on the 2015-2025 University Strategic Plan and relevant updates regarding state support. When creating the Spending Plan, the Director of Financial Planning and Budget reviews enrollment numbers and runs a variety of projected enrollment scenarios. The revenue model for tuition, housing, and food services is then based on the most appropriate projection. Contingencies for possible revenue shortfall and other unexpected financial challenges are integrated with the overall planning and evaluation process. Both the state and the university are self-insured to address risk management.

(7.15) When a new program is proposed to the BOR, departments are required to provide program financials to the Director of Financial Planning and Budget which include projected enrollment estimates and projected expenses (i.e. teaching and operating expenses) over a three- to four-year period. If the BOR approves the proposal, representatives of the university return to the BOR in the fourth year to present actual performance data. Similarly, in the case of substantive changes, such as our recently added doctoral programs, we have provided revenue and enrollment targets and then, in follow-up reviews, provided actual expenses and revenue figures to the NECHE review committee.

(7.16) The SCSU University Accounting office is responsible for ensuring the integrity of Southern's financial data through the efficient recording of fiscal transactions in accordance with Generally Accepted Accounting Principles (GAAP) as well as state and federal internal control and reporting guidelines by monitoring transactions through reconciliations, assisting with database setups, and other internal control measures. The department prioritizes transparency and responsiveness within the framework of strict adherence to policies and regulations.

The Audit Committee of the BOR is charged with oversight for auditing, Enterprise Risk Management, and compliance and ethics activities within CSCU. Their responsibilities include evaluating the effectiveness of accounting policies and system of internal controls, as well as its efforts to prevent, deter, and detect fraud. They also review audits, adherence to the state Code of Ethics, and the adequacy of policies and procedures for receiving and resolving complaints. Finally, they keep abreast of changes in accounting and reporting requirements or regulations promulgated by the Government Accounting Standards Board (GASB), the American Institute of Certified Public Accountants (AICPA), and the state of Connecticut Office of Planning and Management.

(7.17) The institution prepares financial statements in accordance with generally accepted accounting principles. The university undergoes multiple audits and reviews:

- Annual financial audit (external audit)
- Biennial, cumulative, internal controls audit (APA)
- Annual A-133 sponsored programs and financial aid audit (APA)
- Annual CSCU2020 bond fund audit (external auditor)
- Periodic financial aid program audits (state and/or federal)
- VA annual audit (VA)
- NCAA annual reporting and review (NCAA)

The annual financial statements are audited by a nationally recognized firm with extensive higher education experience. After a review by the BOR Audit Committee and the university's president and EVP, recommendations are adopted from all auditing entities regarding improvements.

(7.18) The SCSU Foundation was established in 1972 to solicit, receive, and administer gifts and financial resources from private sources for the benefit of all programs at SCSU. The Foundation's goal is to provide support for Southern, its mission, and its students. Its Board of Directors is responsible for formulating policies to ensure investments are well managed and in compliance with state and federal regulations as well as the Uniform Prudent Management of Institutional Funds Act. In FY20, the Foundation had $39 million in assets, with $2.9 million accessible to the university.

The Division of Institutional Advancement (IA) at SCSU is comprised of Integrated Marketing and Communications, Alumni and Donor Engagement, Development, Community Engagement and the Foundation Business Office. IA works collaboratively with the SCSU Foundation to execute the solicitation and stewardship of all gifts. Additionally, IA liaises with the SCSU Alumni Association to ensure engagement of our 100,000 alumni through a variety of in-person and virtual programming.

With the hiring of the current Director of Alumni Relations, the university has become much more focused on engaging a broader and more diverse group of alumni in university affairs. Events have become more substantive to allow professional networking as well as service to the university. In conjunction with the Office of Career Services, Alumni Relations is increasingly working with alumni to identify potential internships and job opportunities for students.

The pandemic provided an opportunity to rethink alumni events. By developing online events, alumni from a broader geographic area became active in campus life. The office is currently considering a mix of modalities for future programing. The broadening of outreach has been extended to the composition of the board. The Director of Alumni Affairs and the AVP for Alumni and Donor Engagement have made a concerted effort to cultivate

potential new board members from diverse backgrounds. Whereas the board used to be composed of an unchanging core group of local alumni, it currently is now diverse in age, ethnicity, gender, and industry.

IA is responsible for identifying, cultivating and soliciting potential donors and matching their interests and gifts with the university's needs. It is the responsibility of the Foundation Board to manage those gifts once received. IA operates its development efforts under policies and procedures established by the SCSU Foundation. SCSU Foundation Annual Reports including their IRS 990 Tax Returns and Audited Financial Statements are published on their website.

In addition, staff members adhere to Council for Advancement and Support of Education (CASE) reporting standards and management guidelines in accepting and reporting gifts. Gifts to the university are controlled by the BOR gift policy, which does not contain wording to protect academic freedom and integrity, although it is subject to compliance statutes. Many gifts to the university come through the Foundation, which does have a gift acceptance policy and limits donations to those that fulfill the university's educational mission—a mission that presumes academic freedom and integrity. The Foundation also has A Donor Bill of Rights that ensure that donor intentions are understood and followed. A yearly personal endowment report informs the donor of the fund's status and any distributions from it.

(7.19) All fiscal policies are clearly stated in writing and are consistently implemented in compliance with ethical and sound financial practices. Over the past five years, these documents have been posted online to provide additional access (see links throughout this report).

(7.20) The university has internal and external reports and tools needed to regularly evaluate the financial status of the university. The Budget Office provides financial reports to all vice presidents and academic deans to assist them in developing, managing, and reporting their financial activities on a monthly basis and as requested. University departments also have access to review their own budgets against expenditures at any given time.

The institution's fiscal condition is evaluated within budget reporting and audited annual financial reports. Its working capital is maintained through active cash management and accounts receivable management systems. Capital projects require multi-year planning and strong internal controls on spending both locally and, for larger projects, through collaboration with the system office. For example, quotes are required for funding multi-year planning for major projects and allocation of minor capital.
All of these methods support sound financial management. In addition, effective hiring of middle managers with financial acumen reinforces these processes.

In FY18 and FY19, CSCU moved to a common chart of accounts allowing a uniform method of recording financial transactions and balances. The new chart of accounts creates consistency in financial practices and support for centralized financial reporting. This allows the BOR to better compare our financial standing with that of our sister and peer institutions.

Appraisal

Our reliance on decreasing state funding combines with a long-term enrollment decline to portend financial challenges. The decline in enrollment is depicted in Figure 7.1, which shows a 30% decline over the past ten years. We are only beginning our work to restructure the university for a "new normal." As a tuition driven institution, the university must strengthen data-driven planning that supports balanced financial results with academic outcomes and effective student support. Such planning is already underway, including diversifying revenue streams, reinvigorating graduate programs, and adding new programs such as our doctoral degrees. However, we have yet to tackle the hard work of reimagining our core programs and services and restructuring them for more cost effective delivery.

FIGURE 7.1 LONG-TERM ENROLLMENT TRENDS, HEADCOUNT
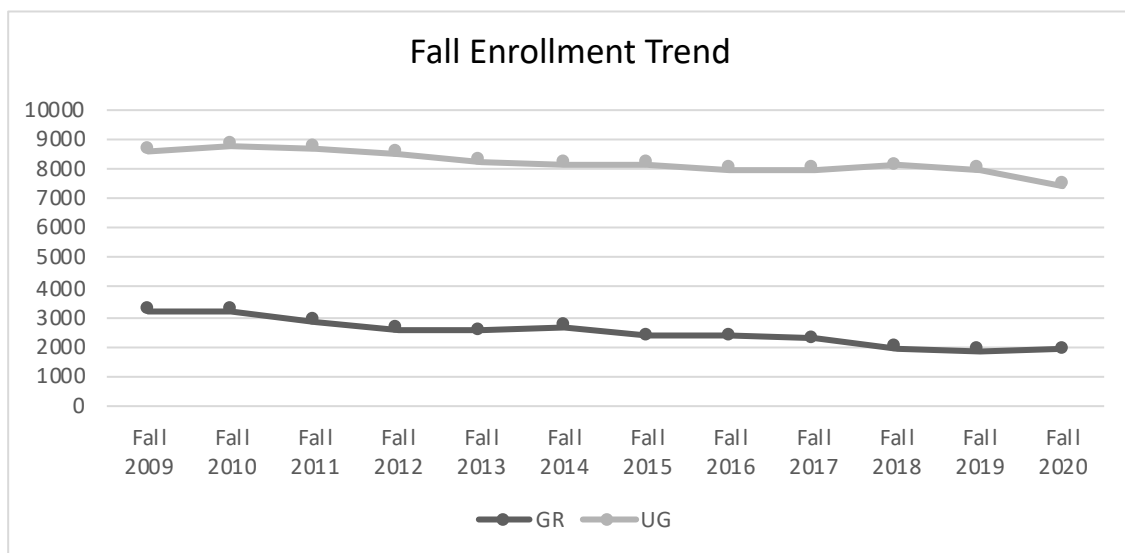
Our budgeting process has worked well in times of growing, flat, and modestly declining budgets. However, in recent years, we have struggled with the fiscal implications of the declining enrollment typical for New England regional public universities. This year's budget is a case in point. At its 9 June 2021 meeting, the Board of Regents Finance Committee specifically noted that the campus level budgets it was approving were balanced only because of the massive infusion of federal funds connected to COVID relief. Southern was awarded $12.976 million of HEERF 3 Institutional funds (ARPA) that will be applied to "lost revenue" (defined as the difference between current revenues and expected revenues given the prior four years of enrollment data and rate increases across the intervening period).

A second demonstration of the fiscal implications of declining enrollment is the analysis shown below of nominal or actual tuition and fees earned in the fall and spring terms over the past five years versus what those revenues would have been at the current year tuition and fee rates. Table 7.3 shows that while nominally revenues have risen each year until the pandemic (Fall 2020 and Spring 2021), those revenue increases have come through rate increases. When past revenues are normalized to current year equivalents, there was a steady decline in tuition and fee revenue from Fall 2016 though Fall 2019 (Spring 2017 though Spring 2020) with a much sharper decline in the last semesters shown because of pandemic-linked enrollment declines. A similar analysis of housing and board revenue shows even sharper decreases.

TABLE 7.3 CHANGE IN VALUE OF TUITION AND FEES

Semester	Tuition and Fees	Weighted Average Tuition and Fee Increase YOY	Value in 2021 Dollars
Fall 2016	48,871,867.46		58,215,767.10
Fall 2017	50,967,509.46	3.71%	57,364,500.87
Fall 2018	52,557,300.28	3.84%	56,966,304.59
Fall 2019	53,636,611.20	4.63%	55,563,550.32
Fall 2020	52,912,719.00	3.59%	52,912,719.00
Spring 2017	46,660,818.38		54,467,487.86
Spring 2018	47,087,858.73	3.71%	52,997,910.66
Spring 2019	49,257,190.30	3.84%	53,389,350.66
Spring 2020	50,232,382.40	4.63%	52,037,021.82
Spring 2021			
(as of 4/7/21)	48,831,294.40	3.59%	48,831,294.40

Because Degree First Form 7.3 is not well matched to our budget process, it does not contain our budgetary projections. They are found instead in Table 7.4. The table shows that FY20 was the first year that Southern was in a deficit budget position—probably in at least a generation. FY21 shows a break-even, but this is after a surplus of $4.7 million was transferred to the FY22 budget as part of its BOR approved budget. Both FY21 and FY22 are balanced only due to the substantial influx of one-time federal funds, both through the HEERF program and state administered federal COVID funds. Recovery, defined as at least the same or better enrollment and housing occupancy in comparison to Fall 2019, seems somewhat distant. As of mid-August 2021, we are at 62% housing occupancy, compared to 92% in Fall 2019 and down 10% in enrollment from an already very poor Fall 2020.

The budget for the fiscal year just ended was also balanced by HEERF funds, albeit from HEERF 2, in the amount of $9.978 million. The current budget assumes a 5% overall enrollment decline, a tuition and fee (including housing) freeze, and a housing occupancy level of 70%. As of mid-August 2021, it is not clear whether, or to what extent, we will meet that enrollment projection or housing occupancy level. If the university does not meet these targets, it will need to demonstrate in its mid-year report to the Regents how it proposes to balance its budget. The university has an unrestricted net position of about $30 million, which may play a part in that effort in addition to traditional budget cutting. The university's financial "cushion," the ratio of expendable net assets to total expenses has declined in the last seven years, from 20.8% to 14.7% (Table 7.7).

Table 7.5 summarizes the payments from all three rounds of HEERF funding, with the largest institutional and supplemental funding, $12,976,207, built into the FY22 budget. In addition, the State of Connecticut, using its own federal COVID relief funds, transferred $11.122 million to Southern in FY21 to reimburse the university for refunds to students for room and board as well as for other COVID expenses, like public safety and supplies. Table 7.6 outlines these funds. Additionally, as has been mentioned previously, in both FY22 and FY23, a share ranging from $5 million to $8 million out of a total of $22.5 million will be allocated to the university, from the state's surplus (a non-recurring source), pending resolution of a possible recalibration of the funding formula for the CSUs. If this funding were reflected in the BOR approved budget for FY22, Southern would demonstrate a small projected surplus instead of a $4.7 million loss.

TABLE 7.4 SUMMARY OF SPENDING PLANS (BUDGETS)

(Numbers in 000s)	Actual			Projected	Approved
	FY18	FY19	FY20	FY21	FY22
Budgeted revenues					
Tuition and fees	110,799	113,611	116,171	115,302	114,135
Room and board	26,841	28,083	20,646	16,670	20,625
Less financial aid and waivers	-15,363	-18,665	-22,607	-21,528	-22,340
Net student fees	122,277	123,029	114,210	110,444	112,420
State support for education	74,115	82,530	81,900	88,124	89,485
All other revenues	5,111	6,870	5,543	1,651	3,800
Total Revenues	201,503	212,429	201,653	200,219	205,705
Budgeted expenses					
Compensation	154,478	167,417	167,605	181,424	188,092
Set asides and operating transfers*	3,997	-1,915	1,037	6,007	-3,906
All other expenses	32,352	36,316	29,019	22,317	31,281
Transfers for debt and CHEFA**	9,478	9,242	9,072	8,278	6,878
COVID (HEERF & fed pass through)				-17,807	-11,917
Total Expenses and Transfers	200,305	211,060	206,733	200,219	210,428
Addition to (use of) funds	1,198	1,369	-5,080	0	-4,723

*Varies by FY and includes:
  FY18 and FY19 Longevity and Gear Up expense swap across years;
  FY21 and FY22 Gear Up expense swap across years;
  FY18-FY22 transfers to System Office for GF/OF swap;
  FY18 adjusted for a budget format change between this line and state revenue.
**One time debt transfer relief in FY22 from accumulated p/y transfers in excess of expense.

TABLE 7.5 HEERF SUMMARY

	HEERF 1 Cares Act	HEERF 2 CRRSAA	HEERF 3 ARPA	All HEERF Rounds Total
Student	4,195,084.00	4,195,084.00	11,960,119.00	20,350,287.00
Institutional	4,195,084.00	9,399,528.00	11,917,242.00	25,511,854.00
SIP	410,683.00	579,195.00	1,058,965.00	2,048,843.00
Total	8,800,851.00	14,173,807.00	24,936,326.00	47,910,984.00

TABLE 7.6 COVID FUNDS PASSED THROUGH THE STATE

Pass through Funds	OPM Reimbursed COVID Funds
Reimbursements as per Approved Reports to the System Office	
Protective Services	968,114.00
FY20 and FY21 Combined	5,902,499.03
FY21, March Report	1,110,131.57
FY21, through 18 June	2,360,688.52
FY 21, through 30 June (as of 6/25)	875,300.88
Received	11,216,734.00
Funds to be Returned	
Compensation	(46,401.88)
Double Counted P-Card	(47,216.94)
Double Counted Invoice	(885.84)
Returned	(94,504.66)
Total	11,122,229.34

It is clear that, in the absence of this substantial support from these sources, the university's financial position would be materially more negative. The BOR recognized this when it approved a budget for Southern and all of the CSUs. At that time it noted in bold face that, if enrollment and housing occupancy did not recover next year to at least Fall 2019 (pre-COVID) levels, and state support did not increase, Southern's unrestricted net position is likely to be affected and operating budgets would need to be cut.

Our history of sound financial stewardship gave Southern the flexibility to meet the challenges posed by the pandemic, but unless we adapt the institution to a smaller market, or expand state support, our position will become untenable. While the pandemic has certainly exacerbated the situation, undeniably there are issues that the university must address through careful planning and strategic investment over the course of the next few years. As shown in Table 7.4, budgets have been balanced through FY20. We have an anticipated surplus in FY21, which is due to reimbursements, for FY21 and prior losses, from lagged federal and state pass-through reimbursement programs. Table 7.4 does not show the anticipated surplus of $4.7 million, FY21, as the amount has been approved to fund Gear Up expenses in FY22. As per the guidelines for the spending plan, the amount is shown as an expense in FY21 and a negative expense in FY22. This is admittedly a limited-time reprise from an underlying disconnect between sustainable revenues and ongoing expenses.

The trend in the primary reserve ratio is illustrative of the problem. As shown in Table 7.7, the ratio declined over 6%

in the past seven years. The current budget stability is the result of copious amounts of federal and state COVID relief rescue funds. Without a strong resurgence of enrollment and housing occupancy into FY23, the decline is likely to resume and continue.

TABLE 7.7 PRIMARY RESERVE RATIO

Fiscal Year	Expendable Net Assets	Total Expenses	Primary Ratio
2014	47,685,156	229,127,343	0.2081
2015	45,448,308	249,372,015	0.1823
2016	45,639,079	259,542,523	0.1758
2017	53,413,342	249,872,034	0.2138
2018	51,516,663	248,573,564	0.2072
2019	55,051,054	258,903,367	0.2126
2020	40,581,494	275,885,905	0.1471

Although having a small impact on the overall university budget, attempts to increase alternative sources of funds have been effective. For each of the past three years, the Foundation has raised over $3 million. In addition, the Foundation Board has changed its investment strategies and, as a result, the endowment has increased from $8 million to $42 million in the past ten years.

Information, Physical, and Technological Resources
Description

(7.21) Major capital investment in Southern is truly a bright spot in the resources available to the university. Two new buildings are under construction. First, the Health and Human Services (HHS) Building, a $70 million dollar project, is on track for completion in January 2022. Second, a new home for the School of Business is also under construction and the $45 million project is slated for completion in 2023. Both buildings represent the largest capital investment on any CSU campus for the foreseeable future.

These new buildings, combined with other recently completed facilities described below, ensure that Southern has resources that are sufficient and appropriate for our academic programs. In 2015, both the expansion to the library and the new Academic and Laboratory Science Buildings were completed. Buley Library now has almost 250,000 square feet, including seating spaces, study space, classroom space, computer labs, the Center for Academic Success and Accessibility Services, an art gallery, four beautiful Tiffany windows, and a Special Collections area containing the New Haven Mayoral Papers Collection.

The new science laboratory building augments the classrooms of Jennings Hall with laboratories and other

spaces for students to participate in research. For example, to give Earth Science students first hand exposure to geology, there is an outdoor rock garden showcasing 52 rocks that are indigenous to Connecticut. An indoor rock wall includes more than 150 large rock samples from three regions in Connecticut to teach the state's geological history.

To ensure we meet the needs of all students, a new accessibility committee has been formed (encompassing both physical and technological accessibility). Our new website has already demonstrated that it meets ADA compliance and adheres to Web Content Accessibility Guidelines (WCAG) 2.0 standards. To date, SCSU has skillfully balanced the omnipresent stress between needs and resources.

The development of physical resources is guided by the Master Plan (2015). Many of its priorities for physical resources have already been accomplished, including the completion of the Barack Obama School (in partnership with the City of New Haven), which is operational adjacent to campus on Farnham Ave. Construction is proceeding on the new building for the School of Health and Human Services and construction has begun for the new building for the School of Business.

The university's technological resources have been, and continue to be, upgraded to meet growing digital demands and expectations. Importantly, the ERP (Enterprise Resource Planning) software has been updated to support Southern's flow of data between business processes. In addition, we completed a multi-year, multimillion dollar network upgrade, which provides much more reliable and resilient connectivity. We also completed the deployment of the new IP phone system, which proved fortuitous during the pandemic because it allows employees continuity of accessibility when working remotely. With the completion of the library renovations in 2015, we established a new data center which is more cost effective and centrally located. In conjunction with on-premise IT help desk services during normal business hours, we expanded remote IT help desk services to 24/7 access. All full-time faculty are offered a laptop computer configuration to meet their needs and staff who require computer access are similarly provided. Technology has become more readily available to students with on-premise equipment and remote-access services.

Three important upgrades to the library have made our collections more broadly available recently. First, the library implemented a new integrated library system in 2017, as part of the new CSCU Library Consortium. This major project of migrating to a new library management system and discovery service with all 17 CSCU libraries went live in January 2017. The new discovery layer provides a much-improved search and retrieval experience for patrons, eliminating duplicate print purchases and facilitating digital purchases, sharing of print collections, and harnessing the advanced power of a common state-of-the-art integrated

library system. The project expanded access to resources from the four universities to all 17 colleges and universities.

Second, a new Digital Collections platform was implemented in 2018, using the Islandora software supported by UConn and the Connecticut Digital Archive. To facilitate library exhibits, we have Omeka and Padlet.

Third, the Library Makerspace includes the makerspace equipment collection, 3D printing services, outreach programs to local schools and libraries, and workshops on scholarship, research, and publishing. The renovated library also houses the Math Emporium to support students in MAT 100P (described in more detail in Chapter Eight) and the Buley Library Art Gallery, which provides easy access to art shows (frequently by students and alumni).

As shown in Data First Form 4.5, the library has an ongoing commitment to supporting the information literacy of our students. The needs of the pandemic provided an opportunity to upgrade our synchronous and asynchronous video platforms for instruction and other purposes. To facilitate synchronous meetings, we expanded the capacity of Cisco Webex Meetings to include breakout rooms. The common learning management system is BlackBoard Learn 9 and we expanded its functionality to include class and small group meetings. Where we had previously used Microsoft Teams to facilitate collaboration, we have expanded its functionality for meetings and conference calls (in addition to Cisco Jabber, which has made our phone network available remotely). The Office of Online Learning also supported asynchronous courses and events by providing appropriate technology and training.

(7.22) Hilton C. Buley Library supports the teaching, learning, and research needs of the university. It is staffed by the Library Director, sixteen full-time faculty librarians and eight staff, in addition to student workers. The library provides a wide variety of instructional support for the university, including one-shot information literacy sessions, individual consultations with students and faculty, tours, workshops, and more. All faculty librarians are available to conduct classes and consultations in their assigned subject areas and also provide support for more general inquiries. Each academic department is assigned a specific full-time librarian to provide collection development and instructional support. This support includes class-based library sessions, the creation of handouts, guides, and tutorials and individual research consultations, OER resources, course reserves, interlibrary loan services, and the use of technology to enhance the discovery of knowledge. From their first semester in INQ 101, all students are exposed to the full range of available library resources.

In addition, the library serves students and faculty with its physical and virtual collections. The collection contains over one million print and electronic resources providing a wide range of books, e-books, e-journals, databases, millions of

articles in full-text online, streaming videos and DVDs, and online databases in various subject areas. In terms of our collection, in 2019, the library held 386,205 monographs; 7,588 periodical titles, and 13,976 non-print media titles. Current subscriptions included 2,247 print and 108,453 electronic periodical titles, and over two hundred databases.

According to the ACRL statistics, in comparison to peer (Master's granting) university libraries, Buley Library serves more students, has more librarians, has a larger book and serials collection, has a larger than average budget, and has more individual consultations and sessions with more students. As we move toward our goal of becoming fully accredited as a doctoral granting institution, we need to consider how our library collection and budget compares to doctoral granting institutions.

(7.23) Facilities are constructed and maintained to meet, and frequently exceed, legal standards. All facilities provide ADA compliant accessibility, although in older buildings some areas are inaccessible. Accessible housing is provided to meet student needs. Facilities Operations maintains facilities to protect the health and safety of the Southern community. To assist in this work, SeeClickFix allows the campus community to use their cellphones to report areas in need of service. In the case of hazardous chemicals, Chemical Hygiene Plans, and the HazCom Program have been developed.

The SCSU Police Department has a longstanding tradition of providing quality services in protecting the health, safety, and security of students, faculty and staff. The department is committed to the fundamental principles of community policing, such as crime prevention, omnipresence, and partnerships. University Police are a full Police Department under the Connecticut General Statutes 10a-142 and 29-18 (Special Police Forces) and as such are fully trained. The department's primary near-term goal is to become accredited, per a requirement of recent state law, and it is well into the accreditation process.

For the past year, the focus on protecting health and safety has been witnessed as facilities personnel have kept busy cleaning the campus as well as constructing safety features such as plexiglass barriers in all areas of high human interaction. This includes office front desks, but extends to the tables in the dining hall, which allows diverse groups to talk while they eat meals together.

As part of our social justice and anti-racism mission, Southern is committed to being responsible stewards of our 171 acres, acting in sustainable ways to preserve the environment for the future. This commitment shows up in many ways. We strategically decrease energy consumption, especially in the design of new construction. The Academic Science and Laboratory Building is LEED Gold Certified, and other buildings on campus are also certified. New buildings are required to meet at least a Silver rating (2015 Master Plan). SCSU is a signatory to the Climate Leadership

Commitment for colleges and universities and the We Are Still In pledge. SCSU has reduced its carbon footprint for campus buildings 57 percent below our 2008 benchmark. Our Energy Master Plan details the ways we use energy, including our multi-year contract for 100% green power (2018) and installation of new solar arrays last year on the Fitch Garage, the Wintergreen Garage, and Parking Lot 9. The solar panels will meet 4-5 percent of the university's annual electricity needs and save approximately $60,000 per year in utility costs for the next 20-25 years. In addition, Southern is in the final stages of installing two new fuel cells that will generate electricity for the campus.

Southern's commitment to sustainability extends to our strategic use of resources, as evidenced in the Climate Action Plan. Southern was the first university in the nation to declare a climate disaster. SCSU recycles many types of materials, including single stream materials, electronics, batteries, asphalt, metal, concrete, mattresses, fluorescent bulbs and ballasts, wood, brush, lawn clippings and yard debris, and food scrap (composting). SCSU is part of the Urban Oasis Habitat Restoration project, providing wildlife habitat across campus. The Office of Sustainability helps maintain newly planted trees on Farnham Ave. The Community Garden partners with local agriculture and community services to grow and donate food. The Office of Sustainability works with campus departments and programs (most notably Environment, Geography, and Marine Sciences) and hosts several interns each year.

(7.24) Physical study spaces are strategically placed across campus for ease of student access, including several computer labs. Of our total 1.5 million assignable square feet, 16.8% is assigned to classrooms and labs; and 7%, to study space. Some provide an atmosphere that is particularly conducive for study. The library provides a range of spaces to meet different student needs, some better for conversations, others better for quiet individual work. Small rooms are available for groups. Similarly, the Adanti Student Center has room for individual study as well as a computer lab. One particularly conducive spot is the Remembrance Garden, which provides a peaceful outdoor setting for students to study. This garden is in remembrance of four Southern alumni who were lost during the 2012 Sandy Hook shooting, but also serves as a peaceful place of healing in which to contemplate Southern's calling to prepare students for public service. Many academic departments have spaces set aside for students to study or meet. For example, the Chemistry Library (JE 324) gives students space to interact in various ways, including with peer tutoring.

The new Health and Human Services building is strategically designed to support the unique pedagogical needs for the programs in this college. For example, it includes a state-of-the art healthcare simulation center fully outfitted with video capture technology, six simulated hospital rooms with high fidelity manikins, adjacent technology control rooms, nurses' station, and medicine room; four standardized

patient rooms; home simulation; and four large nursing labs. It also includes a human performance research and teaching facility, an athletic training teaching laboratory, a Communication Disorders teaching and research clinic, an audiology research lab, a demonstration kitchen classroom for the Department of Public Health for teaching nutrition, food safety, and healthy food preparation, and an inter-professional collaboration and meeting center.

Examples of places where research and study is enabled by wired and wireless network capacity include the Academic Quad (Engleman, Buley, Earl, and Adanti Student Center), Lyman Center (front of building), Residence Halls Quad between Farnham, Wilkinson, and Chase, and the Athletic Fields. The pandemic forced some students to study and take courses from their cars, which were enabled by wireless access, such as the Davis parking lot (Lot 1).

(7.25) The System Office sets information technology policies which Southern executes with its own security practices. In order to ensure the reliability of technology resources, the Enterprise Resource Planning (ERP) system has been relocated from an on-premise to a cloud installation yielding access, security, and disaster recovery benefits (Microsoft Azure cloud SaaS). In addition, for backup risk mitigation, we have refined the offsite mirror of server infrastructure backups to allow for a rapid redeployment of existing servers at alternate locations or the cloud. As part of an outage risk profile, we have completed several UPS and generator projects to ensure enterprise critical systems are safeguarded from disruptions. However, to warn of potential planned or unplanned disruptions, we have established protocols to communicate to the affected audiences.

To protect integrity, security and privacy, the university has adopted a multi-factor authentication process to verify log-ins to university systems for all users. Those employees accessing sensitive information use a Protective Enclave on their laptop and office computers to provide secure access and to monitor their use of that data. This tool has been upgraded and deployed for secure and remote access. Records are maintained according to state and university policies. The system office contracts with a third-party vendor who supplies firewall security and Protective Enclave (PE), with whom we coordinate to protect sensitive information. IT's Disaster Recovery Plan (DR Plan) is a component of the university's Emergency Management Plan (EMP) and complements its other efforts. The DR has successfully passed audits, is periodically updated, and is available upon request.

(7.26) Southern uses several platforms and software applications to support the campus community and ensure its ability to be prepared for the future. One such platform is our knowledge management and request platform. We have adopted and expanded the use of Atlassian including JIRA and Confluence to manage projects including, Learning Technology Governance (LTEC), IT Governance (ITGOV), and

NECHE. We are in the process of implementing the system office's selected Enterprise Content Management (ECM) that will replace Banner Document Management (BDM) and include workflow. We are expanding use of DocuSign and Hyland OnBase to handle a variety of digital workflow and approval processes. We monitor the electronic platforms' availability and performance with cross framework tools Zabbix and Selenium. This ensures resource accessibility and vendor uptime compliance. A scheduling solution has been deployed that automates batch processing and report generation, eliminating server overload and improving output distribution. We are in the process of adopting the Ellucian Ethos Platform, which provides a suite of data, identity, and analytics capabilities designed to facilitate integration and data flow between Banner and third-party systems.

Appraisal

The pandemic highlighted the nimbleness of the campus in responding to information and technology needs. Because the library had already been responding to the needs of commuter students and online classes, they were able to respond quickly to the information needs of students and faculty working remotely. IT began working on contingency plans in January 2020, as soon as word of the potential pandemic made the news. Because of this quick response, we were able to provide desktop and laptop computers to students in need, expand Wi-Fi access on campus ("drive-in" internet), and redesign classroom technology to accommodate plans for HyFlex instruction.

Coming out of the pandemic, IT is refitting rooms to support continued flexibility. For example, IT has configured six conference rooms with displays, cameras, and microphones in order to support remote participation during in person meetings.

Immediately after the transition to remote instruction in the spring, Academic Affairs and Student Affairs put together a survey to assess student needs. Because survey results highlighted the need for study space, during Summer 2020, rooms were set aside and appropriately furnished in the Student Center for dedicated study space in case the university needed to close down again in the fall. In addition, the Library conducted its own survey in December 2020 to assess use of its services during the fall semester. Over half of respondents had used the library services, despite most of them participating only remotely with the university. Databases, e-journals, and e-books were the most frequently used resources, while library chat and interlibrary loan were the most used services.

In view of the centrality of the library to the university's purpose, in 2018 we hired a new Director for the Library. She immediately started the process of developing a strategic plan, which was completed in 2019. The mission of Buley Library is to support and enhance the teaching, learning,

scholarship, and research mission of the university and the life-long learning of our students by providing user-centered services, comprehensive and diverse collections, multiple learning spaces, innovative technologies, and opportunities to create and discover. The strategic plan contained seven goals to transform the library with a view to current needs and uses. The goals include:

- Supporting library users with excellent library services to help them succeed;
- Having a well-balanced, well-maintained, organized collection that supports the curriculum and research needs of faculty and students;
- Enhancing awareness of the library's resources and services to meet the educational, research, and information needs of students and faculty;
- Keeping current with emerging trends and technology;
- Ensuring the library environment accommodates changing user needs and learning styles;
- Promoting and increasing awareness of the library's role and value; and
- Gathering and analyzing data.

The work conducted on achieving these goals prepared us for the move to remote operations during the pandemic.

Like many libraries, Buley has experienced a gradual decline in the number of questions asked at the reference desk. This decline corresponds with an increase in "self-service" types of access. Generally, reference librarians field more questions in the fall than the spring, reflecting the familiarity with searching gained by our incoming fall students. As shown in Figure 7.2, questions reached their nadir in Spring 2020, reflecting the scramble to adjust to the pandemic closures—many patrons reported simply making due with what they could easily find and not asking for more. At the end of that semester, the library rolled out an expanded chat service, when it became clear that the pandemic was not a short-term problem. Although the new services began too late make a difference in the spring, as shown in Figure 7.2, the results were dramatic in the fall. Reference librarians answered more questions than they had for years, as faculty, staff, students, community members, and unaffiliated users turned to the library for resources and information. These expanded chat services will continue post-pandemic, and the library will continue to strengthen its virtual offerings to better serve the campus community, especially online and commuting students.

FIGURE 7.2 LIBRARY REFERENCE QUESTIONS
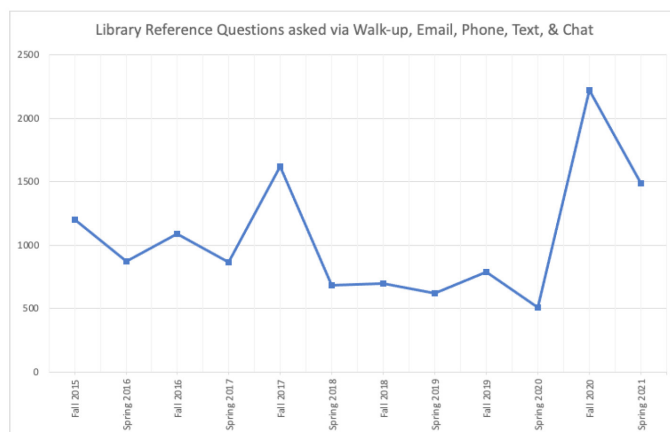
Source: Library Impact Dashboard

During the pandemic, the Library successfully pivoted to all services being offered remotely in March 2020 and remained entirely remote until July when the building and services began to reopen. The system Library Consortium expanded online content to support newly online and hybrid courses in the Spring and Fall 2020, including PsychoTherapy.net collection of counseling videos, Swank streaming video for feature films, DeGruyter University Press collection of e-books, TumbleBooks children's e-books, VisibleBody 3D anatomy, Newsbank Access World News for international, national, and local newspapers, the National Theater Collection, and Digital Theater+. The Library has also added hundreds of e-books from Springer Publishing. During the pandemic, e-books and other digital resources were prioritized. As a result, we were well prepared to meet the needs of course support because for years we have developed virtual services such as webchat, email, and video conferencing as a staple service for our commuting students.

The goal of 100% INQ 101 participation in library instruction continued to be met in Fall 2020 and Spring 2021, despite the challenges of the pandemic, including many online sections and the need to split some on-ground sections in half to maintain social distancing in the library classroom. For the first time, Honors College students had their own sections of INQ 101 and participated in the same FYRE curriculum as all other students. As shown in Table 7.8, the pandemic both decreased the number of instruction sessions and number of students included in each. Nearly all one-on-one library instruction was conducted online, either via conference software, such as Microsoft Teams or Webex, or via email. Students could make appointments with librarians through a variety of interfaces, including a LibWizard form, LibCal, and SSC Navigate, as well as simply emailing directly. Through these avenues, the number of individual appointments showed only a moderate decline during the pandemic.

In addition, we implemented RapidILL in Spring 2021 as an extension of ILLiad to deliver articles and book chapters in a faster manner (within 24 hours) during the pandemic. We also began providing library laptops with overwhelmingly positive response from students. A Serials e-Delivery Service was created and implemented to provide patrons with access to print journals and microform content while the physical stacks were closed due to the pandemic.

TABLE 7.8 MEETINGS WITH LIBRARIANS

	2016-17	2017-18	2018-19	2019-20	2020-21
Individual Appointments with Librarians	452	671	575	749	609
Library Instruction Sessions	178	173	197	185	128
Number of Students in Instruction Sessions	3606	2983	3362	3046	1904

The 2015 Master Plan details the short-term priorities that we are currently addressing. These include the addition to the library and the new Academic Science and Laboratory Building, both of which were completed in 2015. Construction is about 30% complete on the new Health and Human Services building, with expected occupancy in Spring 2022. This new 97,750 square foot facility is designed to meet the State of Connecticut's 23% energy efficiency rating. The new School of Business (SCOB) (60,000 square feet) will be the first state owned Net-Zero building. The project is in the Bid Document design phase with construction scheduled to begin late spring of 2021 and completed for classes in the Fall of 2023. This building will be a state of the art facility that will include a 60 student tiered case study classroom, a Financial and Data Analytics classroom, a 100 Tiered Auditorium, a behavior lab with observation room, and a learning lab with computer stations.

All of this construction is the result of the CSCU 2020 Plan that outlined system level facility priorities and included a plan for deferred maintenance. The new Business School will be the last completed on the basis of this plan and the funds allocated for the full plan have been largely dispensed. Unfortunately, that means that only limited funds are currently available for upkeep.

Projection

As described in Chapter Six, the university is working to develop an Equity Score Card to assess our strengths and weaknesses in connection with diversity, equity, and inclusion. In moving forward on these efforts, specific goals are needed in the hiring of a diverse workforce. During AY2019, the VP of Diversity, Equity and Inclusion and the VP of Student Affairs will be working with EAB in conducting a 360° feedback as the first step of this process.

Institutional Advancement has a strategy and timeline for supporting the deans on their fundraising goals. Each dean has identified fundraising priorities in four areas: student program support; faculty and student research; student scholarships and aid; and space and place. For example, the School of Business has prioritized funding for its Business Success Center, an Executive-in-Residence program, and a FinTech and Data Analytics Lab. Over the coming year, members of the IA team will work with the deans in developing and implementing plans.

The Biden administration is committed to higher education, which could positively impact our bottom line. Promised support for students will have direct ramifications for public universities in general, but our student body in particular. That being said, the changing demographics of the traditional college age population will still impact our financial situation, which will spur us to continually rethink our potential student populations by enhancing our modalities, processes, and programs.

One area we need to pursue is better understanding costs and revenues as they relate to established programs and the innate cost structure of our curriculum and student support. Toward this end, we have been actively engaged in the Delaware Cost Study. We anticipate its findings will help us to do comparative, data-based, analysis and planning. We anticipate that the study will allow us to pull benchmarks from other systems as well as from the universities within our system. The CSCU system is conducting a similar study for the community colleges. All of this work will assist us in developing a framework for contextualizing data for making tactical decisions regarding the university's operations, and thereby its budgets and finances. We believe that we can work collaboratively, in a data-supported process, to realign the university to a more structurally sustainable path.

Our ten-year-old facilities plan continued to function due to our ability to reallocate resources within it and due to the strong master plan that informed it. We have kept our buildings functional and flexible. To date, we have invested for the future. However, when the HHS building is complete, 22,000 square feet of space in various buildings on campus will become available with only limited funds to repurpose them. This is a significant problem.

Table 7.9 gives a summary of the most recent five years of minor capital improvement and deferred maintenance funding. This trend is unsustainable to maintain a campus core of this size. Separate and smaller allocations for CHEFA financed buildings (residence halls) in the amount of $2.0 million and for auxiliary facilities in the amount of $1.5 million are similarly inadequate.

TABLE 7.9 MINOR CAPITAL IMPROVEMENT AND DEFERRED MAINTENANCE FUNDING

Fiscal Year	Budgeted Funds
2018	$3,000,000
2019	$2,000,000
2020	$0
2021	$0
2022	$0

With the expiration of the facilities plan, our ability to maintain our physical plant is at stake. The state legislature needs to develop a new plan to move forward in a time of change and new visions. In order to continue to meet the standards in the interim, the Executive VP for Finance and Administration will conduct a space study during AY 21-22 focused on the vacated rooms. With an analysis of what is needed to make them useful for alternative occupants, he and the VP for Institutional Advancement will consider potential sources of funding such as naming opportunities or using a portion of the space for revenue generation by leasing them out to community organizations.

While we have made great headway in making library resources available remotely, we will continue to move forward into becoming a library for the 21st Century. We are participating in a system-wide digital accessibility initiative that requires us to continue to review and update all our online materials to improve accessibility. This year, our research and instruction librarians will perform accessibility reviews of their guides, tutorials, and webpages and update them accordingly. The instruction librarians will also work with campus efforts led by the Office of Online Learning to train faculty in making their instructional materials accessible. Accessibility of online materials is not only legally required, but also an ethical and social justice necessity brought into the spotlight by pandemic remote learning requirements.

We are approaching seven years into the new network infrastructure. Over the next three years, we will be preparing and implementing its refresh. Our goal is to maintain a resilient foundation for the university's technology. Because IT activities are constrained by CSCU system policies and allocations, over the course of the next three years the VP of Technology and Chief Information Officer paired with the Director of Technology Administration will work with the system's new CIO to determine those parameters. Simultaneously, they will work with Southern's EVP and Budget Officer to allocate funds for this initiative. The entire project is anticipated to cost $5-10 million.

In addition to the network infrastructure refresh, IT has three additional major projects on its three-to-five year roadmap. First, it will make significant progress in reimaging, reengineering, and transitioning to paperless processes. We have recently hired an enterprise content manager to guide those efforts. We will work within the system's parameters to combine Hyland OnBase with DocuSign for the implementation. Second, our CIO is leading a team with representation across CSCU to rethink Help Desk services. The efforts are to align with the needs and expectations of the community that currently exist and prepare for those that will emerge in the coming years. Third, we will work to transition from Banner 8 to Banner 9. This modernization effort is expected to free up resources from overlapping or duplicative products as well as gain efficiencies and improve the overall technology experience.

DATA FIRST FORM 7.1 HEADCOUNT OF EMPLOYEES BY OCCUPATIONAL CATEGORY

	3 Years Prior (FY2017)			2 Years Prior (FY2018)			1 Year Prior (FY2019)			Current Year (FY 2020)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	409	643	1,052	422	586	1,008	423	626	1,049	422	617	1,039
Research Staff	0	44	44	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	15	3	18	13	0	13	11	0	11	15	0	15
Library Technicians	5	2	7	5	0	5	10	0	10	6	0	6
Archivists, Curators, Museum Staff	0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs	62	32	94	69	61	130	76	41	117	85	56	141
Management Occupations	48	5	53	61	0	61	68	0	68	73	0	73
Business and Financial Operations	55	5	60	38	3	41	43	1	44	44	3	47
Computer, Engineering and Science	27	14	41	25	9	34	23	10	33	24	13	37
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, Media	52	60	112	56	60	116	57	20	77	50	15	65
Healthcare Practitioners and Technical	15	1	16	9	0	9	7	1	8	9	1	10
Service Occupations	119	39	158	117	13	130	119	21	140	106	14	120
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	101	90	191	97	3	100	94	8	102	94	11	105
Natural Resources, Construction, Maintenance	32	4	36	42	7	49	36	6	42	56	8	64
Production, Transportation	6	0	6	7	10	17	8	0	8	2	0	2
Total	**946**	**942**	**1,888**	**961**	**752**	**1,713**	**975**	**734**	**1,709**	**986**	**738**	**1,724**

Note:

IPEDS is posted in IR website

DATA FIRST FORM 7.2 STATEMENT OF FINANCIAL POSITION AND STATEMENT OF NET ASSETS

				Percent Change	
Fiscal Year Ends 6/30	2 Years Prior (FY2018)	1 Year Prior (FY2019)	Most Recent Year	1-2 Years Prior	Most Recent Year
Assets (in 000s)					
Cash and Short Term Investments	$8,775	$7,241	$5,213	-17.5%	-28.0%
Cash Held by State Treasurer	$59,814	$56,853	$52,695	-5.0%	-7.3%
Deposits Held by State Treasurer	$13,218	$14,401	$14,340	8.9%	-0.4%
Accounts Receivable, Net	$2,711	$3,825	$4,537	41.1%	18.6%
Inventory and Prepaid Expenses	$982	$935	$1,321	-4.8%	41.3%
Long-Term Investments	$26,566	$27,544	$28,477	3.7%	3.4%
Loans to Students	$2,159	$1,133	$729	-47.5%	-35.7%
Property, Plants, and Equipment, Net	$321,423	$309,882	$300,569	-3.6%	-3.0%
Other Assets	$63	$24	$158	-61.9%	558.3%
Total Assets	**$435,711**	**$421,838**	**$408,039**	**-3.2%**	**-3.3%**
Liabilities (in 000s)					
Accounts Payable and Accrued Liabilities	$47,158	$42,775	$51,374	-9.3%	20.1%
Deferred Revenue & Refundable Advances	$8,780	$7,908	$10,135	-9.9%	28.2%
Due to State	$270	$239	$315	-11.5%	31.8%
Amounts Held on Behalf of Others	$2,941	$3,106	$3,356	5.6%	8.0%
Refundable Government Advances	$2,879	$2,879	$1,708	0.0%	-40.7%
Total Liabilities	**$62,028**	**$56,907**	**$66,888**	**-8.3%**	**17.5%**
Net Assets (in 000s)					
Unrestricted Net Assets					
Institutional	$368,091	$359,610	$335,649	-2.3%	-6.7%
Foundation					
Total	**$368,091**	**$359,610**	**$335,649**	**-2.3%**	**-6.7%**
Temporarily Restricted Net Assets					
Institutional	$5,592	$5,321	$5,501	-4.8%	3.4%
Foundation					
Total	**$5,592**	**$5,321**	**$5,501**	**-4.8%**	**3.4%**
Permanently Restricted Net Assets					
Institutional	$0	$0	$0	-	-
Foundation					
Total	**$0**	**$0**	**$0**	**-**	**-**
Total Net Assets	**$373,683**	**$364,931**	**$341,150**	**-2.3%**	**-6.5%**
Total Liabilities and Net Assets	**$435,711**	**$421,838**	**$408,038**	**-3.2%**	**-3.3%**

Note:
Foundation accounts are managed and audited separately from the university.
Long term investments are actually cash and cash equivalent (highly liquid) that relate to long term.

DATA FIRST FORM 7.3 STATEMENT OF REVENUES AND EXPENSES

Fiscal Year Ends 6/30	3 Years Prior (FY2017)	2 Years Prior (FY2018)	1 Year Prior (FY2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
Operating Revenues (in 000s)					
Tuition and Fees	$104,459	$107,156	$113,830	$116,346	n/a
Room and Board					
Less Financial Aid	-$19,248	-$20,786	-$17,258	-$18,697	n/a
Net Student Fees	$85,211	$86,370	$96,572	$97,649	n/a
Government Grants, and Contracts	$5,846	$6,378	$5,989	$7,302	n/a
Private Gifts, Grants, and Contracts	$2,841	$2,866	$3,646	$4,261	n/a
Other Auxiliary Enterprises	$31,042	$27,901	$29,046	$21,987	n/a
Indirect Cost Recovery	$310	$199	$269	$221	n/a
Other Revenue	$6,495	$5,313	$2,563	$2,177	n/a
Total Operating Revenues	$131,745	$129,027	$138,085	$133,597	n/a
Operating Expenses (in 000s)					
Instruction	$108,513	$111,274	$115,915	$121,076	n/a
Research	$2,477	$2,204	$2,566	$2,725	n/a
Public Service	$607	$694	$776	$1,412	n/a
Academic Support	$20,843	$20,019	$21,647	$23,150	n/a
Student Services	$29,746	$30,540	$31,851	$33,117	n/a
Institutional Support	$31,256	$29,016	$29,513	$33,724	n/a
Fundraising and Alumni Relations	Included above	Included above	Included above	Included above	n/a
Scholarships and fellowships (cash refunded by public institution)	$20,366	$22,533	$23,329	$30,251	n/a
Auxiliary enterprises	$26,268	$22,086	$22,468	$20,552	n/a
Total operating expenditures	$240,076	$238,366	$248,065	$266,007	n/a
Change in net assets from operations	-$108,331	-$109,339	-$109,980	-$132,410	n/a
Non-Operating Revenues (in 000s)					
State appropriations (net)	$79,960	$74,072	$84,088	$82,759	n/a
Investment return	$584	$1,239	$2,316	$1,449	n/a
Interest expense (public institutions)	n/a	n/a	n/a	n/a	n/a
Gifts, Bequests and Contributions Not Used in Operations	$330	$153	$167	$149	n/a
Interagency transfer	$776		-$10,470	-$9,831	n/a
Federal Emergency Grant Revenue				$6,198	
Capital Projects Funded by SO			$3,346	$1,654	
Pell Revenue	$13,006	$14,378	$15,020	$15,941	n/a
Other	$690	$739	$722	$417	n/a
Net Non-Operating Revenues	$95,346	$90,581	$95,189	$98,736	n/a
Income before Other Revenues, Expenses, Gains, Or Losses	-$12,985	-$18,758	-$14,791	-$33,674	n/a
Capital Appropriations	$11,147	$6,351	$6,407	$9,941	n/a
Loss on Disposal of Assets	-$150	-$73	-$368	-$50	n/a
Total Increase/Decrease in Net Assets	-$1,988	-$12,480	-$8,752	-$23,783	n/a

Notes: FY19 is unaudited. We do not have the function expense classification for FY19 yet. We do not have a SCRENA level forecast for FY20. The spending plan is a very different format from the audited F/S. Net assets released from restriction is not an accounting concept used in GASB (governmental accounting). There are limited room and board waivers included in the net tuition deduction but not enough to classify all of our auxiliary income to that line. Per governmental accounting rules, the fees paid by students for debt service are part of the deductions from tuition and fees, even though they aren't discounts. The scholarship expense is split between net tuition and expense according to state of CT rules NOT all expense above except for refunds and only refunds in the expense section. We have no way to calculate it as the worksheet labels dictate.

DATA FIRST FORM 7.4 STATEMENT OF DEBT

Fiscal Year Ends 6/30	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year
Long-Term Debt					
Beginning Balance					
Additions					
Reductions					
Ending Balance					
Interest Paid during Fiscal Year			**Not Applicable see note below**		
Current Portion					
Bond Rating					
Debt Service Coverage					
Debt to Net Assets Ratio					
Debt to Assets Ratio					
Debt Covenant: n/a					
Line of Credit: n/a					

Note:
All debt is held by the state and university system office, NOT by the individual universities. None of these ratios is applicable. This also affects interest expense. We transfer funds to the system office for all debt service (allocated) and they record the interest expense on their books, along with the debt. Large, named, auxiliary projects that are funded through bonds issued by CHEFA on behalf of the university system do have identifiable allocations at the university campus level. This is, however, only a piece of the total indebtedness for the Connecticut State Universities.

DATA FIRST FORM 7.5 SUPPLEMENTAL DATA

Fiscal Year Ends 6/30	3 Years Prior (FY2017)	2 Years Prior (FY2018)	1 Year Prior (FY2019)	Current Year (FY2020)	Next Year Forward (FY2021)
Net Assets					
Net Assets Beginning of Year	$388,152	$386,164	$373,683	$364,931	$341,150
Total Increase/Decrease in Net Assets	($1,988)	($12,481)	($8,752)	($23,781)	n/a
Net Assets End of Year	$386,164	$373,683	$364,931	$341,150	$341,150
Financial Aid					
Source of Funds					
Unrestricted Institutional	$14,292	$15,280	$18,767	$20,717	n/a
Federal, State, and Private Grants	$18,936	$20,613	$21,333	$25,134	n/a
Restricted Funds				$16	n/a
Total	$33,228	$35,893	$40,100	$45,867	n/a
%Discount of Tuition and Fees	31.8%	33.5%	35.2%	39.4%	n/a
%Unrestricted Discount	13.7%	14.3%	16.5%	17.8%	n/a
Net Tuition Revenue per FTE					

Endowment Spending Policy:

The university does not have endowed funds. They are held in the Foundation which is independent of the university.

Notes:

Federal financial responsibility composites are not used by the department of education IF, as is the case in CT, the debts and liabilities are backed by the full faith and credit of the state or other government entity. Also, because we do not have the long term debt on the university's books, we can't calculate them ourselves.

DATA FIRST FORM 7.5A LIQUIDITY

Fiscal Year Ends 6/30	3 Years Prior (FY2017)	2 Years Prior (FY2018)	1 Year Prior (FY2019)	Current Year (FY2020)	Next Year Forward (FY2021)
Cash Flow					
Cash and Cash Equivalents Beginning of Year	$82,773	$87,844	$95,154	$91,638	n/a
Cash Flow from Operating Activities	($88,937)	($81,184)	($94,515)	($101,248)	n/a
Cash Flow from Investing Activities	$467	$1,066	$2,135	$1,887	n/a
Cash Flow from Financing Activities	$93,541	$87,428	$88,864	$94,109	n/a
Cash and Cash Equivalents End of Year	**$87,844**	**$95,154**	**$91,638**	**$86,386**	**n/a**
Liquidity Ratios					
Current Assets	$84,846	$85,500	$83,257	$78,106	n/a
Current Liabilities	$38,915	$41,267	$35,395	$44,530	n/a
Current Ratio	2.18	2.07	2.35	1.75	n/a
Days Cash on Hand	134.00	146.00	135.00	119.00	n/a

Has the institution needed to access its restricted assets or liquidate other financial assets to fund operations?

No.

DATA FIRST FORM 7.6 INFORMATIONAL RESOURCES

	3 Years Prior (FY2017)	2 Years Prior (FY2018)	1 Year Prior (FY2019)	Current Year (FY2020)	Next Year Forward (FY2021)
Total Expenditures					
Materials	$1,243,760	$1,422,508	$1,154,468	$1,414,417	$1,555,858
Salaries & Wages (Permanent Staff)	$3,122,467	$3,327,992	$3,748,444	$3,783,861	$3,973,054
Salaries & Wages (Student Employees)					
Other Operating Expenses	$67,332	$79,459	$120,798	$61,992	$65,000
Expenditures/FTE student					
Materials	$139	$162	$132	$163	$163
Salaries & Wages (Permanent Staff)	$348	$378	$430	$435	$450
Salaries & Wages (Student Employees)					
Other Operating Expenses	$8	$9	$14	$7	$7
Collections					
Percent available physically	86%	32%	31%	24%	24%
Percent available electronically	14%	68%	69%	76%	76%
Number of Digital Repositories	71,012	1,292,053	911,050	1,286,133	1,286,133
Personnel (FTE)					
Librarians: Main Campus	14	16	16	16	18
Other Library Personnel: Main Campus	10	11	11	11	11
Availability/Attendance					
Hours Of Operation/Week: Main Campus	85	85	85	85	85
Consortia/Partnerships:					
Connecticut State Colleges and Universities					
Most Recent Library Annual Report					

Notes:

1. Update of 'Institutional Resources' Current Year (FY2020-21) is based on IPEDS Library component in Spring 2021 which is asking FY 2019-20 library data. Thus, 'Expenditures/FTE student' uses the FTE 2019-20 figure (or July 1, 2019-June 30, 2020), which is 8,693.

2. Update of 'Institutional Resources' Most Recently Completed Year (FY2019-20) is based on IPEDS Library component in Spring 2020 which is asking FY 2018-19 library data. Thus, 'Expenditures/FTE student' uses the FTE 2018-19 figure (or July 1, 2018-June 30, 2019), which is 8,715.

3. Update of 'Institutional Resources' 2 Years Prior (FY2018-19) is based on IPEDS Library component in Spring 2019 which is asking FY 2017-18 library data. Thus, 'Expenditures/FTE student' uses the FTE 2017-18 figure (or July 1, 2017-June 30, 2018), which is 8,801.

4. Update of 'Institutional Resources' 3 Years Prior (FY2017-18) is based on IPEDS Library component in Spring 2018 which is asking FY 2016-17 library data. Thus, 'Expenditures/FTE student' uses the FTE 2016-17 figure (or July 1, 2016-June 30, 2017), which is 8,961.

DATA FIRST FORM 7.7 TECHNOLOGICAL RESOURCES

	3 Years Prior (FY2018)	2 Years Prior (FY2019)	1 Year Prior (FY2020)	Current Year (FY2021)	Next Year Forward (FY2022)
Course Management System					
Number of Classes Using System	3,769	3,659	4,733	4723	4,800
Bandwidth					
On-Campus Network	10 GB	10 GB	10 GB	10 GB	10 GB
Off-Campus Access					
Commodity Internet (Mbps)	10 GB	10 GB	10 GB	10 GB	10 GB
High-Performance Networks (Mbps)	10 GB	10 GB	10 GB	10 GB	10 GB
Wireless protocols	a/g/n/ac	a/g/n/ac	a/g/n/ac	a/g/n/ac	a/g/n/ac

Typical Classroom Technology	**High Tech Classroom Standards:**
	AVI PD3003 Podium; Laser Projector (SONY-FHZ61); DMPS Switcher (4k-150 or 4k-250; 7" Touch Panel; New Projector Screen—Low Voltage; Wireless Presentation (Apple TV and Miracast); Dual Occupancy Sensor; HDMI Capability Only in Classroom; Whiteboard; Room added in Fursion; Dual Creston Saros Speakers; HP Mini or Mac Mini; Monitor; Doc Camera (if previously in the space or upon request)

Software Systems and Versions	
Students	Elluican's Banner: Student Self Service 8.7.2.9; Ellucian's Banner: Student 9.3.21.0.7
Finances	Ellucian's Banner: Finance 9.3.18.0.3
Human Resources	Elluican's Banner: Human Resource 9.3.16.0.1; PeopleSoft (State of CT system)
Advancement	Blackbaud's Raiser's Edge 7.96.6403.22 which includes Raiser's Edge NXT and Online Express; Blackbaud's Financial Edge 7.87.164.0038 which includes Financial Edge NXT; GiveCampus; Omatic Software's ImportOmatic; MyEmma; iWave; LexisNexis
Library	ExLibris Alma – Library Services Platform; ExLibris Primo – Library Catalog & Discovery Platform; Springshare LibApps Suite – Website, Research Guides, Appointment & Calendar system, Chat service and ticketing system, survey platform, and analytics platform
Website Management	OmniUpdate (OUCampus version 11.2); Acquia (Acquia Cloud Platform - MySQL version 5.7.31, Memcached version 1.6.8., PHP version to 7.4.); KWall – (Drupal Version 8.9.11); Hostgator (PHP Version 7.4)
Portfolio Management	Portfolio Management – Jira Software v8.13 by Atlassian and Confluence v7.8.1 by Atlassian
Interactive Video Conferencing	Blackboard Collaborate 3900.6.0-rel.27+4fc382c; Microsoft Teams Version 1.4.00.2879 (64 -bit) (As of 2021Feb10); WebEx 41.2.5.2; Zoom 5.5.2 (12494.0204)
Digital Object Management	Digital Object Management – Banner Document Management v9.3.0.29 by Ellucian and OnBase vEP3 by Hyland

Website Locations of Technology Policies and Plans
Integrity and Security of Data
Privacy of Individuals
Appropriate Use
Disaster and Recovery Plan Management Plan (EMP) are not published for security reasons.
Technology Replacement

Notes:

Many of the systems are going to Cloud and SaaS. SaaS should provide the most up to date and current version of software available for production making version reporting less significant.

The dramatic increase in adoption of the LMS was due to the rapid expansion of remote learning caused by COVID-19.

DATA FIRST FORM 7.8 PHYSICAL RESOURCES

Campus Location	Serviceable Buildings	Assignable Square Feet (000)			
Main Campus	42	1516			

		3 Years Prior (FY2017)	2 Years Prior (FY2018)	1 Year Prior (FY2019)	Current Year (FY2020)	Next Year Forward (FY2021)
Revenue ($000)						
Capital Appropriations		$11,147	$6,351	$6,407	$9,941	n/a
Operating Budget		$2,885	$3,299	$5,351	$4,606	n/a
Gifts and Grants		$0	$0	$0	$0	n/a
Debt		$4,194	$3,021	$3,346	$1,654	n/a
	Total	**$18,226**	**$12,671**	**$15,104**	**$16,201**	**n/a**
Expenditures ($000)						
New Construction		$7,979	$15,431	$9,588	$9,485	n/a
Renovations, Maintenance and Equipment		$8,478	$9,124	$7,697	$7,511	n/a
Technology		$3,894	$3,458	$3,850	$3,504	n/a
	Total	$20,351	$28,013	$21,135	$20,500	n/a

Assignable Square Feet (000)	Total
Classroom	80
Laboratory	172
Office	272
Study	110
Special	87
General	147
Support	78
Residential	570

Building Name	Purpose	Assignable Square Feet (000)	Cost ($000)	Year
Major New Buildings, Past 10 Years				
Academic Science Building	Academic Building	85.00	$74,000	2015
School of Business	Academic Building	10.00	$6,500	2012
Wintergreen Garage	Parking Garage	10.00	$22,000	2012
New Buildings, Planned for Next 5 Years				
Health & Human Services	Academic Building	53.00	$57,000	2022
New School of Business	Academic Building	37.00	$34,000	2023
Police Facility	Public Safety	6.00	$8,400	2025
Major Renovations	Including Costs:	$500000 or more		
N. C. Townhouse Reno A&B	Residence Hall	18.00	$2,300	2020
4 Residence Hall Masonry Repairs	Structural Repairs		$3,000	2021
Renovations Planned (5 Years)	Including Costs:	$500000 or more		
Chase Hall	Residence Hall	41.00	$33,000	2023
Conn Hall Renovations	Dining Hall	28.00	$21,600	2025
Neff Hall Renovations	Residence Hall	32.00	$27,000	2025
N.C. Townhouse Reno. C&D	Residence Hall	18.00	$2,500	2021

Notes:

All buildings are listed as assignable square footage based on SCSU's 2015 Master Plan. Timing of all future projects is dependent on funding.

Educational Effectiveness

Description

(8.1) Reflecting the surrounding communities it serves, Southern enrolls an increasingly diverse student body at both the undergraduate and graduate level. Below, we will report data that disaggregates these two student bodies by sex and race and ethnicity. Another relevant segment of student is low income, which we operationalize by Pell eligibility. These data are available through the Office of Institutional Research but are not always readily accessible to those assessing educational effectiveness. In the past we have been unable to disaggregate by LGBTQ+ identities because the system office has not made that part of the data collected during admissions. With the new admissions portal, we will be able to begin to collect these important data. Two other relevant populations are first generation college students and immigrants (first or second generation). Furthermore, we do not collect data on non-documented students. As of Fall 2020 we host select online programs and their educational effectiveness is assessed in their individual program reviews.

(8.2) Each program is expected to post clear learning objectives on its webpage, many of are directly associated with the university's mission of social justice and anti-racism. For example: "Students are able to recognize the consequences of power and inequality within and between societies" (Anthropology); and "Effectively advocate for the social, emotional, and instructional needs of English language learners" (Bilingual Education). Other departments with social justice related learning objectives include: Chemistry, Computer Science, Journalism, Media Studies, Recreation and Leisure, Social Work, Sociology, and Theatre. Some interdisciplinary programs place social justice at the center of their curriculum, including Latin America and Caribbean Studies, Women and Gender Studies, and the new Racial and Intersectional Justice Studies.

In addition to programmatic learning outcomes, the Liberal Education Program (LEP: the university's general education program) details eight learning outcomes specific to the university's mission. These include analyzing complex problems, clearly expressing ideas orally and in writing, demonstrating academic habits of mind, thinking creatively, synthesizing learning, applying ethics to the world, taking multiple perspectives on issues, and competently engaging information technology.

(8.3) Assessment of learning within programs and the LEP is based on their statements of learning objectives. Program proposals, revisions, and reviews tie each assessment to specific learning objectives, as outlined in the Series E Form. Similarly, the LEP was designed to be based on 24 learning goals that are fulfilled in 15 required categories of courses, each of which has its own specific learning outcomes.

To understand the assessment process for LEP, a description of its outline is helpful. The LEP is set up in

three tiers, which are conceived of as scaffolding student learning. Tier 1 addresses foundational competencies. The competency courses include Critical Thinking, Multilingual Communication, Quantitative Reasoning, Technological Fluency, and Written Communication. These required course areas include additional embedded competencies: Creative Thinking, Informational Literacy, Interpersonal Effectiveness and Oral Communication.

Tier 2 courses build on those foundational competencies by exploring different areas of knowledge and experience: American Experience; Creative Drive; Cultural Expressions; Global Awareness; Mind and Body; Natural World I Physical Realm; Natural World II Life and the Environment; Social Structure, Conflict, and Consensus; and Time and Place. None of these categories are exclusive to a single department. Rather, the courses in each of them come from a wide variety of departments in order to emphasize multiple perspectives within and across disciplines and prepare students for lifelong learning.

In Tier 3, students take a single capstone course designed to make connections and support coherence of the college experience. The capstone experience integrates competencies, areas of knowledge, and adds in a discussion of values, including: Aesthetic Sensitivity, Civic Engagement, Environmental Awareness, Ethical Judgment, Human Diversity, or Rational Thought. The competencies, areas of knowledge, and values constitute the 24 learning goals. The initial course proposal indicates which competencies, areas of knowledge, and values are addressed in a given course.

Given those 24 programmatic learning goals, a subset is chosen for each LEP course. In creating the LEP there was a vision of how the requirements would work together to build a comprehensive liberal education plan for student learning. At the time it was developed, it was understood that the program and student learning would be assessed, but we lacked a clear vision of how that would be done. After approval of the program, the LEP Director and the Director of Assessment and Planning helped the faculty members teaching in each requirement to create Affinity Groups. The vision was that each Affinity Group would provide opportunities for faculty discussion about experiences, successes, and strategies. Such discussions would make the Affinity Groups the ideal forum for developing rubrics for assessment. In the initial meetings of the Affinity Groups, many were able to develop common rubrics. But when it came down to actually conducting the assessment, no systematic process was implemented. One of the Affinity Groups, Technological Fluency continued to meet, collect data using their rubric, and analyze the results collectively. Based on that data, they had ongoing discussions about how to improve courses and support student learning. But most of the Affinity Groups fell into disarray.

The subsequent LEP Assessment Coordinator took a different approach to assessment, asking each department

to develop and apply its own assessment process. Biology is a good example of this approach. It developed its own assessment committee, which agreed upon consistent learning objectives for its LEP courses, found an appropriate rubric, assessed student learning, and used the results to make improvements. For most programs, though, this decentralized approach to assessment had insufficient institutional direction and support.

As of Spring 2020, a new LEP Assessment Coordinator returned assessment to the original Affinity Group model, but built in the supports needed to ensure data collection. The reestablished Affinity Groups each voted to accept a particular rubric. Each semester, the instructors in each category are reminded that they will be assessing students, and then at the end of the semester, the Office of Assessment and Planning sends a link to the appropriate rubric along with instructions on how to sample students for assessment. As a result, we now have widespread assessment data for the learning outcomes for Tiers 1 and 2 of LEP. We are in the process of developing a common assessment that can be applied to the diverse set of capstone courses in Tier 3.

(8.4) Southern does not have university-wide stated goals for students' co-curricular learning. But the offices within the Division of Student Affairs have adopted measurable outcomes fulfilled in an overlapping way between offices corresponding to the functional areas of each department. The breakdown is as follows: 50% of the offices provide leadership development; 30%, equity programming; 35%, well-being; 45%, student self-advocacy; 55%, experiential learning; 45%, academic interventions.

(8.5) Southern uses a variety of quantitative and qualitative methods to assess the experiences and learning outcomes of its students. Both methods are used in national and local surveys administered to students. National surveys include NSSE, BCSSE, and CLA+, each of which provide benchmark data. Southern has developed its own longitudinal surveys of students. The New Student Survey and Continuing Student Survey help us track student progress and pinpoint issues most central to our student retention and success. For example, the two student surveys we conducted during the pandemic included quantitative standard Likert items as well as qualitative open-ended questions where students could focus on the issues of most concern to them. Similarly, all of the surveys that we use enable ongoing tracking of quantitative results, but also include open-ended questions that allow us to get a richer view into student perceptions of their experiences. An example of an external perspective comes from Intelligent.com, which includes Southern among its list of the top 44 Master's in Science Education Degree Programs for 2021.

(8.6) Our students face several challenges to achievement and successful completion. We estimate that a fourth of our students are first generation college students, which means that they do not always know what to expect; nor do they always have family support for their endeavors. A full 80% of our students are Pell eligible, with all the barriers to success that accompany low incomes. Many of our students work. At the sophomore and junior level, about 30% report working 11 to 20 hours per week. By their senior year, the average number of hours working for pay *off campus* has nearly doubled (from 8.3% up to 16.1%). A recent survey of STEM majors found that students who work more than 10 hours per week were significantly more likely to consider not finishing their degree than other students—even though they were equally committed to that field of study. Many of our students commute, which places barriers to on-campus engagement. By senior year, the percentage of students commuting increases from approximately 50% to upwards of 70%, with many of them spending five to seven hours per week on travel time. We also have a large number of older students, who frequently have even more demands on their time from jobs and families. About of 1% of our students are parents. Because of all of these external pressures, it is not surprising that students report that other commitments (such as finances or jobs or caring for children, siblings or parents) get in the way of studying.

One result of these pressures is that one in seven undergraduates attends part-time. These data come from undergraduates, but graduate students face all of the same barriers (although it is not unusual for graduate students to attend part-time). Because of the high proportion of part-time students, and the fact that they frequently move in and out of full-time status, the standards of four or six years to undergraduate completion do not adequately illustrate their satisfactory progress and appropriate time to degree. This shows up to a certain degree in Data First Form 8.2, where 44% of part-time students complete in six years, while 51% of first-time full-time students and 60% of full-time transfer students do. But those numbers do not take account of students who transition between full- and part-time.

In order to better track student progress, we have adopted the use of Navigate as a student success management system. Over the past four years we have increased the functionality of the system in order to facilitate effective advising, especially with the implementation of the new advising model. One available function is a warning system that flags students who are at risk based on factors that we have identified as significant determinants of student success. Navigate has a function for faculty to issue an alert for a particular student, which is triaged and directed toward the appropriate student service office.

In order to track students who leave Southern, we participated until Spring 2020 in the Degrees When Due (DWD) program sponsored by the Institute for Higher Education Policy. This is an initiative to support equity by advancing degree completion among former students who left college and did not re-enroll elsewhere. As a four-year institution, we have been able to use the data we collected in the program in two ways. First, we were able to identify

our own structural barriers to degree completion. For example, for us, the process of applying for graduation was an obstacle to degree completion that we successfully removed. Second, we were able to identify a group of about 600 former students who were close to completion, but had never re-enrolled elsewhere. Table 8.11 shows the demographic breakdown of these students. The pandemic intervened in our plans to reach out to those students in order to facilitate their completion, but the committee established to pursue these efforts still exists and will resume these efforts once our human resources are freed up from current demands.

The Institutional Research website has a page with links for consumer information that includes various measures of student success, including post-graduation employment data. Our Office of Career and Professional Development is actively involved in supporting students as they prepare for graduation and for three years afterward. It hosts on-campus career fairs and alumni networking events to support student employment efforts. As described in Chapter Seven, Alumni Affairs has been working to engage a broader and more diverse group of alumni. This has an impact on the ability of alumni to network both with students and with each other for internships and jobs.

Employers participating in the career fairs speak very positively of our students. A STEM recruiter commented, "There are students who have great skills and experiences and we have placed student into both our internship programs and full-time roles." A health care recruiter noted, "The students that we met were amazing, focused, and seem genuinely eager to learn about our organization and the people we serve. They were clear about their career aspirations, possibilities, and opportunities."

(8.7) As part of our social justice and anti-racism mission, we prepare students to provide service for the public good. To do that, many programs embed service learning into the curriculum. In addition, many academic programs require or encourage participation in internships, fieldwork, or clinical placements. For example, the IMPACT Greater New Haven Internship Program places business students in paid internships with local nonprofit organizations—at no cost to the nonprofit. An average of 85% of first-year students and 75% of seniors intend to participate in an internship, which is on par with other CSCU, peer, or NSSE institutions. An increasing number of sophomores and juniors (51%) report that internships are available to them. All told, 20% of those graduating in 2020 (both undergraduate and graduate students) received course credit for at least one internship, not including other professional experiences such as practicums, field studies, or student teaching.

The impact of these efforts can be seen in the professional preparation of alumni as reported in surveys of them. The quality of the preparation we provide can be seen in the success of our graduates. We have educated four Fulbright

Scholars, one Rhodes Scholar, and one Truman Scholar. Another graduate became the national Teacher of the Year in 2016 and was subsequently elected to Congress. In the past five years, exit surveys of undergraduates show that between 15% and 30% had been accepted for graduate studies.

(8.8) The university-level student success data (e.g. retention and graduation rates) prompted the development of the support systems described in Chapter Six, especially the Academic Success Center and the new Advising Model. The Academic Success Center is truly a jewel in the crown of Southern's efforts to support the academic success of its students. Based on LEP data, services have been incorporated into the Academic Success Center to support learning of mathematics and writing. The Center includes a Math Zone where the Mathematics Academic Specialists are scheduled to offer tutoring support on a drop-in basis from early morning to late evening to students currently enrolled in math courses at Southern. It also contains a Writing Center, which offers a variety of specialized writing supports including general writing, business writing, and science lab report writing. In addition, the Writing Center offers tutors who are embedded in courses to work collaboratively with a professor in providing specialized support.

After state legislation regarding remediation in college instruction, the university undertook assessment on how best to meet the new requirements. Math and writing assessment data also spurred programmatic changes in how their LEP courses are offered. For example, based on an assessment of students needing extra support before taking College Algebra, the Math Department developed the Math Emporium, which includes new classroom and lab space that is outfitted with whiteboards, projection systems, laptops, and workstations. The Emporium supports active learning during which students are individually paced and receive immediate feedback. In Emporium classes, adaptive and artificial-intelligence software provide explanations and generate practice problems. Rather than using a traditional lecture format, professors and peer mentors provide tailored, one-on-one or small group instruction to students.

Based on data, the Writing Program made changes in 2018. Previously, a specific faculty member and their course was approved as a writing intensive course with a focus on having students "write to learn." The standard was that each W course required students to write at least 5000 words with at least three revisions. Based on assessment, the improved program expands the expectation to address both "writing to learn" and "learning to write." Currently, each W course proposal requires a syllabus outlining the writing goals for the students, two sample assignments, and a rubric to assess one of the writing goals. When teaching a W course, faculty submit formal writing goals to their department and assess their success in achieving those goals. This approach is designed for departments to collect writing data that is discipline specific and use it to support continuous improvement. By providing resources (embedded PALS

tutors, faculty training workshops, examples of what other faculty are doing), the Writing Center prepares faculty to provide more intentional writing instruction to students.

At the departmental level, curriculum changes are made based on data collected during program review (as summarized in the Series E form). For example, in Interdisciplinary Studies, based on feedback from students, instructors, and other stakeholders, a new research methods course (IDS 311: Research Methods in Interdisciplinary Studies) was developed as a pre-requisite to the capstone course. In Accounting, after learning that the Big Four accounting firms valued data analytics, the department has begun training faculty in data analytics to begin offering this important skill to our students. The Special Education Department (SPED) has made periodic program and course revisions based on an analysis of student performance, research on best practices in the field, and changes in certification and licensure requirements. Curricular changes include expanding literacy, science, and differentiated instruction. SPED has also introduced study sessions for the Foundations of Reading exam, established professional development workshops to complement curriculum, information and orientation sessions, and training of advisers to improve student performance. Similarly, the Computer Science Department developed two courses to address issues for the 21st century computing professional: Ethical Hacking and Penetration Testing, and Network Security.

(8.9) Across the university, we use both widely recognized national and local instruments to assess different aspects of student success. By correlating them, we can assess their reliability. For example, the Office of Assessment and Planning conducted a longitudinal study of student satisfaction combining data from NSSE and Southern's own First Year Experience Surveys and Continuing Student Experience Surveys.

Our Office of Institutional Research provides our official information for the "common data set" to national organizations including the College Board, the Integrated Postsecondary Education Data System (IPEDS), Peterson's, and U.S. News and World Report. The validity of our surveys is ensured by using the same instruments over time (e.g. new and continuing student surveys) whereby the same items are used and consistently interpreted. This reliable data is used to inform the public on the university's website. One useful set of data comes from our general education LEP assessment that relies upon the nationally constructed and validated AAC&U VALUE rubrics. With such data, we study student learning and improve programs and services for students.

(8.10) The results of such assessments, whether part of academic program reviews or student service self-assessments, are reported to the appropriate vice president and subsequently the President's Leadership Council to guide future plans and resource allocation. As mentioned above, our new advising model is based on student success data and has led to a restructuring of human and office resources to accommodate the Academic Advising Centers. Similarly, the student success data led to the consolidation of services into the library to create the Center for Academic Success and Accessibility Services and its increased financial resources and expansion.

Appraisal

Based on our annual continuing student survey, we have reason for optimism regarding educational effectiveness. Approximately two-thirds of sophomores and juniors agree or strongly agree that what they read for class helps them understand the course content. Nearly 60% agree that what they read for class makes them more interested in what they are studying. Approximately two-thirds believe that their academic skills and abilities have increased. Over three-quarters find their coursework so interesting that they share the ideas they learn with their friends.

We have developed a robust first-year experience in order to build a foundation for student success. A key element of this experience is Intellectual and Creative Inquiry, INQ 101, a required course that serves as an introduction to the college experience. Among first-year students, 65% agree or strongly agree that their Inquiry instructor assists them with academic and non-academic needs. A similar percentage (about 60%) agree that their experiences in an Academic Learning Community (block programing between INQ and another required course) is enhancing their ability to meet college-level academic expectations. In Fall 2018, INQ faculty piloted assessment of a sampling of approximately 250 FYRE projects using a modified AAC&U Inquiry and Analysis VALUE Rubric. A 4-point scale was used with 2 representing the minimum performance standard. Five criteria were assessed: burning question (average score 2.16), existing knowledge (average score 2.04), methodology (average score 2.09), analysis (average score 1.97), and conclusions (average score 2.0) with around two thirds of students scoring a 2 or better in each criteria. FYRE serves as an early stimulus for creativity and inquiry, in preparation for opportunities to come. Over half of first-year students agree that they are applying the skills learned in INQ 101 to their current courses. Among returning students, 41% of students agree that INQ has had a positive impact on their subsequent success.

Writing instruction is found within the First Year Experience, the LEP Written Communications requirement, and the Writing Across the Curriculum Program. Each program has its own learning goals that it assesses independently. This independence presents three challenges: First, these different assessments are not integrated; second, collecting and sharing data across these units is difficult; and third, as a result, we lack an understanding of student mastery of writing over time. The writing program is undergoing

formal review by the StAR committee in Fall 2021. The LEP writing component has been assessed by the English Department. In response to disaggregated data, they found more similarities than differences in skill acquisition between groups. The department plans to use their findings to build ongoing assessment into the curriculum. The English Department's goal is to have a curriculum and pedagogy that provides equitable learning and academic success opportunities to all students.

Over the past five years, Southern has outperformed CSCU, peer, and NSSE institutions on their ability to write clearly and effectively. First-year students report writing fewer total pages than at peer institutions, but seniors write significantly more. The Multi-State Collaborative (MSC, 2014-2018) findings for Written Communication indicate that targets are met for upper level students with two thirds of students scoring at target. The percentage of students scoring at target varies by learning objective: context and purpose (82%); content development (66%); disciplinary conventions (67%); evidence (67%); and mechanics (86%). Alumni report that their experience at Southern has prepared them to write clearly and that it is an important aspect of their job.

Southern performs quite well on NSSE Quantitative Reasoning responses. First-year students rate on par or significantly higher than CSCU, peer, and NSSE institutions. With regard to drawing conclusions based on their "analysis of numerical information," using "numerical information to examine a real-world problem or issue," evaluating the work of others, and "personal development in analyzing numerical and statistical information," Southern students rate their experience on average as 'sometimes or often'. At the junior and senior level, 70% recognize that Quantitative Reasoning (LEP, Tier 1) was useful or very useful. NSSE's survey of seniors indicates that Southern are on par for using "numerical information to examine a real-world problem or issue." We show room for improvement among the remaining responses, which include some results significantly below participating institutions. These results are similar to those found from the Collegiate Learning Assessment (CLA+), which ranks the first-year and senior mastery level for Math as Basic, with no significant change from first-year students to seniors. Southern's performance level of "near expected" indicates that which would be expected based on results typically observed at schools testing students with similar entering skills and academic abilities.

In regard to our general education program, we have been focused on how we offer the Liberal Education Program. We have made great strides in ensuring that our practice matches the policy. The structure of the program has been revised to ensure that it is not unduly burdensome on students (especially transfer students) to complete. The diversity of courses offered within the LEP is a strength, but it means that there is a lack of continuity in the faculty who offer any given course, which has been a hurdle to consistent learning outcome assessment. As indicated above, written communication has been

regularly assessed as has quantitative reasoning. In addition, our requirement for Multilingual Communication has been regularly assessed, which indicates that the average student score for reading meets the target for all languages with the exception of Chinese. A recent employer survey, indicated that multilingual communication was not as important as might have been presumed.

Although the Critical Thinking Affinity Group has not regularly assessed its students, we do have data from the Multi-State Collaborative, which showed improvement over its three years of assessment. In the most recent year, 2016-2017, over half of students made target, depending on the objective: explanation of issues (72%), evidence (69%), context and assumptions (58%), student's position (52%), and conclusions (60%). Technology Assessment is the one requirement for which the Affinity Group has met regularly and assessed their student outcomes. Student performance has improved over time to the point that well over two thirds of students meet expectations, depending on the learning objective. Some departments have assessed their own LEP courses separately. For example, the Biology Department adopted an instrument measuring scientific reasoning that it implements as a Pre- and Post-Test, through which it finds significant learning occurring over the course of the semester. Similarly, Interdisciplinary Studies has developed common rubrics for its method and capstone courses (the latter of which is an LEP Tier 3 Capstone course). Based on data from assessing its capstone, IDS developed a methods course to better prepare students, which has resulted in students performing more consistently and at a higher level.

Beginning in 2020, we have set up a system for regular assessment that is finally yielding learning outcome data for LEP requirements. In all but two areas (American Experience and Social Structures, Conflict and Consensus) over 80% of students meet the target for every criterion. In 2020, LEP instructors completed an alignment survey, which addressed the coherence of the entire program. In it, Tier 2 instructors were asked about the importance of the competencies that were the focus of Tier 1 courses as well as student preparation for the given course. Overwhelming, the competencies were seen as important preparation, with the exception of Multilingual Communication. A recent employer survey indicated that multilingual communication was not as important as might have been presumed.

In terms of student preparation, in general less than 20% of the surveyed instructors were dissatisfied with students' preparation. Instructors expressed the most dissatisfaction in courses in which students needed preparation in quantitative reasoning or written communication. The survey also asked Tier 3 Capstone instructors about student preparation. Generally, less than 30% of instructors found students unprepared in a competence area, with the exception of Critical Thinking (50%), Information Literacy (50%), and Written Communication (71%). These findings validate LEP's focus on scaffolding multiple experiences of using

core competencies. They also highlight the need to initiate discussions across the Tiers regarding how best to integrate efforts to reinforce these competencies. On the basis of these data, the LEP as a program is ready for formal review by the StAR committee in Fall 2021.

We are always trying to give students more choices so that they can complete their general education requirements. During AY 2020-2021, UCF passed a resolution to allow special topics courses (offered for a maximum of three semesters) to be incorporated into the LEP. This will allow for innovation in creating courses that address a timely topic and still fulfill the competencies within a specific LEP requirement.

The efforts of the Academic Success Center to improve student success have had a demonstrable effect. This is reported in student surveys where 100% of students who attended five or more PALS (Peer Academic Leaders) sessions reported earning a higher grade than those who did not attends PALS. Among those who completed academic success coaching requirements, 87% reported a corresponding increase their GPA. It is also shown in the objective measures found in Table 8.1. Coaching improves Term GPA an average of 9%, which in turn improves cumulative GPA by 4.9%. The persistence rate from one year to the next of students accessing PALS and tutoring is over 90%, compared to 68% of all students. For first-year students, the institution's emphasis on academic support has improved its rating to significantly higher than our CSCU, peer, and NSSE institutions. One recent alumna commented, "I really loved the Academic Success Center (such an incredible service and I was so happy to see it evolve)."

TABLE 8.1 IMPACT OF ACADEMIC SUCCESS CENTER ON STUDENT SUCCESS

	Academic Success Coaching (2019-2020)	Academic Success PALS (2019-2020)	Academic Success Tutoring (2019-2020)
Persistence Rate* (to Fall 2020)	87%	96%	92%
Change in Term GPA	9%	5%	2.7%
Change in Cumulative GPA	4.9%	1.6%	2%
Percent Students with Increased GPA	62%	61%	61%

*Comparable university average=68%

We collect data regarding how we prepare students for service for the public good. Among first-year students, 70% report being enrolled in courses with community-based projects. On this measure, Southern scores significantly higher than CSCU, peer, and NSSE institutions. Around half of first-year students report participating in a leadership role, which is on a par with CSCU institutions and peers. In graduation surveys conducted from 2016 to 2018, around half of the graduates reported completing this kind of experiential learning course. As shown in Table 8.2, these experiences result in alumni reporting that their Southern education provided practical experience related to their chosen career path: 78% (6 months); 88% (2 years); 78% (5 years). This culminates in the finding that Southern prepares alumni for life after graduation: 59% (6 months); 71% (2 years); 64% (5 years). This preparation seems to have resulted in graduates feeling prepared to be engaged in service for the public good: 74% (6 months), 81% (2 years), 66% (5 years);

TABLE 8.2 COMPLETED INTERNSHIP, FIELDWORK, OR CLINICAL PLACEMENT

Did You Complete an Internship, Fieldwork, or Clinical Placement While at Southern?	2016	2017	2018
No	56.9%	48.2%	48.9%
Yes	43.1%	51.8%	51.1%
N=	1053	1434	1556

We have a student persistence rate of 75% (averaging the Fall 2013 to Fall 2019 cohorts). Based on Table 8.3, we can compare retention rates across groups. For example, the strongest retention can be found among our Honors College and New Haven Promise Students (93% and 89% respectively). Retention rates based on gender, race, ethnicity, and Pell status fall along a slightly broader range (from 72% to a high of 77%). Females are retained at a higher rate than males (77% compared to 72%). As for graduate students, we retain them at the rates of 78% for full-time and 76% for part-time. Transfer students are retained at an average of 73%.

The university's 6-year graduation rate is 51% compared to Honors College and New Haven Promise Students (90% and 87% respectively). SEOP and Pell Eligible students have 6-year graduation rates of 45% and 47%—slightly below the institutional average. Veterans have a 25% rate. Breaking it down by race and ethnicity, Latinx students have a 6-year graduation rate of 42%; Asian, 57%; Black, 44%; White, 54%; and multi-racial, 51%. The rates for women and men are 55% and 45%. Athletes have a 6-year graduation rate of 66%. Looking at housing status, students living in residence halls have a 52% graduation rate in contrast to 49% for commuters. Transfer students have a 58% 6-year graduation rate.

TABLE 8.3 RETENTION AND GRADUATION RATES, DISAGGREGATED

2010-2019 Yearly Averages	Average #	Retention	4-Year Grad Rate	5-Year Grad Rate	6-Year Grad Rate
Hispanic	150	72%	22%	39%	42%
Asian	37	77%	28%	47%	57%
Black	235	75%	18%	38%	44%
White	763	76%	31%	51%	54%
2+ Races	58	72%	28%	47%	51%
Unknown	103	75%	25%	44%	51%
Female	856	77%	32%	50%	55%
Male	498	72%	19%	40%	45%
Pell Eligible	567	73%	21%	41%	47%
Non-Pell El.	788	76%	30%	50%	54%
Honors College	37	93%	75%	87%	90%
New Haven Promise	37	89%	35%	76%	87%
SEOP	66	76%	8%	34%	45%
Veteran	11	63%	13%	25%	25%
Transfer Student	786	73%	53%	57%	58%
Athlete	112	85%	38%	61%	66%
Non-Athlete	1243	74%	26%	45%	50%
Residential	869	75%	29%	29%	52%
Commuter	485	75%	23%	43%	49%
Arts & Sciences	416	75%	27%	46%	51%
Business	146	74%	26%	43%	47%
Education	121	80%	29%	58%	64%
Health & Human Svcs	444	76%	30%	49%	54%
Graduate Student (FT/PT)	611	78% 76%	84% 64%	85% 71%	86% 75%

The federal government provides data about the percentage of students who enter default anytime from when they enter repayment and subsequently for the next three years. Southern's webpage reports a 2016 default rate of 6.7% (below the national rate of 10.1%), which is also the rate on The College Scorecard (updated June 2020). As shown in Data First Form 5.3, in FY17 and FY18 the three-year default rate was 5.8% and 6.3%. Average Loan repayment rate was 62.8% for FY16 and 60.7% for FY17.

The university has many professional programs that require licensure. Because these programs are very high quality, the pass rates tend to be very high as well. As shown in Data First Form 8.3, for the past three years, the Family Nurse Practitioner program has exam pass rates consistently above 90% and the Nursing Programs have pass rates of near 100% (the ACE program) and 83-95% for the traditional program. Similarly, since 2017 Therapeutic Recreation has had rates of over 90%. With the exception of 2019, the licensure exam for Athletic Training has had pass rates of 88% to 100%.

Even those programs with lower licensure pass rates remain above national averages. For instance, graduates from Marriage and Family Therapy have a pass rate of 87%, well above the required 70%. The number of candidates sitting for and passing the Social Work Master's Examination has increased since 2013 with average number of 87 test takers (since 2015) and pass rates ranging from 66% to 87%. Other programs have pass rates that range from 71% (Early Childhood Education) to 100% (Communication Disorders).

We survey our alumni at intervals of 6-months, 2-years, and 5-years after graduation to assess their employment status. As shown in Table 8.4, around 85% of undergraduate students report being employed, while close to 100% of graduate students report the same. Among alumni, a majority reports getting their first job within a month of leaving school, as shown in Table 8.5. Furthermore, Table 8.6 shows that most of these jobs are related to their degree; at least 85% of alumni were in a career of their choice. In addition, 80-85% report being satisfied at their current job, as shown in Table 8.7.

TABLE 8.4 EMPLOYMENT STATUS

	6 Month		2 Year		5 Year	
	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
Full-Time	67.52%	89.66%	63.75%	75.00%	70.83%	85.29%
Part-Time	20.51%	7.69%	18.75%	16.67%	14.58%	8.82%
Seeking	11.97%	0.00%	12.50%	8.33%	4.17%	0.00%
Other	0.00%	3.45%	5.00%	0.00%	10.42%	5.88%
	N=117	N=29	N=80	N=24	N=48	N=34

Sources: 2019 Alumni Survey (6-Month), 2020 Alumni Surveys (2-Year, 5-Year)

TABLE 8.5 MEDIAN LENGTH OF TIME UNTIL FIRST JOB

	6 Month	2 Year	5 Year
Undergrad	Before Grad	<1 Month	<1 Month
Graduate	<1 Month	Before Grad	<1 Month

Sources: 2019 Alumni Survey (6-Month), 2020 Alumni Surveys (2-Year, 5-Year)

TABLE 8.6 JOB RELATED TO MAJOR

	6 Month		2 Year		5 Year	
	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
Closely Related	42.59%	86.21%	52.17%	72.73%	48.83%	78.79%
Somewhat Related	28.70%	10.34%	26.09%	9.09%	30.23%	9.09%
Unrelated by Choice	12.96%	3.44%	11.59%	4.45%	16.28%	6.06%
Unrelated Not by Choice	15.74%	0.00%	10.14%	13.64%	4.65%	6.06%
	N=117	N=29	N=80	N=24	N=48	N=34

Sources: 2019 Alumni Survey (6-Month), 2020 Alumni Surveys (2-Year, 5-Year)

TABLE 8.7 PERCENTAGE SATISFIED WITH POSITION AT CURRENT JOB

	2 Year	5 Year
Undergraduate	84.06%	79.07%
Graduate	86.96%	81.82%

Sources: 2019 Alumni Survey (6-Month), 2020 Alumni Surveys (2-Year, 5-Year)

Related to our mission, we believe it is very important for students to work with people from diverse backgrounds, consider ethical dimensions, be culturally sensitive and globally aware, and promote social justice. An overwhelming majority of alumni report that Southern prepared them to work with people from diverse backgrounds, which increased from 80% for alumni that graduated five years ago to over 90% for 6-month and 2-years. Similarly, 77%-85% of graduates reported being prepared to consider the ethical dimensions of social behavior. They also report being more culturally sensitive because of their Southern experience (70%-85%); globally aware (an increase from 58% for 5-year to 76% for 6-month alumni). Our recent emphasis on social justice has had an impact on graduates feeling prepared to promote social justice. Whereas five years ago 62% agreed that they were prepared, that percentage has increased almost 20 points to 80% among those who graduated two years ago and a comparable 78% for those that completed the survey 6 months after graduation.

In terms of how this plays out in the lives of alumni, they are involved in supporting the community. In accord with the university's mission of providing the state's workforce, Table 8.8 shows that approximately 75% or more alumni work in Connecticut. In connection with SCSU's mission of service for the public good, the data included in Table 8.9 indicates that 20-50% of alumni have been involved in some kind of volunteer work since graduation.

TABLE 8.8 LIVE AND WORK IN CONNECTICUT

	6 Month		2 Year		5 Year	
	Undergrad	**Graduate**	**Undergrad**	**Graduate**	**Undergrad**	**Graduate**
Both	79.17%	86.20%	70.00%	84.00%	77.08%	76.47%
Live in CT	14.17%	6.90%	10.00%	4.00%	8.33%	8.82%
Work in CT	0.00%	0.00%	1.25%	0.00%	0.00%	0.00%
Neither	6.65%	6.90%	18.75%	12.00%	14.58%	14.71%
	N=120	N=29	N=80	N=25	N=48	N=34

Sources: 2019 Alumni Survey (6-Month), 2020 Alumni Surveys (2-Year, 5-Year)

TABLE 8.9 PERCENTAGE INVOLVED IN VOLUNTEER WORK SINCE GRADUATION

	2 Year	5 Year
Undergraduate	32.95%	24.07%
Graduate	21.43%	46.15%

Sources: 2019 Alumni Survey (6-Month), 2020 Alumni Surveys (2-Year, 5-Year)

In 2018, the number of new graduates who reported that they were seeking further education or were already in a graduate program increased to 45% (from 26% in 2015). This pattern is reflected in our alumni surveys where over 40% of graduates reported either being enrolled or seeking enrollment in graduate or professional studies both six months and two years after graduation, as shown in Table 8.10. Of those surveyed five years after graduation, the percentage had declined to less than 30%, but that is consistent with having completed the programs in which they were previously enrolled.

**TABLE 8.10 PERCENTAGE OF ALUMNI PURSUING GRADUATE STUDIES**

Graduate or Professional Program	6 Month	2 Year	5 Year
Current Student	24.67%	28.45%	23.33%
Seeking Admission	18.67%	14.66%	3.33%
Total %	43.34%	43.11%	26.66%
(Survey Sample Size)	(n=150)	(n=116)	(n=90)

Sources: 2019 Alumni Survey (6-Month), 2020 Alumni Surveys (2-Year, 5-Year)

These numbers align with Clearinghouse data reporting the number of our program completers who go on to further studies. Data First Form 8.2 shows the number of students who are taking courses a year after completing their program at Southern. This included 15.18% of 2017 graduates, 28,80% of 2018 graduates, and 28.16% of 2019 graduates. Preliminary numbers show 19.37% of graduates enrolled, but this is incomplete because it does not include those participating in Spring and Summer graduations since it has not been a full year. Figure 8.1 extends this data to show a broader pattern over time. Two trends are clear.

First, increasing numbers of students are pursuing further education. Second, relevant to our demographics, students tend not to follow the pattern of moving directly to graduate school after graduation. Within a year, around 15% do that. But within two more years, that percentage doubles. This could be attributed to two factors. First, the financial position of our students makes them hesitant to take on loans immediately after finishing. Second, their focus on practical skills motivates to obtain professional experience in which to ground their further studies. Overall, this indicates that our graduates are engaged in lifelong learning.

FIGURE 8.1 PURSUIT OF FURTHER EDUCATION AFTER PROGRAM COMPLETION

Further Education by Year of Program Completion
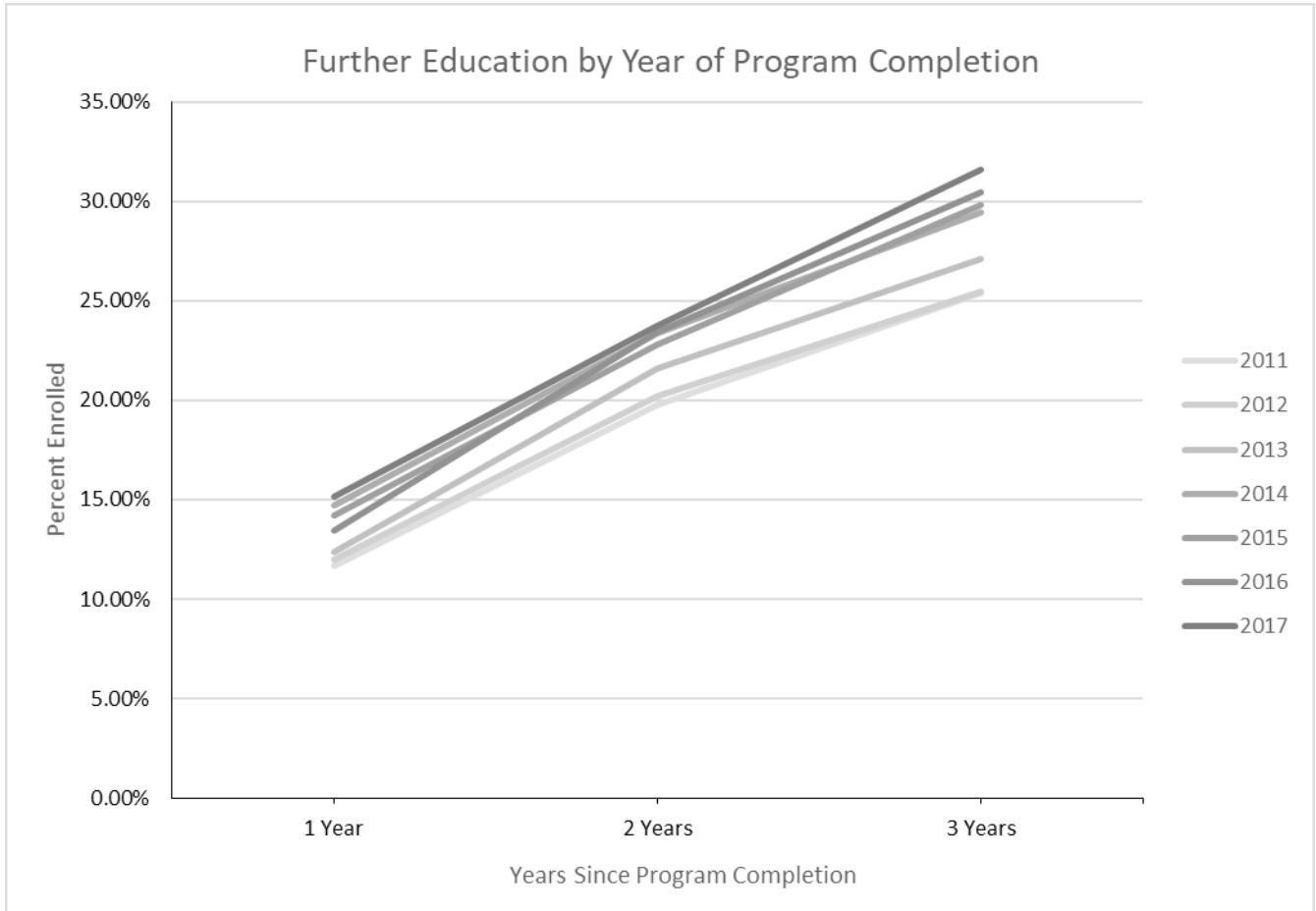
We collect a lot of data regarding student success, but we have not differentiated well between progression and retention. With the new advising model and the adoption of Navigate as an application that pulls in real-time data about student performance on a variety of predictors, we now are able to better track and respond to student progress. With our participation in the Degrees When Due program, we are better able to analyze those students who leave Southern.

Table 8.11 disaggregates those students to see whether they pursue a degree elsewhere. The two columns on the right compare the breakdown of the students who left with the admitted students in Fall 2019. In terms of race and ethnicity, the two groups are very similar, although those who leave are more likely to be white by a difference of about seven percentage points. They are also more likely to be male—by a difference of five percentage points.

TABLE 8.11 STUDENTS WHO LEAVE

	Not Enrolled	Enrolled Elsewhere (No Degree)	Completed Degree Elsewhere	% of Total	% of Admits Fall 2019
TOTAL	1444	376	480	2300	2316
Race/Ethnicity					
Hispanic	180	36	57	11.87%	15.72%
American Indian or Alaska Native	7	1	3	0.48%	0.17%
Asian	41	6	11	2.52%	3.84%
Black or African American	272	84	73	18.65%	19.30%
Native Hawaiian or Other Pacific Islander	2	0	0	0.09%	0.04%
White	745	186	273	52.35%	45.94%
Two or more races	65	28	18	4.83%	4.66%
Unknown race/ethnicity	126	35	43	8.87%	9.24%
Nonresident	6	0	2	0.42%	1.08%
Age Category					
18-24	74	103	44	9.61%	
25-44	1248	262	407	83.35%	
45-64	105	10	29	6.26%	
65+	17	1	0	0.78%	
Pell Grant Recipient					
Pell Recipient	783	179	209	50.91%	
Not Pell Recipient	661	197	271	49.09%	
Sex					
Female	692	256	322	55.22%	60.34%
Male	752	120	158	44.78%	39.46%
GPA Category					
<2.0	380	101	76	24.22%	
2.0 - 2.99	773	143	172	47.30%	
3.0 - 4.0	291	132	232	28.48%	

Source: Degrees When Due Metrics

The table also shows whether or not the students that leave enroll at another institution and whether they have earned a degree. Inevitably some students transfer to another institution because it is a better fit. Of more concern to us would be any disparity in the demographics of students who leave and do not enroll at another institution. In terms of race and ethnicity, that is not the case—the chi-square for that section of the table does not indicate a statistically significant relationship. The other sections of the table, however do show statistically significant relationships. Students who are older than 25 are much less likely to enroll elsewhere if they leave Southern. Pell recipients are less likely to enroll than non-recipients by a difference of eight percentage points. Men are less likely to enroll than women by a difference of almost 20 percentage points. And students with GPAs of below 3.0 are less likely to enroll than those above, by a difference of about 25 percentage points.

There needs to be an institutional level conversation about the systematic collection and sharing of data regarding educational effectiveness in the future. Our two data offices, Institutional Research and Assessment and Planning, respond to requests for data. But it has not been their purpose to integrate all sources of data to facilitate comparisons across datasets to find trends or common threads or causal connections. Nor have they been tasked to analyze data deeply for underlying patterns. Considering the investment that the university makes in assessment, it would seem prudent to systematize data collection, analysis, and dissemination at an institutional level.

Projection

Both our LEP and Writing Programs will undergo program review in Fall 2021. We anticipate that the self-studies undertaken to prepare for those reviews will point to areas of concern. The external reviewers will also contribute important insights for improvement. The results will spark conversations across the university regarding where to go in the future.

In preparing for our NECHE self-study, we undertook to systematize the way in which we survey alumni. Working with representatives from Assessment and Planning, Alumni Relations, and Career and Professional Development Offices, we created consistent instruments containing items needed for each of these offices. We also established processes to ensure that these surveys will be conducted regularly to facilitate longitudinal analysis of the data. This partnership should provide a template for future collaborations in the collection and sharing of data across the university.

The university's third priority (Student Success) includes an action item for enhancing our focus on outcomes, especially as related to career readiness, preparation and employability. Some of this work is being conducted in the Office of Career and Professional Development, which is focused both on experiential learning opportunities and job search skills. It is also being conducted within Academic Affairs as departments increasingly include internships and experiential learning in their curricular requirements. The Associate Vice President for Strategic Initiatives and Outreach will support continued collaboration with community organizations and businesses.

DATA FIRST FORM 8.1 UNDERGRADUATE RETENTION AND GRADUATION RATES

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY2017)	2 Years Prior (FY2018)	1 Year Prior (FY2019)	Current Year (FY2020)	Next Year Forward (FY2021)
IPEDS Retention Data					
Bachelor's Degree Students	78%	72%	73%	77%	78%
IPEDS Graduation Data (150% time)					
Bachelor's Degree Students	48%	51%	50%	51%	50%
IPEDS Outcomes Measures Data					
First-Time, Full Time Students					
Awarded Degree within 6 Years	51%	51%	49%	51%	50%
Awarded Degree within 8 Years	54%	53%	50%	54%	54%
Not Awarded Degree within 8 Years, but Still Enrolled	1%	1%	1%	1%	1%
First-Time, Part-Time Students					
Awarded Degree within 6 Years	31%	18%	27%	28%	28%
Awarded Degree within 8 Years	38%	27%	27%	33%	33%
Not Awarded Degree within 8 Years, but Still Enrolled	0%	9%	7%	0%	0%
Non-First-Time, Full-Time Students					
Awarded Degree within 6 Years	54%	54%	54%	55%	55%
Awarded Degree within 8 Years	56%	56%	56%	56%	56%
Not Awarded Degree within 8 Years, but Still Enrolled	0%	1%	1%	1%	1%
Non-First-Time, Part-Time Students					
Awarded Degree within 6 Years	29%	42%	39%	39%	39%
Awarded Degree within 8 Years	32%	43%	43%	41%	40%
Not Awarded Degree within 8 Years, but Still Enrolled	1%	2%	2%	2%	2%

DATA FIRST FORM 8.2 STUDENT SUCCESS AND PROGRESS RATES AND OTHER MEASURES OF STUDENT SUCCESS

	Bachelor Cohort Entering	
	6 Years Ago	**4 Years Ago**
First-Time, Full-Time Students		
Degree from Original Institution	51%	32%
Not Graduated, Still Enrolled at Original Institution	3%	24%
Degree from a Different Institution	14%	5%
Transferred to a Different Institution	17%	23%
Not Graduated, Never Transferred, No Longer Enrolled	15%	15%
First-Time, Part-Time Students		
Degree from Original Institution	44%	6%
Not Graduated, Still Enrolled at Original Institution		6%
Degree from a Different Institution	17%	6%
Transferred to a Different Institution	33%	38%
Not Graduated, Never Transferred, No Longer Enrolled	6%	44%
Non-First-Time, Full-Time Students		
Degree from Original Institution	60%	64%
Not Graduated, Still Enrolled at Original Institution	2%	7%
Degree from a Different Institution	10%	6%
Transferred to a Different Institution	12%	11%
Not Graduated, Never Transferred, No Longer Enrolled	16%	12%
Non-First-Time, Part-Time Students		
Degree from Original Institution	43%	44%
Not Graduated, Still Enrolled at Original Institution	4%	10%
Degree from a Different Institution	13%	9%
Transferred to a Different Institution	20%	15%
Not Graduated, Never Transferred, No Longer Enrolled	21%	22%

Measures of Student Achievement and Success					
	3 Years Prior (FY2017)	**2 Years Prior (FY2018)**	**1 Year Prior (FY2019)**	**Current Year (FY2020)**	**Next Year Forward (FY2021)**
Students Pursuing Further Degree	387 out of 2,550	739 out of 2,566	716 out of 2,543	117 out of 604	700
Grad Students Pursuing Further Degree	103 out of 779	253 out of 856	182 out of 721	22 out of 134	200
Undergrads Pursuing Further Degree	284 out of 1,771	486 out of 1,710	534 out of 1,822	95 out of 470	500

Definition and Methodology Explanations:

4 and 6 years prior to reporting in Fall 2020 are the F14 and F16 cohorts.

"Students Pursuing Higher Degree" includes data from the National Student Clearinghouse (NSC) for students taking coursework one year after completing a program at SCSU

AY includes Fall, Winter Intersession, Spring, and Summer graduates (except AY 2020 only includes Fall and Winter)

DATA FIRST FORM 8.3 LICENSURE PASSAGE AND JOB PLACEMENT RATES

State Licensure Examination Passage Rates	3 Years Prior (FY2017)		2 Years Prior (FY2018)		1 Year Prior (FY2019)		Most Recent Year (FY2020)	
Name of Exam	#Took Exam	#Passed	#Took Exam	#Passed	#Took Exam	#Passed	#Took Exam	#Passed
ETS 5002 ELEM ED MULTI SUBJ READING LANG ARTS	82	75 (91%)	74	65 (88%)	74	63 (85%)	59	54 (92%)
ETS 5003 - ELEMENTARY ED MULTI SUBJ MATH	80	74 (93%)	71	63 (89%)	72	61 (85%)	61	49 (80%)
ETS 5004 - ELEM ED MULTI SUBJCT SOCIAL STUDIES	84	72 (86%)	83	60 (72%)	90	63 (70%)	64	42 (66%)
ETS 5005 - ELEM ED MULTI SUBJ SCIENCES	85	75 (88%)	86	68 (79%)	81	59 (73%)	62	50 (81%)
ETS 5039 - ENG LANG ARTS: CONTENT & ANALYSIS	16	15 (94%)	17	14 (82%)	19	17 (89%)	11	9 (82%)
ETS 5081 - SOCIAL STUDIES CONTENT KNOWLEDGE	15	12 (80%)	12	8 (67%)	18	13 (72%)	17	10 (59%)
ETS 5095- PHYSICAL ED CONTENT & DESIGN	13	13 (100%)	13	13 (100%)	14	11 (79%)	11	7 (64%)
ETS 5135- ART CONTENT & ANALYSIS	15	6 (40%)	30	22 (73%)	15	10 (67%)	11	5 (45%)
ETS5161 MATHEMATICS CONTENT KNOWLEDGE	2	2	1	1	2	1	7	5
ETS 5235 - BIOLOGY CONTENT KNOWLEDGE	6	6	4	4	4	3	2	2
ETS 5245 - CHEMISTRY CONTENT KNOWLEDGE	1	1	1	1	1	1		
ETS 5265 - PHYSICS CONTENT KNOWLEDGE	1	1	2	2	3	3	3	2
ETS 5571 - EARTH & SPACE SCIENCES			1	1				
ETS 5543 - SE CK AND MILD TO MOD APPL	57	57 (100%)	69	69 (100%)	60	60 (100%)	45	43 (96%)
Pearson 002 - EARLY CHILDHOOD TEST	19	15 (79%)	26	22 (85%)	33	22 (67%)	18	13 (72%)
Pearson 090 - FOUNDATIONS OF READING	139	109 (78%)	155	121 (78%)	172	132 (77%)	103	57 (55%)
ACT2005-WPT FRENCH	1	1	1	1	1	1		
ACT2009-WPT ITALIAN	1	1	1	1				
ACT2015-WPT SPANISH	9	7	14	7 (50%)	8	4	8	6
ACT1006- OPI FRENCH	1	1			1	1		
ACT1010-OPI ITALIAN			1	1				
ACT1018-OPI SPANISH	9	8	8	6	8	7	8	6
Pearson 008 - READING SPECIALIST TEST	26	26 (100%)	38	37 (95%)	21	19 (90%)	13	11 (85%)
ETS 5402 - Connecticut Administrator Test (CAT)					83	82 (99%)	39	39 (100%)
CAT EXAM	56	32 (57.1%)	disc	disc				

DATA FIRST FORM 8.3 LICENSURE PASSAGE AND JOB PLACEMENT RATES, CONTINUED

National Licensure Passage Rates	3 Years Prior (FY2017)		2 Years Prior (FY2018)		1 Year Prior (FY2019)		Most Recent Year (FY2020)	
Name of Exam	#Took Exam	#Passed	#Took Exam	#Passed	#Took Exam	#Passed	#Took Exam	#Passed
LMSW (Clinical Examination—Total Examinees)	85	57 or 67%	65	39 or 60%	81	52 or 64%	82	57 or 70%
MFT (AMFTRB EXAM)	17	15 or 88%	21	18 or 86%	21	18 or 86%	6	5 or 83%
FAMILY NURSE PRACTIONER CERTIFICATION	14	13 or 93%	24	22 or 92%	14	14 or 100%	7	7 or 100%
NCLEX-RN ACE PROGRAM	31	30 or 97%	30	31 or 97%	34	34 or 100%	36	34 or 94%
NCLEX-RN TRAD PROGRAM	57	54 or 95%	64	64 or 100%	55	52 or 95%	74	74 or 100%
CAATE (Athletic Training)*	4	4 or 100%	14	13 or 93%	9	3 or 33%	6	5 or 83%
NCTRC-THERAPEUTIC REC**	19	18 or 94.7%	24	23 or 96%	30	28 or 93%	17	15 or 88%
Job Placement Rates	**#Grads**	**#w/Jobs**	**#Grads**	**#w/Jobs**	**#Grads**	**#w/Jobs**	**#Grads**	**#w/Jobs**
Accounting							15	7
Anthropology			10	4	15	5	5	0
Athletic Training			13	4	23	2	2	0
Art			11	4	14	5	1	0
Art History			1	-	1			
Biology	4	2	51	21	106	40	15	2
Biochemistry							2	1
Biotechnology			1	1	1			
Business	1	1						
Business Administration	15	8	200	128	418	218	16	12
Chemistry	2	1						
Communication Disorders			16	5	33	6	4	1
Communications	4	2	48	6	100	28	20	3
Computer Information Systems	1		49	15	143	47	16	4
Computer Science							2	1
Counseling	1		22	10	44	21	7	2
Early Childhood					3			
Early Childhood and Special Education							8	5
Earth Science	1	1	20	11				
Economics			8	1	94	5	1	1
Education			7	3	15	7		
Education Leadership	1	1						

DATA FIRST FORM 8.3 LICENSURE PASSAGE AND JOB PLACEMENT RATES, CONTINUED

Job Placement Rates	#Grads	#w/Jobs	#Grads	#w/Jobs	#Grads	#w/Jobs	#Grads	#w/Jobs
Elementary Education	1	1	33	12			11	4
English	1		28	8	94	32	6	1
English and Art History						1		
English and Philosophy	1	1			5	4		
Environmental Education	1	1						
Environmental Systems & Sustainable Studies			1	1	3	2	1	0
Exercise Science	5	1	49	10	114	28	7	1
Family Therapy								
Finance	2	1						
French			3	2	7	3		
Geography			5	1	25	6	5	0
German			1	1	3	2		
General Studies			4	3	10	6	1	1
Healthcare Studies							1	0
Health Education								
History	1		28	10	48	11	4	0
Information Management & Services			5	2	1	1		
Interdisciplinary Studies	8	3	146	66	316	144	21	12
Italian	1		2	1	6	1	1	0
Journalism	1	1	16	8	30	12		
Liberal Arts	1							
Liberal Studies	1		14	11	80	39		
Library Science					1	1		
Mathematics	2	1	4	1	19	3	2	1
Media Studies			3	2	8	4		
MLS								
Music			4	1	13	3		
Nursing	3	3	85	31	158	80	13	7
Philosophy			0	-	5	4		
Physical Education			1	-			1	
Physics	1	1	6	-	13	2		
Political Science			13	3	39	11	3	1
Psychology	10	5	111	40	272	93	44	7
Public Health	11	9	50	16	207	53	17	5
Reading	1	1						
Recreation & Leisure Studies			31	12	85	26	10	3
Respiratory Therapy			1	1	3	3	2	2
Social Work	18	13	48	8	142	24	12	3
Sociology	1	1	5	1	88	31	6	26
Spanish	1		6	2	32	11		
Special Education	2	2	24	13	85	27	7	2
Speech and Language Pathology	2	2						
Sport Management	1		18	2	53	21	1	0
Studio Art			22	11	48	18	4	2
Theatre			8	4	17	8	1	0
TESOL	1	1						
Women's Studies								
Gainful Employment Report								

Notes:

Passage rate includes the number of students who passed exam regardless of the number of time attempted. NCTRC aggregates years to ensure that n>12 (FY 2017 includes 2015-2017; FY 2018 includes 2016-2018).

Job Placement Rates: Data obtained through a self-reported survey distributed through the annual SCSU graduation email. Participation in the survey low due to extenuating circumstances due to COVID-19(FY2020)

DATA FIRST FORM 8.4 GRADUATE PROGRAMS, DISTANCE EDUCATION, OFF-CAMPUS LOCATIONS

Student Success Measures	3 Years Prior (FY2017)	2 Years Prior (FY2018)	1 Year Prior (FY2019)	Current Year (FY2020)	Next Year Forward (FY2021)
Master's Programs					
Retention Rates First-to-Second Year	77%	77%	75%		76%
Graduation Rates @ 150% Time	71%	72%	69%		70%
Average Years to Degree	2	2	2		2
Doctoral Programs					
Retention Rates First-to-Second Year	83%	97%	80%		83%
Graduation Rates @ 150% Time	75%	67%	75%		73%
Average Years to Degree	5	4	5		5
Distance Education					
Course Completion Rates	97%	98%	95%		93%
Retention Rates	63%	88%	69%		65%
Graduation Rates	74%	66%	87%		75%

Definition and Methodology Explanations

The retention and completion rates of graduate students include both part-time or full-time.

Master's Programs:

- FY 2017-18 Column: used Fall 2017 graduate cohort for retention, and Fall 2015 graduate cohort for 150% graduation (150% = 3 years);
- FY 2018-19 Column: used Fall 2018 graduate cohort for retention, and Fall 2016 graduate cohort for 150% graduation (150% = 3 years);
- FY 2019-20 Column: used Fall 2019 graduate cohort for retention, and Fall 2017 graduate cohort for 150% graduation (150% = 3 years);

Average time to degree is based on the completers during the academic year of 2017-18, 2018-19, and 2019-20 respectively.

Doctoral Programs: include DSW-SWK, ED.D.-EDL, ED.D.-NUR/NURO; Doctoral program used Fall 2015 thru Fall 2019 grad cohort for retention, and Fall 2010 thru Fall 2014 grad cohort for 150% graduation.

- FY 2017-18 Column: used Fall 2017 grad cohort for retention, and used Fall 2015 grad cohort for 150% graduation (150% = 6 years);
- FY 2018-19 Column: used Fall 2018 grad cohort for retention, and used Fall 2016 grad cohort for 150% graduation (150% = 6 years);
- FY 2019-20 Column: used Fall 2019 grad cohort for retention, and used Fall 2017 grad cohort for 150% graduation (150% = 6 years);

Average time to degree is based on the completers during the academic year of 2017-18, 2018-19, and 2019-20 respectively.

Distance Education: includes AMBA, MLIS-LIS/LISO, ED.D.-EDL, and ED.D.-NUR/NURO; For retention, graduation and completion rates used same cohorts as doctoral programs; Couse completion rates calculated by a grade of A, B, C, D, or P divided by the number of students attempting classes during first year. Distance Education by Stata use "C:\IR\OneDrive - Southern Connecticut State University\XLEE REPORT\Time To Degree.dta" gen Distance = "Distance" if inlist(Program, "[MLIS-LIS] MLIS-Library Info. Science", "[MLS-ILS] MLS-Infor. and Library Sci.", "[AMBA-BUS] Accel. MBA - Business Admin") | DEGC_CODE == "ED D" table TERM_ACYR_CODE if Distance == "Distance", c(mean XLEE_TIME_GR)

Integrity, Transparency, and Public Disclosure

9

Integrity
Description

(9.1a) Southern expects members of our community to act with integrity. Central to fulfilling the university's mission is developing ethical leadership on campus and beyond. Based on SCSU's commitment to service for the public good, the university models the principles of ethical leadership that we seek to instill in our students. In compliance with state policy, the university embraces Connecticut's ethics statement in all its business activities and interactions. (9.2) Internally, several offices ensure accountability. Some focus on internal accountability such as the office of Human Resources, Ombuds, Academic Standing Committee, Office of Student Conduct and Civic Responsibility, and external accreditations agencies (see Institutional Characteristics above). Other offices fulfill (9.4) legal requirements, such as Office of Research Integrity (9.6), Institutional Review Board, Clery requirements, and NC-SARA. (9.10-11) SCSU submits annual reports to NECHE and periodic substantive change requests when applicable. We provide access to documentation and evidence supporting our claims.

(9.1b) Each office and organization is responsible to regularly review and update its own policies. For example, the Office of Research Integrity is currently reviewing the ways in which its policies can be made relevant to student research. The Institutional Review Board updated its policies in response to changes made by the U.S. Department of Health and Human Services, especially for research in the social sciences. During the AY 2019-2020, under leadership from the Director of Student Advising, the policies regarding student suspensions and appeals were updated and clarified. Similarly, the appropriate committees of the Faculty Senate have undertaken to update and clarify the grade appeal process and the process on academic misconduct.

(9.2) Issues regarding integrity are addressed in many areas of the university including academic honesty, intellectual property rights, conflict of interest, privacy rights, and issues of fairness. We expect every student to follow the CSCU Board of Regents Student Code of Conduct. The academic honesty policy appears in the Student Handbook and the undergraduate and graduate catalogs. For employees, policies supporting ethics and integrity are reflected in statements such as Nepotism in Employment, Reporting of Consensual Relationships, Dual Employment, staff performance appraisal and faculty evaluation, and workplace violence. In terms of student privacy, policy and guidance can be found in (9.6) FERPA and HIPAA policies, ethics in Records and Information Management, policies about undocumented students, and diversity and equity policies. To ensure that employees comply with these standards, new hires review the policies and procedures and acknowledge their understanding. Academic Affairs houses information about research integrity including Use of Intellectual Property and related forms, faculty use of

their intellectual property and self-authored textbooks, Faculty Resource Guide, Division of Research and Innovation (DRI), Office of Sponsored Programs and Research (SPAR) and corresponding CITI Training. Faculty are reminded each semester of expectations regarding research. SCSU Foundation has policies for endowments, gifts, and donors' rights.

(9.3) We are committed to academic excellence in pursuing and disseminating knowledge. This is reflected in our goal to build life-long learners by instilling an appreciation for the liberal arts and sciences. To that end, we support our faculty as individuals with deep dedication to teaching and scholarship who inspire students by incorporating their research, scholarship and creative activity into their teaching and other interactions with students. We ensure academic freedom by provisions within the faculty contract, specifically, in Article 4.2. We celebrate academic excellence in events honoring those publishing books and scholarly articles and also those receiving outside grants. We celebrate student scholarship in the annual conferences held to present undergraduate and graduate research.

(9.4) As shown in Chapter Three, Southern Connecticut State University is under the governing board of the Connecticut State Colleges and Universities. It is chartered by Connecticut Office of Higher Education and given authority under its auspices to grant degrees.

(9.5) SCSU's non-discrimination policy is posted on its website and in university publications. In 2013 the President's Commission on Campus Climate and Inclusion was established to inform and advise the president and campus leaders on issues of inclusion, diversity, equal opportunity, and affirmative action. In continued efforts to uphold the university's commitment to social justice and anti-racism, since 2014 the university has sponsored immersive events in November as Social Justice Month to promote conversations on how to move the university and community forward. To accelerate the trajectory and coordinate efforts across the campus, in 2020 a Vice President for Diversity, Equity and Inclusion was appointed and her efforts will receive support from the recently formed Integrated Justice and Social Change Collaborative.

(9.6) The office of Integrated Communications and Marketing (ICM) is tasked with ensuring the veracity of all information on the website to guarantee that all interactions with students and prospective students are conducted with honesty and integrity. (9.7) ICM also controls the university calendar and announcements to confirm that only officially sponsored events are publicized using the university's name and logo.

(9.8) The collective bargaining agreements for unionized employees set procedures for the resolution of grievances for their members. Copies of union contracts are available on the university's Human Resources website. The AAUP

local chapter and SUOAF/AFSCME local chapter have links from the university website for access to chapter websites. All employees are required to complete sexual harassment training, responsible person training, and diversity awareness training. In addition, our HR website provides information about Title IX grievance procedures and procedures related to sexual misconduct.

In Fall 2020, SCSU created an Ombuds Office staffed by two full professors. The Office of the University Ombuds describes itself as "a safe, confidential place where community members can discuss problems or issues that exist within the university." They have been trained in restorative justice in order to support social justice while building campus-wide cohesiveness.

(9.9) The Associate Vice President for Academic Affairs acts as the university's primary liaison with NECHE. She keeps in close contact with the Commission regarding changes in programs, such as the new doctoral degrees. A recent example of the honest relationship is the ongoing dialogue stemming from pandemic remote learning to continued on-line delivery of courses for specific programs.

(9.10) The university regularly submits annual reports and requests for data. In addition, it provides access to documentation and evidence supporting claims.

Appraisal

The university reviews and implements policies and practices that clearly set the expectations of high standards of ethics and integrity that employees and students are expected to follow. The university policies help employees carry out SCSU's commitment to compliance with the governing BOR policies and procedures as well as federal and state regulations.

Expectations are clearly and consistently communicated on the university website. In fact, the two-year old process to allow fewer content owners ensures more site integrity The use of single school or college-level "webmasters" facilitates clear communication regarding content standards, resulting in consistent forward-facing presentation of the university and its units. Although all of the old webpages have been removed, it has been an ongoing process to ensure that previously available materials being integrated into the updated website. In order to address this, ongoing meetings occur between content owners and ICM and broken links are identified through software to prompt corrective actions.

In Fall 2019, the Web Governance Group was established to set the direction and policies for the university's website, and the web operating environment based on best practices. The group researches and reviews opportunities for improvements across SCSU's public web presence, as well as review requests from academic and administrative

stakeholders. In order to include diverse perspectives, the group is composed of at least two currently enrolled students, at least one full-time faculty member, and at least two full-time staff members.

During AY20-21, the office of research integrity recently requested to expand its policy on research fabrication to include students (previously it only applied to faculty or those with sponsored research). This policy was taken up by the Faculty Senate during a Fall 2020 meeting.

The Ombuds Office has helped to increase transparency regarding appropriate processes and interactions. It has fostered respect and collegiality among different leadership groups. Its directors have worked with the VP of DEI and the Title IX Officer to support community members in conflict resolution in ways that increase respect and validation.

Transparency
Description

(9.11) Being transparent and providing information to our external audiences necessitates communicating through multiple sources. In order to assure a consistent message, today the single primary source of information is our website. Ten years ago, information about the university and its official publications lived two lives—on paper and on-line. We have spent the last decade making the transition to all information being available online, including documentation about the requirements and timeline for website updates. In that time period, the website has gone through multiple iterations, each an improvement on the last in terms of public accessibility of information.

(9.12) The current website has two faces—one outward facing; the other, inward facing. The public website is designed as a kind of marketing view-book with the information that potential students and their families need to make informed decisions, such as consumer and financial data. The university also provides curated information through its main four social media channels: Facebook, Youtube, Twitter, and Instagram. Other university entities, including student clubs, use a wider range of social media to provide valuable resources to those interested in learning more about the university.

Inside Southern, the inward facing website, provides access to necessary resources for current students, faculty, staff, and administrators. For instance, the OneStop area provides access to the most frequently used resources on campus. This self-serve area contains links to policies, procedures, meeting dates and events, and necessary forms to complete. The online availability of resources has transformed what was previously thought of as a "run-around" process of finding accurate information to solve a particular problem. For instance, ten years ago, most forms were available only in hard-copy at one specific office on

campus. Since then, most forms have become available online in a secure digital format.

The About page of the outward facing website contains a link for student complaints. This link directs students to the CT Office of Higher Education. Other complaints from current students typically go to the Dean of Students who then routes them to the appropriate office depending the nature of the complaint. The student catalogs contain comprehensive information for students, including: student fees, charges and refund policies; rules and regulations for student conduct; procedures for student grade appeals and discrimination and harassment complaints; items related to withdrawing from the institution; academic programs, courses currently offered, and other available educational opportunities; part-time and alternative study; academic policies and procedures; and the requirements for undergraduate and graduate degrees. The Student Handbook also contains this kind of information. Furthermore, the CSCU system website details its Student Complaint Process.

(9.13) A "Contact Us" button at the very bottom of the "About Southern" main page leads to the university directory, which furnishes main university phone numbers and provides links to telephone and department directories (the director can also be accessed through the upper right navigation dropdown menu). Student records and the financial statements and independent auditor's report are also available. As mentioned above, ICM maintains Southern's Facebook and Twitter accounts and often provide real-time responses to user requests. The SCSU Foundation provides its annual tax returns and audited Foundation financial statements online, as well as information about annual giving in the President's Annual Report. Although the controller's web page does not furnish information about the university financial statements, those statements can be found as part of our reporting to IPEDs: Financial Statement (AY 2019-2020).

In addition to many older "University Information" webpages, the website also includes live chat options: Registrar; Admissions; Student accounts; Library; Center for Academic Success and Accessibility Services; Admitted Students; Transfer Students; Information Technology. These allow for immediate resolution of issues and answers to questions.

(9.14) Hard copies of the official undergraduate and graduate catalogs have now been discontinued. Instead, the online version is the official version and is regularly updated as part of the final step in the official process of changing courses, programs, and policies. Older copies of the catalog are available in the library. Past editions of the undergraduate and graduate catalogs are also available online in PDF format, dating back to the 2006-2007 editions.

(9.15) At a university level, Southern's Office of Assessment and Planning conducts an ongoing assessment of student learning throughout the university and provides reports on its findings. The Office of Alumni Relations maintains information on the placement of graduates who have contacted the alumni office. Anecdotal stories of graduates are reported via the Southern Alumni Magazine, and social media. Some individual departments report on the success of their graduates on their websites, but this type of information varies from department to department. Recent examples of student success are highlighted on the landing page of the public website.

Program level accreditation assures integrity of program excellence, learning outcomes, success in placement, and achievements of graduates or faculty of professional programs. For programs without external accreditation, the StAR process ensures academic quality with feedback from external reviewers (see Chapter Four).
(9.16) SCSU ensures the content of print and digital publications to be accurate, accessible and current through a periodic review processes conducted by committees within Academic Affairs, Student Affairs, and Institutional Advancement. For example, the catalog is reviewed annually. Each related policy making body reviews publications regularly to ascertain their accuracy and updates them as needed. The President's Leadership Team serves as a check to integrate changes so that all divisions can respond to proposed changes.

Appraisal

The external website has streamlined the information available and has crystalized our presentation of Southern's identity to the public. As of Fall 2020, the internal website was still a work in progress. The previous version of it has been removed and its content is still being incorporated into the new version. In addition, the search function does not always readily yield the desired information. We have embraced the catalog as the repository of official records and policies. In mandating that the rest of the website should refer back to that single source, we have substantially increased our consistency and transparency.

Public Disclosure
Description

(9.17) The university's mission drives the policies and structures described within the catalogs. These descriptions present the obligations of both the institution and the students. (9.18, 9.19) Within the online catalogs, and on its website, SCSU publishes its mission, objectives, and expected educational outcomes. It also refers to its status as a public institution; admissions policies, student fees, charges and refund policies. The website also includes procedures for transfer of credit and a list of institutions with which it has articulation agreements. Furthermore, the website provides information about academic programs,

courses currently offered, and other available educational opportunities including part-time and alternative study, and the requirements for undergraduate and graduate degrees.

Policies are in place to deal with a number of student issues: academic policies and procedures; rules and regulations for student conduct; procedures for grade appeals, complaints, and withdrawing from the university. Because each of these policies reside and adjudicated through different offices and processes, the Office of the Dean of Students assists students in identifying and navigating the appropriate policy. In addition, the website has information about recognition of high achievement and honors.

(9.19) With the online academic catalogs, a list of continuing undergraduate and graduate faculty is electronically accessible. Faculty are also identified within individual departments with a standard tab. Their faculty web profile includes academic qualifications (through Watermark Faculty Success). In addition, the names and positions of administrative officers, and the names and principal affiliations of members of the governing board are also available in the catalog as well as on the "About" webpage. All employees are also found in the Directory.

(9.20) SCSU publishes online a description of the size and characteristics of the student body, the campus setting, the availability of academic and other support services, the range of co-curricular and non-academic opportunities available to students, and other institutional learning and physical resources. It also describes programs available at other international instructional locations under the support of the Office of International Education in collaboration with partner institutions. The Education Leadership Sixth-Year Certificate is currently offered in four locations in Connecticut, including Branford, Hamden, Cheshire, and Waterford. This program is designed to equip educators with the knowledge, skills, and attitudes to serve, not only as administrators, but as genuine leaders, in Connecticut›s public schools. By offering this certificate to cohorts in satellite locations, participants are able to work full-time and then train together in their leadership development.

In addition to on ground courses at the main campus, we offer an online modality for the following specific programs: Business Administration (MBA); Library and Information Science (MLIS); Nursing Education (Ed.D.); Public Health: Promotion (MPH); Sport and Entertainment Management (MS); Sport Management (BS); Social Work (DSW); and Women and Gender Studies (Graduate Certificate). All of these programs are described on the website, the catalogs, and some have supplemental student handbooks. For example, the Graduate Handbook for DSW lists all relevant student information.

(9.21) The online catalogs, both undergraduate and graduate, have an entry for each course the university offers, and within each entry is information about when that course was last offered. The catalog does not, however, specify when a course will be taught again. If the course has not been offered for more than three years, it no longer appears within the list of courses. Programs, services, and faculty listed reflect the current year; however, the catalogs do not indicate those offerings that are unavailable in the current year. The course schedule provides the most up-to-date information about courses offered in a given semester.

(9.22) Since its prior decennial review, SCSU has improved its public disclosure of students' success in achieving the goals laid out for them by the university and individual departments. The Office of Assessment and Planning publishes reports on student success and outcomes, and individual departments' websites publish learning outcomes. The university's rates of retention and four- and six-year graduation rates and other measures of student success, such as GPA and degrees conferred are publicly available as Consumer Information. Disaggregate data is available internally in our Fact Book.

(9.23) To help students and prospective students make informed decisions, the Consumer Information page also includes the total cost of education, net price, the availability of financial aid, the typical length of study, the expected amount of student debt upon graduation and the institution's cohort default and loan repayment rates. As indicated in Chapter Five, the admission process has been revised to clarify all of this information. To help educate students on student debt, the university now has a Coordinator of Student Financial Literacy and Advising and a supporting website.

(9.24) SCSU defines the ethics of relationships between its employees and the public in a number of documents, including Code of Ethics for Public Officials and State Employees, Ethics Statement, Procedures for Faculty Consulting and Research with Public or Private Entities, and Rules of Conduct.

(9.25) Our accreditation status is publicly posted on the website and other publications referring to our accreditation.

Appraisal

The student catalogs include the last semester in which each course was offered. We do not publicize programs that are unavailable during a given year; if a course has not been offered within the subsequent three years, our policy is to remove it from the catalog. A student's "catalog year" is the one for which they are held responsible. Six years of catalogs are posted and available online at all times.

Projection

We will continue to improve our integrity. We anticipate that the Office of the [Ombuds](#) will facilitate future conflicts in a productive manner.

On both our external- and internal-facing websites, we hope to systematize the updating of information. Optimally we will continue to ensure that the general public can find information easily. To ensure that information is easily found, ICM has increased its presence on Instagram over the past 18 months and will continue to do so because that is where students are engaging with Southern online. Overall, our goal is to ensure the veracity, accuracy, and clarity of information provided to the public via a variety of media.

DATA FIRST FORM 9.1 INTEGRITY

Policies (hyperlinked)	Last Updated	Responsible Office or Committee
Academic Honesty	7/29/2020	Student Conduct & Civic Responsibility
Intellectual Property Rights		Academic Affairs
Conflict of Interest	10/20/2008	Board of Regents
Privacy Rights		Records and Information Management
Fairness for Students		Academic Standing Committee
Fairness for Faculty		SCSU AAUP
Fairness for Staff		Human Resources
Academic Freedom		Academic Freedom Panel
Research		Sponsored Programs and Research
Title IX	2019	Support And Resource Team
Non-Discrimination Policies		
Recruitment and Admissions		Admissions
Employment		Office of Diversity and Equity
Evaluation		Faculty Senate
Disciplinary Action		Human Resources—see union contracts
Advancement		Human Resources—see union contracts
Policy Statement on Pluralism		Office of Diversity and Equity
Resolution of Grievances		
Discrimination Complaint Procedures		Office of Diversity and Equity

DATA FIRST FORM 9.2 TRANSPARENCY

Information	Location
How can inquiries be made about the institution? Where can questions be addressed?	Contact Us
Notice of availability of publications and of audited financial statement or fair summary	Finance
Processes for admissions	Admissions
Processes for employment	Human Resources
Processes for grading	Catalog
Processes for assessment	Assessment and Planning
Processes for student discipline	Student Code of Conduct
Processes for consideration of complaints and appeals	Student Handbook
Statements or Promises Made Regarding Program Excellence, Learning Outcomes, Success in Placement, and Achievements of Graduates or Faculty	**Website location and/or publication where valid documentation can be found**
Honors College "To enable our students to excel in all aspects of the program, freshmen accepted into the Honors College are awarded financial support. All of the 40 incoming Honors College freshmen will receive a minimum scholarship covering one-half the cost of in-state tuition and fees, renewable for 4 years. The top 20% of accepted Honors College applicants will receive a Presidential Merit scholarship covering full in-state tuition and fees, renewable for 4 years."	Acceptance Data Scholarship Awards
Anthropology "Students will acquire the skills needed to achieve success in a diverse and increasingly complex cultural environment through a better understanding of human diversity, contemporary as well as ancient, an advanced knowledge of human evolution, a comprehensive understanding of the challenges facing humanity today, and a broader appreciation for the complexity of culture as it shapes human communities and societies. " " Students in this program will be well prepared for advanced education in the discipline or well positioned to integrate anthropological knowledge into their future professional endeavors."	StAR Review
Counseling and School Psychology "Graduates of the Sixth Year Program will be prepared for employment as school psychologists in public schools or other related organizations and agencies."	Licensure data, DFF 8.3
Mathematics "Along the way we will provide bountiful opportunity for you to explore your individual interests. We will offer independent study, special topics courses, internships, and thesis guidance as avenues for intellectual growth."	Course Catalog
Art "Students will learn design processes and practices including the principles of design, design thinking, typography, and color theory, while exploring technology"	StAR Review
Health and Movement Sciences "Students will be engaged in a contemporary program addressing curriculum development; selection and design of assessment strategies; skills-based teaching strategies; program planning, promotion, and evaluation; advocacy; and health communications."	CAAHEP Accreditation
Chemistry "You will gain hands-on experience with several state-of-the-art instruments for chemical analysis as well as significant laboratory experience with synthetic, computational, and analytical chemistry techniques."	Chemistry Department

Statements or Promises Made Regarding Program Excellence, Learning Outcomes, Success in Placement, and Achievements of Graduates or Faculty	Website location and/or publication where valid documentation can be found
Biology "Biotechnology is applied molecular and cellular biology, and students will master a broad range of lab skills applicable to biology and biotechnology, including applied research skills at an advanced level that will prepare them for a career or graduate studies in molecular biology, biotechnology, & bioscience fields like medicine."	Program Review
Curriculum and Learning "Students in this program will be able to investigate current learning theories, explore the development of curriculum, and implement theory as practice, as well as pursue personal and professional interests."	CAEP Accreditation
Communication, Media, and Screen Studies "Foundational courses will enhance your public speaking, message design, and interpersonal/organizational communication skills while also improving your ability to think critically and creatively."	Program Review
Computer Science "Students will also gain experience in the cybersecurity tools and techniques used by security professionals and hackers."	ABET Accreditation (in progress)
English "You will learn to link your background in literary analysis and British, American, and multi-ethnic literature to the writing and reading needs of students. You will learn to design and write information that meets professional needs, from reports and proposals to social media and user manuals. You will also have opportunity to supplement your professional writing studies with additional courses in journalism and media studies, as well as internships in the field."	StAR Review
Environment, Geography and Marine Sciences "Graduate students will be engaged in a wide diversity of courses that includes hands-on investigations, field experiences,	Program Review
World Language and Literature "Students pursuing a minor in Spanish will gain linguistic proficiency in Spanish while learning about the history, culture, customs, literature, and geography of the Spanish-speaking world, including the United States. Students pursuing a minor in German will gain linguistic proficiency in German while learning about Germany's history, culture, customs, literature, and geography."	StAR Review
Interdisciplinary Studies "Students will have the opportunity to take courses in computer science, management, communication, sociology, and psychology as part of their IDS studies."	Course Catalog
Recreation, Tourism, Sports Management "Through the use of classroom and experiential settings, students will develop leadership, programming, and teaching skills needed for the field and their professional careers."	StAR Review, COAPRT Accreditation
Women's and Gender Studies "In general, a Women's Studies minor will provide you with: A solid understanding of women's experiences Insight of gender issues that can enhance both personal & professional relationships, awareness of social & cultural issues, universal & inclusive knowledge of the world, critical thinking skills"	StAR Review
Date of Last Review of:	
Print Publications	Phased Out
Digital Publications	Ongoing

DATA FIRST FORM 9.3 PUBLIC DISCLOSURE

Information with Hyperlinks
Institutional Catalog
Obligations and responsibilities of students and the institution
Information on admission and attendance
Institutional mission and objectives
Expected educational outcomes
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation
Requirements, procedures and policies re: admissions
Requirements, procedures and policies re: transfer credit
A list of institutions with which the institution has an articulation agreement
Student fees, charges and refund policies
Rules and regulations for student conduct
Procedures for student appeals and complaints
Other information re: attending or withdrawing from the institution
Academic programs
Courses currently offered
Other available educational opportunities
Requirements for degrees and other forms of academic recognition
List of continuing faculty, indicating department, degrees held, and institutions granting them
Names and positions of administrative officers
Names, principal affiliations of governing board members
Other instructional locations, at which students can enroll, with description of programs and services available
Programs, courses, services, and personnel not available in any given academic year
Size and characteristics of the student body
Description of the campus setting
Availability of academic and other support services
Range of co-curricular and non-academic opportunities available to students
Institutional learning and physical resources from which a student can reasonably be expected to benefit
Institutional goals for students' education
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
Total cost of education and net price, including availability of financial aid and typical length of study
Expected amount of student debt upon graduation and loan payment rates
Statement about accreditation

NOTES