

# Southern Connecticut State University



New Haven, CT • (888)-500-SCSU

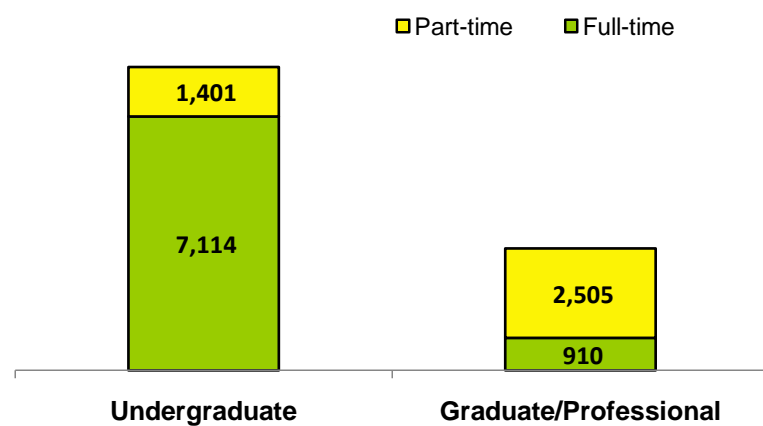
<http://www.southernct.edu/>

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. As a student-centered institution, Southern regards student success as its highest priority and seeks to instill in all of its students the value of the liberal arts and sciences as a foundation for professional development and life-long learning. Through tradition and innovation, Southern strives to empower every undergraduate and graduate student with the knowledge, skills and perspectives essential for active participation and impassioned, ethical leadership in our rapidly changing, global society. Within the Connecticut State University System, Southern leads the way in graduate education and produces the largest number of graduates in health/life sciences, education, and social/public services.

## Student Characteristics (Fall 2007) [More](#)

**TOTAL NUMBER OF STUDENTS** 11,930

### Student Level and Enrollment Status



## UNDERGRADUATE PROFILE

**Total** 8,515

### Gender

Women	5,301	62%
Men	3,214	38%

### Race/Ethnicity

African American / Black	1,031	12%
American Indian / Alaskan Native	20	0%
Asian / Pacific Islander	202	2%
Hispanic	591	7%
International	63	1%
White	5,997	70%
Race/Ethnicity Unknown	611	7%

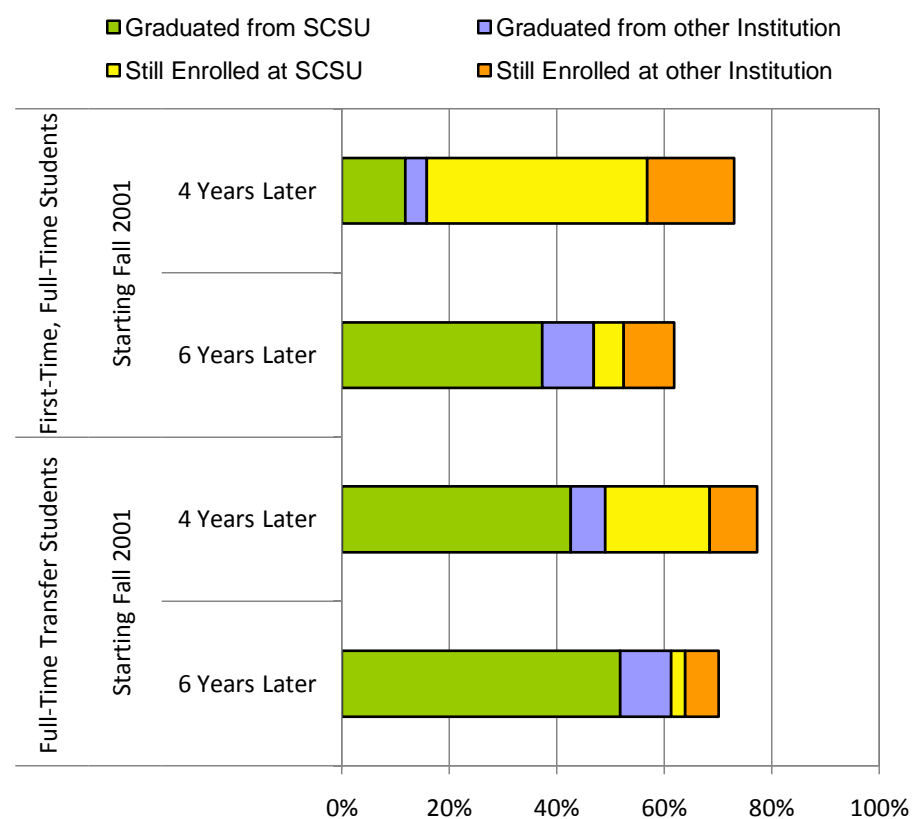
### Geographic Distribution (Degree-Seeking)

Connecticut	94%
Other US States & Territories	5%
Other Countries	1%

### Age (Degree-Seeking)

Average Age	22
Percent of Undergraduates Age 25 or Older	13%

## Undergraduate Success and Progress Rate [More](#)



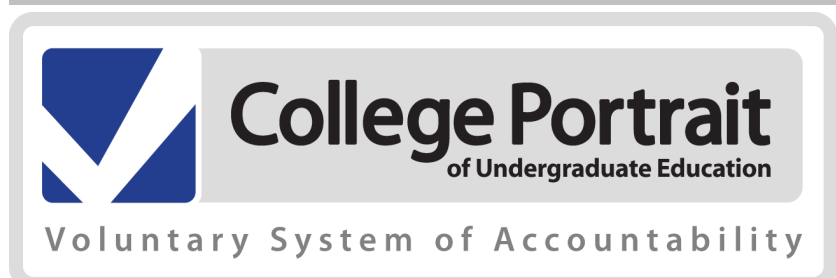
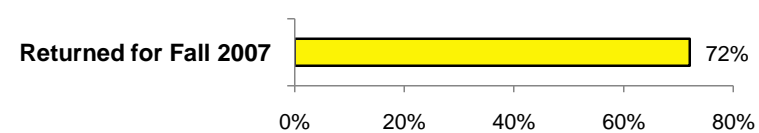
**A 73% four-year success and progress rate means that 73% of students starting in Fall 2001 either graduated or are still enrolled at a higher education institution four years later.**

Counts for the Fall 2001 entering class shown in the graph above.

- 1,429 First-Time, Full-Time Students
- 697 Full-Time Transfer Students

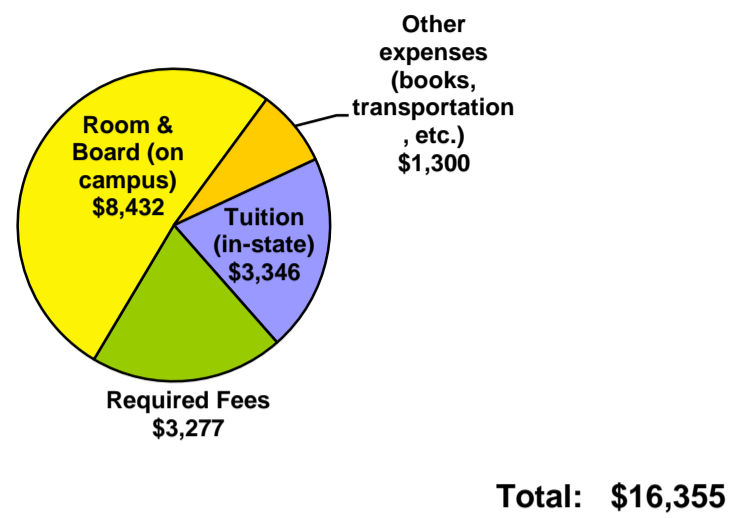
[CLICK HERE](#) for Detailed Success & Progress Rate Tables

### Retention of Fall 2006 First-Time, Full-time Students



*One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. We encourage you to check out college web sites and visit campuses to get a more complete picture of the opportunities available to you!*

**Typical Undergraduate Costs per Year Without Financial Aid for Full-Time, In-State Students (2007-2008)**



[CLICK HERE](#) for typical out-of-state costs and any discipline-specific tuition

The cost to attend varies based on the individual circumstances of students and may be reduced through grants and scholarships.

[CLICK HERE](#)  
To get a cost estimate for students like you!

**Financial Aid Awarded to Undergraduates (Fall 2006)**

**Overall Financial Aid**

• 54% of Fall 2006 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

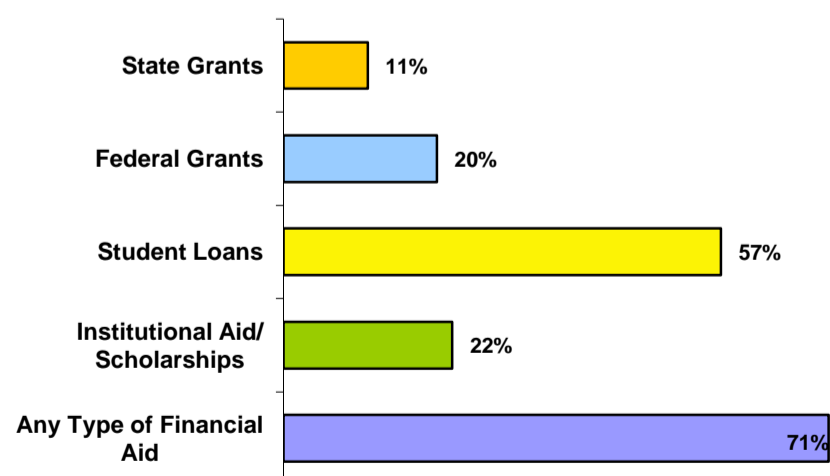
**Annual Need-Based Scholarships & Grants**

• 34% of Fall 2006 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$4,795.

**Annual Need-Based Loans**

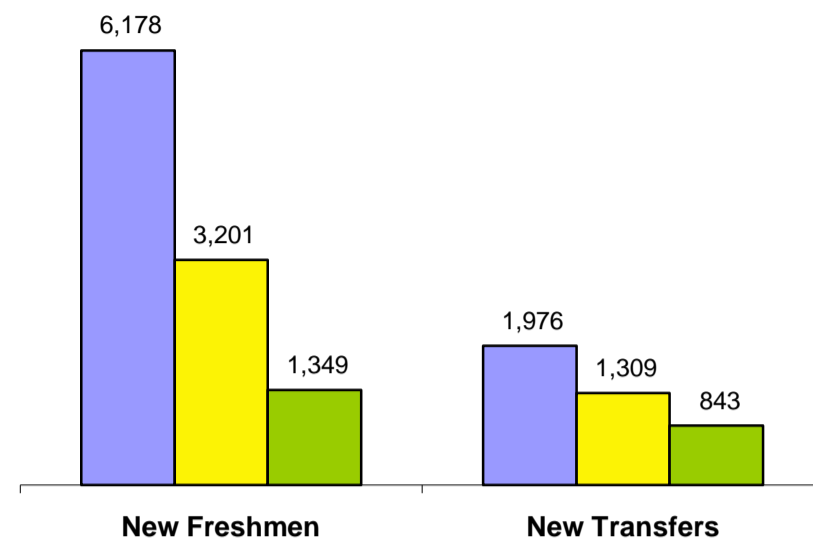
• 38% of Fall 2006 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$3,364.

**Percent of Fall 2006 First-Time Students Receiving Each Type of Financial Aid**



NOTE: Student may receive aid from more than one source.

Applied Admitted Enrolled



**Academic Preparation of New Freshman**

**Test(s) Required for Admission: Sat &/or ACT**

Middle 50% of Test Score Range	ACT	SAT
Composite	17-20	
Math	-	410-520
English	-	
Critical Reading		420-510

50% of admitted students have test scores within the ranges listed, 25% have scores above, and 25% have scores below.

Percent in top 25% of High School Graduating Class	24%
Percent in top 50% of High School Graduating Class	60%
Average High School GPA (4-point scale)	-

**Degrees and Areas of Study [More](#)**

**Degrees Awarded at SCSU in 2006-07**

Bachelor's	1,356
Master's	934
Doctoral	5
<b>Total</b>	<b>2,295</b>

**Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2006-07**

Psychology	14%
Business Administration	13%
Liberal Studies	9%
Communication	7%
Nursing	6%
All other degree areas	51%
<b>Total</b>	<b>100%</b>

[CLICK HERE](#) for a list of undergraduate and graduate programs

**The Owls Community**

Southern Connecticut State University is a flourishing community of approximately 12,000 students located less than three miles from downtown New Haven, Connecticut. A center of culture and learning, New Haven has a diverse population of more than 130,000. Founded as a teachers college in 1893, Southern has evolved into a comprehensive university offering 116 graduate and undergraduate programs, with more than 700 faculty members leading students through a wide range of studies and research specialties. The campus has grown in recent years, with the new Michael J. Adanti Student Center, the renovated and expanded Engleman Hall, a major addition to the Hilton C. Buley Library, and a revitalized Connecticut Hall. Students have access to academic support through writing and tutorial centers, a disability resource center, adaptive technology lab, academic advisement center, and study skills enrichment office. Special opportunities such as international study and the honors college enhance student learning. Southern is committed to academic excellence, diversity, service to the public good, and lifelong learning.



**Study at SCSU** [More](#)

**Student Housing** [More](#)

**Classroom Environment**

Students per Faculty	15 to 1
Undergraduate classes with fewer than 30 students	78%
Undergraduate classes with fewer than 50 students	99%

66% of new freshmen live on campus  
33% of all undergraduates live on campus

**Full-Time Instructional Faculty**

Total Faculty	438
% Women	46%
% from Minority Groups	15%
% with Highest Degree in Field	83%

**Campus Safety** [More](#)

The mission of the Southern Connecticut State University Police Department is to provide a safe environment for faculty and staff, students, and visitors through its commitment to respect, education, professionalism, and trust. The department is dedicated to the fundamental principles of community policing, such as crime prevention, omnipresence, and partnerships. The university police have full arrest powers along with other duties, responsibilities, and authority afforded any duly organized police department, including, but not limited to, access and use of all current law enforcement technologies, interaction with the state judicial system, and assists with other

[CLICK HERE](#) for Campus Crime Statistics report.

**Carnegie Classification of Institutional Characteristics**

**Basic Type**

Master's Colleges and Universities (larger programs)

**Size and Setting**

Medium four-year, primarily residential

**Enrollment Profile**

High undergraduate

**Undergraduate Profile**

Full-time four-year, selective, higher transfer-in

**Undergraduate Instructional Program**

Arts & sciences plus professions, high graduate coexistence

**Graduate Instructional Program**

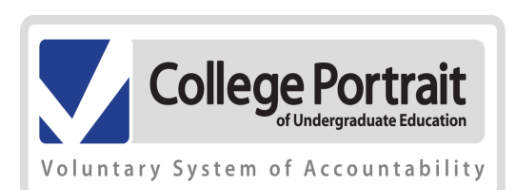
Postbaccalaureate comprehensive

**Future Plans of Bachelor's Degree Recipients**

Data used to build graph are not yet available

NOTE: Institutional classifications based on the Carnegie 2005 edition.

[CLICK HERE](#) for more information on Carnegie Classifications.



## Student Experiences and Perceptions

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

[CLICK HERE](#) for examples of how SCSU evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

[CLICK HERE](#) for information on survey administration, sample, and response rate.

[CLICK HERE](#) for information on the NSSE survey.

### Group Learning Experiences

- 88% percent of seniors worked with classmates on assignments outside of class.
- 46% of seniors tutored or taught other students
- 16% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

### Active Learning Experiences

- 81% of seniors spent at least 6 hours per week preparing for class
- 14% of seniors worked on a research project with a faculty member
- 52% of seniors participated in an internship, practicum, or field experience
- 56% of seniors participated in community service or volunteer work
- 6% of seniors participated in study abroad
- 98% of seniors made at least one class presentation last year

### Institutional Commitment to Student Learning and Success

- 93% of seniors believe this institution provides support for student success
- 60% of seniors rated the quality of academic advising at this institution as good or excellent
- 58% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities
- 95% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

### Student Satisfaction

- 72% of seniors would attend this institution if they started over again
- 79% of seniors rated their entire educational experience as good or excellent
- 78% of seniors reported that other students were friendly or supportive

### Student Interaction with Campus Faculty and Staff

- 41% of seniors believed that the campus staff were helpful, considerate, or flexible
- 74% of seniors believed that faculty are available, helpful, or sympathetic
- 97% of seniors reported that faculty members provided prompt feedback on their academic performance
- 72% of seniors discussed readings or ideas with faculty members outside of class

### Experiences with Diverse Groups of People and Ideas

- 59% of seniors reported that they often tried to understand someone else's point of view
- 89% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds
- 53% of seniors often had serious conversations with students of a different race or ethnicity

## Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

### Student Learning Assessment at SCSU

Student success is the highest priority at SCSU. Thus, student learning assessment is a strong focus of the university. Learning is assessed in individual courses, at the program level in the major, and institution-wide. A variety of methods are used by faculty and academic programs to assess student learning depending upon the discipline. These include not only traditional tests but successful completion of research projects and papers, licensing exams, portfolios of work over time, and performance in internships or practica. Results of student learning assessment are used by faculty and departments to make curricular or program changes if necessary. To assure the ongoing high quality of academic programs, each program undergoes a full review every five years.

[CLICK HERE](#) for examples of student learning assessment and outcomes at SCSU

### Pilot Project to Measure Core Learning Outcomes

Results from the pilot project using one of the three learning outcomes tests are not yet available.