

Western Connecticut State University
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Five-Year Interim Report for New England Association of Schools and Colleges (NEASC)
Commission on Institutions of Higher Education (CIHE)

August 15, 2018

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Introduction

In preparation for this report, the Provost and Vice President for Academic Affairs, Missy Alexander, constituted the Advisory Committee in March 2017. The chair of this Advisory Committee, the Associate Vice President for Academic Affairs, served as the co-chair of the Steering Committee for the 10-Year Reaccreditation Visit in 2013. In her role as the Associate Vice President for Academic Affairs, she shares an office suite with the Provost, which facilitated communication about this process and about initiatives that inform the substance of this report.

Several members of the Advisory Committee attended the NEASC orientation workshop for completing the Interim Report in April 2017 with the Provost.

Prior to attending this meeting, the committee met to discuss the timeline for completion of the report and to assign specific tasks to that end. The discussion was informed by the committee's reading of the team report following the 10-Year Reaccreditation Visit, the substantive change report about the Ed.D. in Nursing Education, and the letter from the Commission announcing our reaccreditation. In June 2017, the Associate Vice President for Academic Affairs and the Research Analyst for Enrollment Services attended the NEASC Data First workshop.

The draft of the Five-Year Interim Report was posted to the university's NEASC web page in May 2018. Members of the WCSU community were invited to submit comments regarding the contents of the report. These comments were reviewed and included where appropriate.

Members of the Advisory Committee reached out to faculty and staff for assistance with completion of specific areas of the report. The Provost and the chair of the Advisory Committee discussed the report with the University Senate and provided updates at Cabinet meetings and Deans Council meetings during the process to complete the report for NEASC review. A draft of the report was reviewed by NEASC staff in June 2018. The university community was provided with an additional opportunity to comment on the penultimate draft. The report was transmitted to NEASC on August 15, 2018.

The process to produce this interim report encourages the university community to consider the ways we have responded to the critique expressed in the letter from the Commission announcing our reaccreditation, the ways the strategic planning efforts have contributed to our improvements, the challenges that remain, and our plans to respond to them.

Advisory Committee:

Ann Atkinson, Associate Vice President for Academic Affairs, Chair

Ranjan Bhatt, Research Analyst, Enrollment Services

Kelli Custer, Associate Professor of Writing and Director of the Writing Center

Josephine Hamer, Interim Dean of the Macricostas School of Arts and Sciences

Jay Murray, Associate Vice President for Enrollment Services

Jennifer O'Brien, Serials and Government Documents Librarian

Jerry Wilcox, Director, Institutional Research

Institutional Overview

Over its 115-year history, Western Connecticut State University (WCSU) has transitioned from normal school, to teachers' college, to state university, positioning itself to respond to the needs of the region and its students. Located on two campuses in Danbury, Connecticut, WCSU offers undergraduate, graduate, and certificate programs in four schools. Of these, two schools are named—Ansell School of Business and the Macricostas School of Arts and Sciences—with discussions under way to name the School of Visual and Performing Arts. Approximately 30% of our undergraduates live on campus and the majority of our graduate students attend part-time.

President John B. Clark has led an effort to expand our recruitment area by offering in-state tuition to residents of New York State and northern New Jersey starting with the fall 2018 semester. This effort extends a program, initiated in 2017, to offer in-state tuition to residents of seven counties in New York's Hudson Valley. The extension was approved by the Connecticut Board of Regents for Higher Education as a two-year pilot program for WCSU.

Recent achievements reflect WCSU's dynamic status and expansive focus. Since the 10-Year Reaccreditation Visit, our university has:

- Developed a new general education program, launched in fall 2016, with 10 competencies, a tiered writing requirement, and a capstone experience.
- Steered a strategic planning effort, which included recreating the mission, values, and vision statements and establishing five goals, to include creating new curricula, enhancing student support services, increasing a sense of community, revisiting our public image as it relates to the new mission, and creating a sustainable financial model. Approved by the Board of Regents in spring 2017, the Strategic Plan is in the first year of implementation.
- Won regional and national awards at the Kennedy Center American College Theatre Festival in 2016 and 2017 for productions of *Parade* and *The Drowsy Chaperone*.
- Received a \$1.8 million federal grant to improve and expand support for students training to respond to mental health crises. Dr. Gabriel Lomas, professor of Education and Educational Psychology, led the application.
- Received a \$1.6 million grant to study the ticks that transmit Lyme disease. Dr. Neeta Connally, associate professor of Biological and Environmental Sciences, led the application.

Similarly, our ongoing improvement of the Midtown and Westside campuses underscores our commitment to provide students with optimal environments and technologies that improve learning. Recently, we have:

- Opened the Visual and Performing Arts Center on the Westside campus in fall 2014.
- Renovated Litchfield Hall, a residence hall on the Midtown campus, which reopened in fall 2017.
- Rolled out Degree Works, a part of the Banner system that assists with improvements to the advisement system and data to create more effective and efficient course scheduling, in fall 2017.

Response to Areas Identified for Special Emphasis

Area One: Goals for Enrollment, Retention, and Graduation

Focus: Achieving goals for enrollment, retention, and graduation as assurance of financial stability

Description: Enrollment

In the 2013 Self-Study, we predicted an increase in overall enrollment by 4% in FY 2014 and FY 2015 and an increase in out-of-state enrollment by 5% in FY 2014 and 10% in FY 2015. Retaining students first- to second-year was forecast to increase by 3% in FY 2014 and 3% in FY 2015.

The actual numbers represent a decrease in total fall enrollment by 2.8% from 2014-17 (from 5,826 to 5,664). While the forecast was designed to be aspirational, the 2015 Environmental Scan Report, prepared during our strategic planning process, did not support this projection. The Connecticut population is declining, with the number of high school graduates projected to continue declining for the next 10 years.

Facing these enrollment declines, WCSU chose to pursue a new market. Located on the New York State border, WCSU's recruiting radius in Connecticut was effectively half that of our sister schools in the system. The out-of-state tuition cost was prohibitive for many of the available graduating seniors just across the state line. To address this cost differential and constrained recruiting area, in fall 2016, WCSU sought and was granted approval from the Board of Regents to offer in-state tuition to students residing in seven neighboring counties in New York. Admissions initiated an aggressive recruitment and marketing campaign. In year one, results exceeded expectations, with more than three times the number of New York students compared with the prior year. In fall 2016, before the initiative's approval, we enrolled 67 students from this area. In fall 2017, the number increased to 238 students.

The success of the New York initiative has helped us to stabilize our enrollment for 2017-18. Had we been limited to Connecticut, our total enrollment would have continued to decline by 1% or more. With increased New York enrollment, we managed to limit overall enrollment decline to 0.1%. While this was still a slight decrease, it represents a stabilization for WCSU. As we look forward, we anticipate an increase in 2018-19 due to an expansion of our recruiting efforts in New York and New Jersey, as well as the anticipated graduation of our two smallest classes in 2018 and 2019. Early reports for 2018-19 are indicating an increase of nearly 2%.

In concert with a new recruitment and marketing campaign, the Admissions Office completely retooled the enrollment process. This effort included the implementation of a Customer Relationship Management system, which has enabled Admissions to track, report, and communicate more effectively with students at all points in the admission funnel. WCSU also became a member of the Common Application, streamlining the application process and expanding the reach of our name.

We have focused on a branding refreshment project, a strategy associated with one of the goals of the Strategic Plan, with EFK Group, a consulting group specializing in mission-driven branding.

Our attention has also turned to expanding graduate study. In the 2013 Self-Study, the Associate Vice President for Academic Affairs was charged with meeting with the deans of the four schools to determine how best to strategize about curricula and facilitate recruiting and enrollment efforts at the graduate level. Those efforts have resulted in converting a graduate certificate in Applied Behavior Analysis to a fully developed MA, which has grown from 41 to 113 students in two years; the

discontinuation of several programs that no longer serve students well; and the development of two new graduate degrees that are currently under review. We continue to see this as an area for growth.

Description: Retention and Graduation

In our 2013 Self-Study, we set an ambitious goal of improving first-year retention by 3% in fiscal years 2014 and 2015. In reality, retention was flat in those years (74%), improved by 2% in 2016, and then declined by 3% in 2017. Our goal for FY 2018 is 78%, as shown in the table for Standard 8.

IPEDS Retention Data: One-Year Retention Rates of First-Time, Full-Time Students

FY 2014	FY 2015	FY 2016	FY 2017	FY 2018 (GOAL)
74%	74%	76%	73%*	78%

*The 2016-17 number was dramatically influenced by a residence hall renovation that led to triples in the remaining first-year hall spaces. The retention rate for this group was much lower than commuters who returned at a 78% rate. We anticipate improvement in our 2017-18 numbers as tripling, a strong predictor of attrition, is no longer an issue.

This mismatch of goals and reality reflects a few important gaps. First was the unsuccessful implementation of MAP-Works. While that technological solution seemed promising in 2013, it was not fully adopted by faculty advisors. Secondly, we had not yet implemented our First Year Program.

The new general education program includes a First Year (FY) Competency to assist all new students with successfully navigating the university in terms of discovering their academic interests and talents, learning to self-advocate, and exploring myriad opportunities available on campus. In its first year of implementation, faculty report increased requests for advising and inquiries about degree planning. Additional work is now under way to strengthen the FY for even greater impact.

We have conducted a systematic analysis of the students we are losing in the first year. While some of the reasons point to WCSU being used as a stepping stone to the University of Connecticut and private schools, we also discovered that approximately half of first-time students arrive underprepared for college (below a B average in high school). In the last five years, underprepared students had a one-year retention rate of 69.5%, compared to 80.5% for students with B or better averages in high school.

To address this success gap, we are working to enhance advising practices to support underprepared students more directly. We anticipate a partial rollout of this approach in 2018-19, with a full program in 2019-20. This should support our goal of regularly meeting a 78% retention rate by 2020.

IPEDS Graduation Data: Six-Year Graduation Rates of First-Time, Full-Time Students

FY 2014	FY 2015	FY 2016	FY 2017	FY 2018 (GOAL)
45%	42%	49%*	46%	50%

*In 2015-16, we met the CSCU System Normalization of Credits Goal of 120 credits for all degrees, reducing many from 122 to 120 credits. This is likely to have improved our graduation rates that year as students with a few elective credits left to complete were able to progress to degree completion.

The table above, from the Standard 8 table, indicates a range from 42% to 49% in our six-year graduation rates. Our goal remains 50%. To achieve this, the following steps have been taken:

- Four-Year Plans have been created for all programs. These are easily accessed from the main academic pages.

- Pre-major pathways have been developed for entering first-year students who have not decided on a major. These pathways are organized to ensure that students enroll in critical prerequisites so that they are on track for timely graduation when they determine their major. These pathways will be used for the 2018 incoming class and promoted on our website for 2019.
- As part of the Strategic Plan, WCSU has established faculty liaisons who will work with the professional advisors in Academic Advisement to assist students with declaring majors and to connect students with their faculty advisors as soon as they have declared a major.
- Tutoring resources will be coordinated 2018-19, with enhanced tutor training provided in 2019-20.

Description: Financial Stability

Our annual budget process forecasts enrollment and projected state contributions to arrive at a balanced budget. The university has reserves of approximately \$12 million to serve as a contingency plan for enrollment shortfalls. Our enrollment projections have been realistic in the past two years, allowing for accurate budgeting. We have experienced some rescissions from the state in recent years, but have been able to close gaps with careful management of operations and equipment (O&E) and attrition savings. Revenue from summer rental of facilities helps to offset other expenses.

The University Foundation supports numerous scholarships and activities, but we are not overly dependent on that resource. We hope to expand that endowment (currently at \$18 million) to increase support for students and faculty scholarship. This is an affordability effort, but does not impact our annual budget plans.

One of the goals of the Strategic Plan is to create a sustainable financial model. To that end, the Evaluation of Programs Committee has been constituted to create a template to evaluate all programs on campus—academic, support, outreach, and administrative. Our objective is to determine greater efficiencies, providing help with decision-making around low-enrolled programs and investments in new programs.

Findings and Analysis

The results of the initiative to offer in-state tuition to undergraduate students residing in seven neighboring counties in New York State exceeded expectations. The addition of 238 students in fall 2017 resulted in \$2,479,484 of revenue. Had we not been able to offer this program and the enrollments in fall 2017 had been the same as fall 2016 for the seven New York State counties, the revenue would have been \$1,548,169. The result of the program was an additional revenue of \$931,315. In late fall 2017, we gained approval to expand this program to all of New York State and New Jersey.

With membership in the Common Application, applications for admission in fall 2017 are up 40% since fall 2013. While that is good news, it is complicated by a decrease in the conversion of accepted-to-enrolled applicants in fall 2017, from 35.9% to 20.5% since 2013. This translates to additional staff time to process applications that do not contribute to enrollment gains.

While undergraduate enrollment numbers have not reflected overall gains since 2014, graduate numbers have increased (undergraduate FTE decreased by 5.3% from three years prior to current year, from 4,659 to 4,413; graduate FTE increased by 26.6%, from 237 to 300).

Accepted master's applicants increased by 60.6% (from 142 to 228), with enrolled master's applicants increasing by 15.6% (from 141 to 163). Our low-residency program, the MFA in Creative and Professional Writing, increased enrollment by 23.5% (from 26 to 34).

We have experienced financial success with the Master of Science in Applied Behavior Analysis. In FY 16, the program operated with a \$35,000 shortfall. In FY 17, the program operated with a \$133,000 surplus, and the gains are projected to nearly double from the FY 17 figures in FY 18. With this success, we have focused more on our ability to reach adults who wish to add to their credentials while working. We are now exploring other options for hybrid and fully online graduate programs.

The Evaluation of Programs process will help us further focus our efforts on curriculum development and revision at the graduate and undergraduate levels so that we are poised to meet regional needs and increase enrollments.

Appraisal and Projection

We expect to continue to see enrollment growth for fall 2018 as we roll out the recruiting plan in all of New York and New Jersey. Given state demographics (CT high school graduates: -6.9% through 2022, National Center for Education Statistics), we project continued decreases in-state, with growth in our New York/New Jersey initiative. Our goals for undergraduate recruiting are to increase by 1% per year for the next three years. Many of our new students from the seven neighboring counties in New York are commuters. With this expanded initiative, enrolled undergraduate students from these areas will live in residence halls, helping us to fill our 200 empty beds in a 1,590 bed-design capacity.

At the graduate level, we have experienced some growth since 2013. In fall 2014 there were 424 graduate students; in fall 2017 there were 497. This growth stemmed from converting a certificate in Applied Behavior Analysis into a full graduate degree. We plan for further growth at the graduate level as we close some of our underperforming programs and add two new graduate degrees. Increasing graduate student headcount by 1% per year will help us meet the needs of adults in Connecticut, as we adjust to a smaller pool of high school graduates.

We expect to implement the branding recommendations created by EFK Consulting in concert with a university committee comprised of faculty and staff in spring 2018. This initiative is part of Goal Four of the Strategic Plan, to "create a distinct identity."

As we examine the impact of the First Year Competency, we are working to strengthen the program through the addition of peer mentors. We plan to pilot this initiative in fall 2018.

We anticipate seeking approval for two more graduate programs in the next year that are responsive to the opioid crises and other health issues.

Each of these efforts contributes to creating a sustainable financial model. The evaluation of all programs is the next step, to help us determine how to invest for growth and student success.

Area Two: Assessment of Student Learning Outcomes

Focus: Assessing student learning outcomes of the general education core competencies and all majors and using the results to inform decision-making and continuous improvement

Description: Assessment of General Education

With changes to the state's transfer and articulation policy, it became clear that our general education program needed to align with new transfer requirements. In addition, the curriculum lacked a pathway to assessment. Accordingly, the Committee for General Education developed a course-based competency model of general education incorporating 10 interdisciplinary competencies across the curriculum. This new framework was approved by the University Senate in April 2014. Development of competency definitions and associated student learning outcomes occurred in 2014-15 through interdisciplinary ad hoc committees for each competency. The academic departments began submitting course proposals for the new general education curriculum in 2015. Incoming students in 2016 were the first cohort affected by this new curriculum.

The fundamental shift from distribution to course-based competencies (better described as shared learning outcomes across the curriculum) has led to expanded participation in the general education curriculum by all four schools. By embedding the outcomes across the curriculum, several degree programs have made greater efforts to focus on writing in the discipline; others have seen where they might support the Oral Communication Competency in the major, and all have reviewed their capstone courses with reference to the Culminating General Education Experience. The set of common learning outcomes has also created a path to assessment.

The Committee on General Education is beginning to develop assessment plans for the new curriculum. In response to a faculty retreat on this topic, held by the Provost in January 2017, several paths forward were identified. Initial steps include piloting assessment of Quantitative Reasoning (QR) and Writing Tier One (W1) in 2018 and a workshop on Critical Thinking (CT) in May 2018. We anticipate a fully executed assessment plan to be completed prior to our decennial review.

Description: Assessment of Majors

WCSU continues to improve its assessment practices to make them informative and routine. By 2013, all undergraduate programs had learning outcomes that were part of the undergraduate catalog and drove assessment plans. Since that time, learning outcomes have been added to all graduate programs and included in the graduate catalog. The E-Series forms document assessment plans for each major.

Working toward greater use of assessment in decision-making about curriculum and resources, the Provost and deans collaborated on developing a template for departmental annual reports that has moved them from inputs (resources and resource needs) to outcomes. Faculty review enrollment, retention, and graduation rates each year, as well as report on actions taken to strengthen those outcomes (for example, strengthening advising practices). In addition, they report on changes resulting from their assessment. Including these in the annual report makes it clear that all departments are expected to conduct and use assessment.

At the same time, WCSU and the BOR have revised the program review process. At the BOR level, degrees must explain how they are using assessment to improve their programs. At the campus level, the process includes assessment and has added external review for all majors. The program review revisions were approved by the University Senate in 2017 and can be found in our Faculty Handbook.

WCSU has also pursued several new discipline-specific accreditations, with positive responses and more robust assessment practices as a result. Indeed, recent transformations in our business programs to meet AACSB (Association to Advance Collegiate Schools of Business) expectations encouraged our Justice and Law Administration faculty to attend business program assessment retreats.

Findings and Analysis

The status of our assessment at WCSU is stronger than it was in 2013. There are learning outcomes for all programs, and there has been consistent messaging to reinforce the expectation that assessment is required. Our successful bid for accreditation of the theatre program and our anticipated success in three other disciplinary areas provide evidence that we are doing assessment well in many areas.

Development of an assessment plan for general education is under way. In January 2017, the Provost convened a retreat to discuss the new general education framework. Following an overview of the competencies and an introduction to the assessment planning process, 78 faculty members broke into groups to discuss disciplinary approaches used in the assessment of each competency and worked toward an initial map of assessment strategies. This retreat led to suggested revisions to the learning outcomes in some areas and revealed concerns regarding the Critical Thinking and Intercultural Competency definitions. We are following up on these concerns through additional focused retreats. The Committee for General Education has identified the first two competencies to be evaluated, Quantitative Reasoning and Tier I Writing, in 2018. We anticipate additional assessments in 2019.

In addition, the FY Competency has already been reviewed in terms of student success measures (retention and GPA). This analysis supported the development of an FYPlus (forecast in our Strategic Plan) designed to provide enhanced advising for at-risk students and peer mentors to strengthen student engagement. This finding is an early indicator that having learning outcomes is reshaping how we engage with assessment.

We will continue to review learning outcomes, but the strongest support for the claim that we are on the right track came from the University Senate this year. The General Education Committee proposed a revision to the competency definition for Critical Thinking (CT), and several members of the Senate asked for evidence to support the need for this change. This request points to the culture shift necessary for a full embrace of assessment. The result was to schedule a retreat where a thorough review of the current definition will be conducted, including the review of representative assignments. An evidence-based report on the CT Competency will be presented to the Senate in fall 2018.

While our review of materials shows that plans and outcomes exist in every major, we have not seen consistency in reporting on outcomes yet. The new annual report template, launched in 2017, coupled with the clarification of the program review process promises to strengthen assessment going forward.

Appraisal and Projection

The Committee on General Education plans to address concerns with CT and the Intercultural Competency (IC) during 2018-19. Any substantive changes to the competency definitions and/or outcomes will be approved through our regular governance processes in the next year. This is an appropriate approach as we continuously evaluate our new curriculum.

In sum, while there is still work to be done, we have made great strides since 2013 and expect even stronger assessment protocols by 2023.

Area Three: Governance Changes

Focus: Continuing to evaluate the impact of governance changes in the State of Connecticut on the University

Description

Connecticut State Colleges and Universities (CSCU) was formed in 2011, with a Board of Regents (BOR) replacing the Board of Trustees. The agency's purview extends to four state universities; twelve community colleges; and Charter Oak State College, the state's online institution.

Findings and Analysis

The mission of this agency was not clearly defined during WCSU's Reaccreditation Visit, and the leadership had changed several times between 2011 and 2013. With the passage of legislation in 2013 to assign responsibility for the appointment of a new president to the BOR rather than the Governor, a national search for a new president resulted in the appointment of Gregory Gray, effective July 2013.

In September 2015, the leadership changed again, with Mark Ojakian, former Chief of Staff to Connecticut's Governor Dannel Malloy, now serving as the President and Jane Gates, former WCSU Provost, serving as the Vice President for Academic and Student Affairs. President Ojakian focused early in his tenure on "Students First."

Appraisal and Projection

While the structure of the system continues to evolve, the constituencies are more closely integrated than they were in 2013. The Transfer Articulation Policy (TAP) has been fully defined and is now being implemented as the Transfer Ticket Program, which provides seamless transfer pathways from the community colleges to a state university in 22 degree program areas. Developing TAP has fostered conversations between campuses that have built stronger relationships between the faculty and clearer assumptions about the essentials of each discipline.

In addition, the approval processes for new curricula include university and community college members, which has led to greater collaboration between constituencies. This collaboration has resulted in shared expectations across schools and opportunities for shared curriculum.

Of concern to all in the system and the system leadership is the continuing budget crises at the state level. President Ojakian is a strong voice for the needs of CSCU. He tells the stories of faculty, staff and student success, shares the challenges our students face, and argues for the importance of investing in education for Connecticut's future.

Area Four: Strategic Planning

Focus: Implementing and evaluating the effectiveness of the institution's strategic plan

Description

First during President Schmotter's tenure and then under President Clark's leadership, the university forged its new [Mission, Values, and Vision statements and Strategic Plan](#) that were approved by the University Senate and President Clark. The Mission and Vision statements were approved by the Board of Regents on June 15, 2017. The Strategic Plan has now moved to the implementation phase.

Findings and Analysis

The Steering Committee of 21 members represented varied constituencies including faculty, staff from Academic and Student Affairs, and students. The committee was co-chaired by a faculty member and an administrator in Academic Affairs. The campus was involved in all phases of the strategic planning

process. In December 2014, a Stakeholders Conference was held for faculty, staff, students, alumni, members of the Foundation Board, and community stakeholders to respond to the draft of the Mission Statement. (See Standard One for the text of the new Mission, Values, and Vision statements.) This draft was then revised based on feedback and approved by the University Senate in March 2015.

Next steps were the development of the Strategic Plan. This, too, involved multiple committees, interviews, and campus forums. Committees conducted a review of the prior Strategic Plan, an Environmental Scan, and then numerous meetings with the campus community regarding the path forward. The new plan is characterized by a stronger focus on implementation and outcomes than our last plan, and there are appropriate parties assigned to oversight of each goal. The full plan was approved at the University Senate in 2017. The five goals follow:

1. Create, strengthen, and enhance programs and curricula that are responsive to the needs of a diverse community of learners.

Rationale: As a public university committed to access, it is important to respond to the varied backgrounds and needs of our students. WCSU must differentiate services and curricula to meet the needs and interests of these varied audiences. Through research into pedagogy, andragogy, and emerging disciplines, this goal will support recruiting, retention, and degree completion for traditional and first-generation undergraduates, returning adults, and graduate students.

2. Develop and implement processes, facilities, and support services to meet the needs of a diverse campus community.

Rationale: WCSU serves full-time, part-time, commuter and residential, traditional undergraduates, returning adults, veterans, and graduate students. Our faculty approach teaching in equally diverse ways, employing seminars, lectures, flipped classrooms, workshops, online and hybrid formats. Our spaces and processes need to meet the needs of all constituencies and the expectations of a society that has 24-hour access to nearly everything. Through master planning, technology planning, and a careful review of scheduling, registration, and advising practices, WCSU will become a 21st century university.

3. Create a sense of campus community and pride.

Rationale: The challenges of two campuses, a majority commuter population, and the lack of common meeting times make it difficult to foster a sense of community among students, faculty, staff, and the local community. This feeling that community is lacking impacts retention, recruiting, and long-term donor potential. Through a greater focus on communication and collaboration, and engagement among students, faculty, and staff, WCSU will foster a sense of community both on campus and in the greater Danbury region.

4. Create a distinct identity.

Rationale: Western has not yet successfully created and communicated an identity that is distinct from our regional competitors. This lack of distinctiveness makes it difficult to recruit and to focus our website and other materials. Through our branding, program offerings, and focus on student success, WCSU will differentiate itself from regional universities and colleges.

5. Create a sustainable financial model.

Rationale: Too often WCSU is in crisis mode, struggling to address budget shortfalls at the last minute. This tendency causes us to focus on short-term problems in place of engaging more thoughtfully in long-term planning. This goal lays out a plan to reverse this trend by effecting a thorough review of all programs for the purpose of making decisions about which programs are the best fit for a more stable future. This review process will be informed by academic priorities, planning, budgeting, and accountability, and will include guidance from an ad hoc Evaluation of Programs Committee and be monitored by an ongoing Strategic Plan Implementation Committee.

Appraisal and Projection

The University President and the University Senate President jointly created a standing committee to track the progress to operationalize the five goals and to hear concerns about the plan. Membership includes a representative from Academic Affairs, Finance, Student Affairs, faculty (one member from each school and a faculty representative from University Senate), and students. With target dates and responsible parties included in this plan, we anticipate a more robust result than in our prior plan. The standing committee is meant to keep the plan moving forward. We are now in the process of developing a website so that the full community can monitor our progress. In November 2018, a campus-wide meeting will be held to discuss progress on the goals and on the achievement of the vision as well as to hear any concerns about the implementation of the plan.

Area Five: Ed.D. in Nursing Education Program, Three Areas of Focus

Focus One: Assuring that the rigor of courses in the Ed.D. in Nursing Education program offered by each institution is consistent and appropriate for doctoral-level students

Description

The online format employs video conferences to ensure synthesis of material, which includes specialization in nursing education, philosophical traditions that inform the discipline, pedagogical approaches, leadership, and the science of nursing education research. The Ed.D. requires greater analytical skill than the MS in Nursing, which focuses on skill acquisition and clinical practice.

Findings and Analysis

The Ed.D. Committee comprised of faculty from Western Connecticut State University (WCSU) and Southern Connecticut State University (SCSU) meets at the start of each semester to review syllabi for courses taught the previous semester. Faculty, Ed.D. Coordinators, and the Ed.D. Committee meet regularly to review course content and expectations and teaching strategies. Consistent and appropriate levels of rigor are evident in the complexity of learning objectives and assignments.

The WCSU faculty continue to implement strategies developed in 2016, requiring similar numbers of reflective journals, discussion questions, video WebEx conferences, and major paper assignments. Major paper assignments and grading rubrics were shared for feedback concerning their rigor and appropriateness for doctoral-level work. Faculty from WCSU and SCSU teaching in the same semester collaborate to ensure there is no redundancy and there is cohesiveness among the courses.

Since the January 2016 report, Cohort 2 has completed NUR 809-812 and Cohort 3 has completed NUR 800-806. Courses taught by WCSU during this time period include: NUR 800, 802, 804, 809, and 811. Details of specific strategies developed and in use follow:

- *NUR 800 Ethical/Legal, Political, and Social Issues Affecting Higher Education*: Students develop arguments to confront or support issues to include fraud in academic research, sexual assault on college campuses, provision of services to disabled students, operation of FERPA, and the impact of technologies on the faculty-student relationship.
- *NUR 802 Methods of Teaching and Evaluation*: A research perspective prompts students to question their teaching practices. In response to feedback from faculty who taught subsequent courses, the evaluation methods section was changed to include assignments requiring the application of evaluation methodology to teaching situations.

- *NUR 804 The Faculty Role in Higher Education* and *NUR 811 Qualitative Research Methods in Higher Education*: In NUR 804, the list of topics discussed during video conferences was expanded to include writing for publication and speaking at conferences. In NUR 811, developing a program of research with the dissertation study as a starting point was introduced.
- *NUR 809 State of the Science of Nursing Education Research*: Students analyze and synthesize nursing education research within the framework of competencies articulated by the National League for Nursing (facilitate learning, facilitate learner development and socialization, use assessment and evaluation strategies, participate in curriculum design and evaluation of program outcomes, function as change agent and leader, pursue continuous quality improvement in nurse educator role, engage in scholarship) and identify gaps in present knowledge. Assignments require students to explore a topic for the dissertation and respond to the work of their peers.

Appraisal and Projection

Regular meetings of faculty at WCSU and SCSU have supported greater consistency in our work. Review of syllabi, shared assignments and grading standards, evaluation of student feedback, and shared assessment protocols exemplify productive peer review. These steps to improve the Ed.D. informed the development of a second collaborative program between WCSU and SCSU, to launch in 2019.

Focus Two: Assuring the sufficiency of faculty to advise Ed.D. students during the dissertation phase of their program

Description

Students in Cohort 1 were in dissertation phase by fall 2015. Cohort 2 (18 students) began working with their dissertation advisors in fall 2016. Committees of three members were constituted, with faculty from WCSU and SCSU participating. A few students had outside faculty as their third committee member. This member usually had expertise in the area of research for the particular dissertation.

Findings and Analysis

Cohort 1 had a total of 13 students. Of the six from WCSU, four have graduated, one is on medical leave, and one is no longer progressing to degree completion. Of the seven enrolled at SCSU, six have graduated and one is completing her dissertation.

Dissertation committees were constituted for the students in Cohort 1. Full-time faculty members were assigned to be a primary advisor for no more than one student and not assigned to be a second or third reader for more than two students. Faculty found these assignments to be reasonable, yet noted the time commitment required to prepare a student for proposal and dissertation defense.

Dissertation advisement meets the students' needs. Committee members may include full- or part-time nursing faculty (primary advisors and second or third readers) and one doctorally prepared faculty outside WCSU or SCSU. Currently, SCSU has 18 doctorally prepared nursing faculty to serve as advisors and/or committee members; WCSU has 14, representing an increase of two since our last visit.

Appraisal and Projection

Because the Ed.D. Coordinator advises all Ed.D. students, she supervises fewer dissertations to ensure that academic advising is effective, meets the students' needs for information and advice, and is compatible with program and course objectives.

Academic and dissertation advisement, constructed for an enrollment of 25 students per cohort, is sufficient to meet student need. Coordinators play an active role in screening dissertations and guiding dissertation chairs. The Chairs of the Departments of Nursing read each dissertation after the coordinators complete their review, adding to the quality control of the dissertation process.

Focus Three: Implementing program evaluation strategies and assessing learning outcomes of students in the Ed.D. in Nursing Education program

Description

Data has been collected to include student progress, student satisfaction with courses and program, and national learning outcomes and competencies.

Findings and Analysis

Student satisfaction with courses and program: Each year students select representatives and alternates to the Ed.D. Committee—two each from WCSU and SCSU—who bring concerns and suggestions to the committee. In addition, during Residencies 2 and 3, students discuss and record their satisfaction with courses and the program. In response to student suggestions, the Ed.D. Committee moved NUR 812 from a summer to spring semester placement, effective in spring 2018. This will provide students more time to learn complex content, analyze quantitative research studies, and develop their own research studies. Surveys indicate students are highly satisfied with the Residency experience because they are able to strengthen connections with fellow students and faculty members, learn about expectations for the upcoming year, and get hands-on practice sessions with required technology.

Student learning outcomes, student achievement of program outcomes, comprehensive exams:

- *Cohort 2:* All students passed comprehensive exams administered in summer 2016 on first attempt. The exams tested students' achievement of competency in three components in the program (Foundations of Teaching in Higher Education, Specialization in Nursing Education, and Leadership in Nursing Education). Students were randomly assigned one question from each domain. Two graduate faculty members (WCSU and SCSU represented) read each unidentified student exam and independently rated the three sections using a standardized rubric. Students were required to receive a minimum of 15 points per question to pass. Cumulative scores ranged between 15 and 25.
- *Cohort 3:* Students will take the comprehensive exams in summer 2018.

Dissertations defended:

- *Cohort 1:* Ten students have successfully defended their dissertations. All of the studies addressed one or more of the National League for Nursing (NLN) Research Priorities in Nursing Education.
- *Cohort 2:* Of the eight WCSU students, one has successfully defended her dissertation. Four have defended their proposals and three are actively researching their dissertation topics, using the NLN Research Priorities in Nursing Education.

Appraisal and Projection

Every semester the joint Ed.D. Committee reviews the courses, the learning outcomes, and the course syllabi. The efforts of the faculty at both institutions ensure that outcomes in terms of achievement, independent learning, skills in inquiry, and critical judgment are consistent and appropriate for doctoral-level students. This claim is supported by the successful completion rate of 10 students in

Cohort 1, the positive evaluations of the program by the three cohorts, and survey results of the perceptions of students' improvement in meeting the NLN Nurse Educator Competencies.

The WCSU Nursing Department reviews its courses every seven years as part of a formal report to the Board of Regents. This process, detailed in the WCSU Faculty Handbook, focuses on the careful examination of the integrity of all academic programs and charges departments under review to use findings from the assessment of student learning outcomes to develop and redesign curriculum.

Meeting the Standards

Standard One: Mission and Purposes

Description

Following the last visit, a new strategic planning process was initiated. During the process, the campus examined the Mission, Values, and Vision statements and recreated them. The new statements follow:

Mission

Western Connecticut State University changes lives by providing all students with a high-quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society.

To achieve this, we

- 1. Offer undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning.*
- 2. Sustain a vibrant, inclusive campus that connects individuals through co-curricular programs, cultural events, and service to the community.*
- 3. Attract student-centered faculty who are passionate teachers and accomplished scholars.*
- 4. Establish partnerships that create opportunities for internships, research, and experiential learning.*

Values

Excellence. *We value outstanding achievement realized through persistence, effort, honest feedback, and self-reflection.*

Curiosity. *We value the questions that drive learning, innovation, and creativity, which serve as the beginning and the desired outcome of education.*

Dialogue. *We value the conversations that explore diverse perspectives and encourage shared understanding.*

Engagement. *We value the interactions with ideas, peers, and community that are essential to a vibrant university environment.*

Opportunity. *We value the possibilities created by affordable, accessible educational environments in which students can grow into independent thinkers and confident leaders.*

Respect. *We value the right of all people to be treated with dignity and fairness and expect this in our policies, classrooms, and community.*

Vision

Western Connecticut State University will be widely recognized as a premier public university with outstanding teachers and scholars who prepare students to contribute to the world in a meaningful way.

Findings and Analysis

The updated version reaffirms our commitment to the liberal arts, while acknowledging the importance of their relationships with our numerous professional programs. This blend is essential to our history and future. It meets regional needs while answering the question of our value to a new, diverse population of students. The addition of graduate programs acknowledges their presence and role in our future growth as we adjust to demographic shifts in the region and the need for increased education for working adults. Finally, we have looked outward to form new partnerships, which helps us to weave our educational goals into our community, reflecting our commitment to the region and the state, and ensuring continuous review of our offerings in light of trends external to the university.

The university's mission is published online and in print, in both catalogs and the Faculty Handbook.

Appraisal and Projection

The new mission, values, and vision will be supported by the Strategic Plan. The Implementation Committee, in concert with the President's Cabinet and appropriate departments and offices, has put the action steps in motion to support the new mission and move the campus toward realizing our vision. Throughout the implementation phase, the University Senate will be apprised of progress. In spring 2018, a dashboard will be added to the web page, updating the campus on progress.

Standard Two: Planning and Evaluation

Description: Planning

The Strategic Plan has five goals. (See Area Four: Strategic Planning for a full discussion.) These goals align well with NEASC guidelines and our desire to become a more data-driven organization. Following the approval of the Strategic Plan, the template for annual reports of academic departments was changed to include reflection about how their work supports the Strategic Plan initiatives, making it a guiding document for all decision-making.

In parallel with the strategic planning process, the 2017 WCSU Master Plan was written in consultation with CSCU Board members, WCSU administration and faculty. With this newest update, the institution codified its intention to provide and maintain facilities that support recruitment, retention, and enrollment, while optimizing existing infrastructure and promoting sustainability. The Master Plan was a data-driven project, responding to existing and projected needs for the next 10 years. Some of the initiatives already completed or under way are:

- Construction of an \$8 million new Public Safety facility located on our Midtown campus.
- Renovation of Higgins Hall to improve facilities for several academic departments. The \$22 million renovation project is scheduled for completion in AY 2019-20.
- "Berkshire Hall Reimagined" to continue the transformation of the Midtown campus. The project will replace inadequate dining facilities and create a more inviting community center.
- The Ansell Learning Commons, projected in the last Self-Study, offers tutoring in Business and Justice and Law Administration. This is part of our effort to improve access to academic support on both campuses.

In 2014, the university contracted with MAP-Works to improve retention rates. The initiative was not successful, in part, because of the need to survey first-year students repeatedly and because students did not respond to offers of assistance with those challenges identified in the initial survey. After two years, we discontinued the partnership and moved the focus to strengthening First Year and Academic Advisement. We are continuously evaluating the success of these initiatives.

Description: Evaluation

Academic program review occurs on a seven-year cycle. The University Senate recently approved an updated description of the process that specifically references E-Series documents and established a policy requiring external review. The Board of Regents has also revised its expectations for program review to include a summary of changes arising from assessment. These steps reveal the importance of assessment as an ongoing part of determining the effectiveness of our programs.

Specialized Accreditation: There has been a tradition at WCSU to seek relevant national accreditation for academic programs, which usually entails comprehensive assessment. We have been accredited by the National Association of Schools of Theatre (NAST) since our last visit.

Findings and Analysis

Two committees were formed to implement the Strategic Plan—the Implementation Committee and the Evaluation of Programs Committee. The Implementation Committee will ensure that action steps are achieved and respond to requests to adapt the plan. The Evaluation of Programs Committee will prepare the template that will be used for the evaluation of all programs. It will be reviewed and approved by the University Senate.

As a result of our experience with MAP-Works, we have taken several steps to improve data analysis and focus our efforts to support students. These efforts include:

- Revised annual report templates, with retention data included
- Clarification of emergency processes (socio-emotional as well as financial)
- Routine review of DWF rates by Deans Council

Eight additional degree programs in three major areas are seeking national accreditation: Ansell School of Business from the Association to Advance Collegiate Schools of Business (AACSB), Visual Arts in the School of Visual and Performing Arts from the National Association of Schools of Art and Design (NASAD), and Health Promotion Studies in the School of Professional Studies from the Council on Education for Public Health (CEPH). We anticipate positive outcomes.

Recent academic program reviews have resulted in the following actions/initiatives:

- The Psychology Department, responding to student feedback and community needs, began to develop a graduate program about Addiction Studies.
- The Department of Writing, Linguistics, and Creative Process has redeveloped the undergraduate curriculum to consolidate the options.
- The Department of Communication and Media Arts consolidated options and revised core requirements to support preparation for the senior thesis.

While the Director of Institutional Research is able to keep up with current demands, recent changes to expectations for program review, annual reports, and assessment have increased the obligations of this position. As we move to Banner 9, we are constructing standard reports, which may alleviate some of this workload, but we may need a new position in the future.

The Assessment Committee's website was thoroughly revised in 2016-17, for the first time since 2008 (<http://www.wcsu.edu/assessment/>). Minutes of meetings and supporting documents are posted on the website, and longer documents are available on a password-protected server.

Appraisal and Projection

The Strategic Plan Implementation Committee will host a campus-wide meeting in November 2018 to discuss achievements, changes to the plan, and roadblocks to accomplishing the goals of the plan.

Once the template designed by the Evaluation of Programs Committee has been approved, six programs will pilot the process to evaluate their programs, adjustments to the template will be made as deemed necessary, and then the campus will engage in the effort.

Higgins Hall renovation: Design of this building is focused on co-location of departments that have opportunities to grow through collaboration. Community spaces have also been prioritized in support of our Strategic Plan. Construction is set to begin in May 2018 and is expected to be completed for fall 2019 occupancy.

Other efforts in development to improve student success and implement the Master Plan are:

- \$7 million renovation of White Hall to create a state-of-the-art Nursing Education Center and a new home for the Education Department
- Improvements to the athletic facilities to include the creation of a turf field, a cross-country course, a 400-meter outdoor track, and facilities improvements to the natatorium to support program growth
- Development of a Health and Wellness Facility to consolidate and improve service delivery to the Health Services, Counseling, and Choices programs

The Provost has convened all faculty and staff who provide tutorial services to explore ways to streamline efforts such as training of tutors, scheduling of appointments for tutorial assistance, and the publicity of services. This collaboration promises more consistent support for students in all disciplines.

Standard Three: Organization and Governance

Description: Governing Board

The Board of Regents (BOR) governs 17 Connecticut State Colleges and Universities: the four CSUs, 12 community colleges, and Charter Oak State College. The 15 voting members of the BOR include nine gubernatorial appointees, four appointed by legislative leadership, and the Chair and Vice Chair of the Student Advisory Committee to the BOR. Six non-voting, ex-officio members complete the membership: the commissioners of Education, Economic and Community Development, Public Health, Labor, and the Chair and Vice Chair of the Faculty Advisory Committee.

Description: Organization and Internal Governance

Dr. John B. Clark has been the President of WCSU since July 2015. He is the official spokesperson for university policy and other university matters and reports directly to the President of the BOR.

President Clark meets bi-weekly with his Cabinet, which includes the Provost and Vice President for Academic Affairs, Vice President for Student Affairs, Associate Vice President for Enrollment Services, Associate Vice President for Finance and Administration, Chief Facilities Officer and Associate Vice President for Campus Planning, Chief Human Resources Officer, and two interim Chief Information Officers.

The President meets monthly with his Council, a larger group, composed of senior administrators and deans. The name was changed from the President's Cabinet to the President's Council in fall 2017.

The organizational chart illustrates the operational structure of the university. Enrollment Services was added in spring 2013 and at that time included Admissions, Registrar, Financial Aid, Academic Advisement, and Publications and Design. In 2015, Graduate Studies moved from reporting to Academic Affairs to Enrollment Services. The Associate Vice President for Academic Affairs continues to work with the deans and graduate program coordinators on curricular matters. The Associate Vice President for Enrollment Services now serves on Graduate Council as a non-voting member.

Findings and Analysis

All University Senate resolutions since President Clark's entry in 2015 have been approved or noted. These resolutions included (but were not restricted to) the formation of ad hoc committees, new and revised policies and procedures, and the approval of curricular matters.

The most controversial component of the Strategic Plan is the Evaluation of Programs in Goal Five. Yet, this is designed to be an inclusive process, from the development of evaluation questions to the scope of review (academic, managerial, and administrative programs). In tandem with this evaluation process is a call to strengthen the University Planning and Budgeting Committee (UPBC) so that it might more effectively provide advice on program implementation and program discontinuation. UPBC is a University Senate Committee, with representation from all parts of the university.

Appraisal and Projection

WCSU has increased its use of assessment and program review as we grapple with demographic changes and regional financial challenges; yet even these steps are rooted in questions of quality first, then sustainability.

Standard Four: The Academic Program

Description: Assuring Academic Quality

WCSU offers 43 undergraduate degree programs with 86 major fields of study, 17 graduate programs and four graduate certificates. We maintain regional and national accreditation in seven programs. All undergraduate programs meet a minimum 120-credit requirement, and students are expected to complete at least 40 credits outside of the major as part of the general education program.

Degree Works serves as our degree auditing system. Implemented during 2016-17, this program offers greater ease of navigation through curriculum and flags gaps in a student's progress to degree completion. While still new, we anticipate improved graduation rates with its implementation.

We continue to run two programs at Western at Waterbury, our off-campus site on the grounds of Naugatuck Valley Community College, through a Memorandum of Understanding signed annually by the two chief executive officers. The RN to BSN is the larger of the two programs, with three faculty members dedicated to its delivery. The BBA in Management provides two courses per semester.

Distance education: The WCSU Online Policy, approved by the University Senate in May 2013, explicates policies and procedures that help ensure online and hybrid courses at WCSU are of a high quality with respect to course design, delivery, student learning, and support. The Committee on Distance Education is responsible for evaluating and revising this policy.

Findings and Analysis: Assuring Academic Quality

Distance education: Since the last review, additional resources for faculty teaching online and hybrid courses have been allocated. A survey of full- and part-time teaching faculty was conducted in 2015 to ascertain instructional technology and design needs. The results of the survey helped drive priorities in the areas of faculty support, student support, and instructional technology requirements. In 2016, an instructional designer was hired to help provide this support. The designer coordinates with the Center for Excellence in Learning and Teaching (CELT), the Committee on Distance Education, the Information Technology and Innovation Department (IT&I), Media Services, AccessAbility Services, and the WCSU Libraries to provide professional development opportunities in the areas of instructional technology, online and hybrid pedagogy, and course design. Professional development is offered in multiple formats (on campus, online, and via on-demand videos).

The Assessment Committee's website was revised in 2016-17 (Details in Standard 2—Evaluation).

We partner with Danbury and Bethel high schools to deliver an Early College Program. Criteria for faculty eligibility, guidelines for approving courses/syllabi, and assessment are established. Faculty liaisons from relevant departments work with high school partners to ensure consistency of curriculum and evaluation and to review faculty credentials. These partnerships are a part of our commitment to the region, providing low-cost higher education curriculum to talented high school students.

Appraisal and Projection: Assuring Academic Quality

Assessment of majors is in the hands of faculty delivering the program. This is essential to our understanding of shared governance, academic freedom, and faculty expertise. Where appropriate, additional accreditations are sought. Where additional accreditations are not appropriate, departments are encouraged to consult national disciplinary associations for guidance on program outcomes.

Our recently revised course-level definitions codify our expectations of the level of independent thinking and critical judgment required at each level. All degrees require work at all course levels.

Investment in instructional design support has driven the development of new feedback instruments for online courses, which will be piloted in 2018-19. Additional attention to online and hybrid learning will be the focus of the next five years as we work to meet the needs of our adult learners.

Description: Undergraduate Degree Programs

The 2013 Data First forms reported 912 bachelor's degrees in FY 2012 and 22 associate's degrees. Five years later, there were 1,084 bachelor's degrees and 14 associate's degrees. Therefore, bachelor's degrees increased by 18.9% and the total of associate's degrees decreased from 22 to 14. In fall 2017, the one-year retention rate for first-time, full-time undergraduates was 73%.

The Connecticut State Colleges and Universities (CSCU) Transfer and Articulation Policy (TAP) outlines the 60-credit associate's degrees offered at Connecticut community colleges that are received by the Connecticut state universities (CSUs) and Charter Oak State College (COSC). These Transfer Tickets, as the designated pathways for 22 disciplines are being marketed, are received at the CSUs and COSC as fulfilling the first 60 credits of a 120-credit bachelor's degree in the specified disciplines. All TAP agreements were developed and approved by qualified faculty representatives from each college or university, endorsed by the relevant departments, and reviewed by all appropriate areas of governance.

At the undergraduate level, we foster an environment that supports innovation and growth as evidenced by the following changes since our last visit:

New undergraduate degrees

BA in Interdisciplinary Studies
BA in Digital Interactive Media Arts
BA in Applied Computing
BBA in Cybersecurity

Revised undergraduate degrees

BA to BFA in Musical Theatre (unique in the CSCU system, NAST accredited)
BA in Professional Writing, reduced the number of concentrations from 5 to 3
BA in Communication, reduced the number of concentrations from 4 to 2
BA in Computer Science became a BS in Computer Science

We have revised the following academic policies to clarify standards:

- [The definition of hybrid courses](#) was delinked from course levels and merely focuses on percent of instruction online.
- [Undergraduate course level definitions](#) were expanded to include types of activities expected.
- [Clear credit hour definitions](#) were developed to differentiate BA, BS, BBA, BM, and BFA.

Findings and Analysis: Undergraduate Degree Programs

New programs were developed to meet regional needs. Programs were revised to better serve our students and, in some cases, to follow guidance of disciplinary accreditation. Our revised program review protocol now requires some form of external review, bringing us in line with NEASC standards.

Appraisal and Projection: Undergraduate Degree Programs

The Strategic Plan includes two important components that will impact programs. First, Evaluation of Programs will assess quality, demand, and sustainability. This evaluation is likely to lead to program revisions to ensure we are poised to offer additional hybrid and online courses. Second, an increased focus on student success requires routine reviews to determine barriers to timely degree completion. Decisions about resource allocation for student success are likely to result from this review.

Description: General Education

WCSU launched a new general education program in fall 2016 with 10 competencies—one with three tiers—and a Culminating General Education Experience. The new curriculum separates learning outcomes from specific disciplinary domains, with faculty encouraged to embed competencies in appropriate courses. Students may satisfy competencies in or outside the major. To ensure sufficient breadth, students must complete at least 40 credits outside the major. (A more detailed description of this can be found on the [Committee on General Education](#) webpage and in the Reflective Essay below.)

Findings and Analysis: General Education

The competencies have been embedded in many areas leading to thoughtful revisions of some major course requirements. For example, students in the education major now have an oral communication goal embedded in pedagogy courses. This revision helped make room for electives and/or depth elsewhere, while making explicit an important skill for future teachers. Similarly, our requirement that students repeat at least three competencies (of their own choosing) encourages them to see how skills in their major discipline may connect to breadth requirements. For example, students in the BBA

program are required to take Quantitative Reasoning twice—once in the Math Department and once in the major—allowing them to see connections that may not have been visible before.

Implementation of the First Year Navigation course (FY) as a stand-alone FY and as an embedded competency has created some challenges. Several faculty members have found the embedded version difficult to manage. We are developing additional stand-alone versions, particularly for students who have not declared a major. We will continue to review FY outcomes as we make adjustments.

In addition, Critical Thinking has met with concerns from faculty. There is a sense that the learning outcomes are too broad, and it is difficult to exclude a course from this definition. A faculty workshop is scheduled to discuss and resolve this concern. We will also be following up on the definition of Intercultural Competency, due to some additional concerns about definitions.

The largest challenge has come from departments who argue that the new model undermines liberal arts values. They have proposed larger revisions to the General Education Committee in a document referred to as Appendix E, still under review. Revisions will be achieved through governance processes.

Appraisal and Projection: General Education

As we move into year three of the new curriculum, plans for systematic assessment are being developed. We anticipate that the plan and initial assessments of all competencies will be complete by our decennial review. In addition, we are monitoring the courses approved to ensure sufficient breadth in the general education offerings. It is likely that there will be some revisions to the program as we move through assessments and workshops. These revisions would be a significant development in WCSU's commitment to continuous improvement. In adopting the new program, we have entered into an ongoing conversation about the goals of a general education curriculum and the process of change.

Description: Graduate Degree Programs

The 2013 Data First forms reported 155 master's degrees and 12 doctoral degrees. Five years later, there were 137 master's degrees, 5 doctoral degrees, and 4 post-master's certificates. Therefore, master's degrees decreased by 11.6% and the total of other graduate awards decreased from 12 to 9.

The Vision Committee of the Graduate Council took as its charge a rewrite of the graduate catalog, using a common template for each program to provide consistency across programs when possible and to highlight important differences such as admission criteria and requirements.

Graduate Studies is now the Office of Graduate Admissions and is part of Enrollment Services, previously reporting to Academic Affairs. Administration of Graduate Assistantships moved to Academic Affairs.

The new graduate programs approved since 2013 include:

- Master of Science in Applied Behavior Analysis
- Master of Arts in Teaching, with a Cross-Endorsement in TESOL
- Master of Science in Education, Literacy and Language Arts K-12
- Master of Science in Education, Special Education K-12

Curricular and standards changes in graduate programs since the 2013 review include:

- Changes to admissions requirements in MS in Nursing to require a minimum of two years of clinical practice prior to admission and to add an application deadline date, replacing rolling admission
- Revision of the Master of Arts in History to include three tracks: teaching history, conducting historical research, and an accelerated track
- Revision of the number of credits for the MBA from 30-54 previously to 30-37
- Change to the admission requirement to the MBA to be consistent with our other graduate programs (GPA requirement to waive the GMAT was revised from a 3.33 to a 3.0)
- Addition of a third concentration, Interdisciplinary Visual Arts, to the MFA in Painting and Illustration

The Master of Health Administration was suspended in 2014 with low enrollments and no faculty fully dedicated to the program. The Master of Arts in Teaching was suspended in 2013 and the MA in Earth and Planetary Sciences was suspended in spring 2017 due to low enrollments.

In fall 2017, the faculty in the Division of Justice and Law Administration and the Dean of the Ansell School of Business, after consultation with the Provost and the Associate Vice President for Academic Affairs, began the process to discontinue the Master of Science in Justice Administration.

Findings and Analysis: Graduate Degree Programs

Most departments have adequate full-time faculty for graduate instruction. Exceptions include the Biology graduate program, which is currently not admitting MA students. It will be replaced by a new program that shares faculty with Southern Connecticut State University. This will ensure adequate staffing and depth of expertise for students. Some of the most successful programs, such as Counselor Education, need additional resources. Economic conditions over the past several years adversely affected decisions to recruit and employ needed faculty. The program had to limit expansion. Due to its shortage of faculty, Counselor Education has an applicant waiting list.

The suspension of four graduate programs has resulted in two of them being reimagined— Master of Health Administration (MHA) and the Master of Arts in Teaching (MAT). The MHA has improved enrollments, and a recent tenure-track hire in the Ansell School of Business is dedicated to this program. The MAT will begin enrolling students in fall 2018.

The Associate Vice President for Academic Affairs convened a group of graduate program coordinators to review the application process for graduate assistantships, the way stipends were applied, and the possibility of new assistantships. This effort resulted in the following changes:

- Adapting application to assist Human Resources with their role in this process
- Reworking stipends to reflect levels rather than hours served
- Creating a template to explain the details of the particular assistantship and its level
- Adding several new assistantships

The Housatonic Book Awards, launched in 2014 and operated by the Alumni Writers' Cooperative (AWC) and the MFA in Creative and Professional Writing, bring prestige to the MFA, which also helps with recruitment. Each year, the AWC has received nearly 200 submissions for the awards.

Appraisal and Projection: Graduate Degree Programs

While the total number of degrees awarded has dipped since our last visit, in the last two years enrollment has been moving upward, and we anticipate that graduate education will be a bright spot in

our future enrollments. The achievement of accreditation from AACSB will help WCSU to successfully recruit international students to the MBA when the program becomes intentionally full-time.

The MS in Integrative Biological Diversity will launch in spring 2019 with a target enrollment of 10 students. The Psychology Department is preparing the curriculum for a graduate program in Addiction Studies. As we engage in evaluating programs, part of the Strategic Plan to be completed in 2018-19, departments will explore adding and/or reimaging graduate programs that can be sustained.

Since the last visit, Graduate Council has enjoyed sustained faculty leadership, a reframing of the graduate catalog, and the creation of the Catalog Committee as a subcommittee of Graduate Council.

Description: Integrity in the Award of Academic Credit

A fully revised and updated WCSU Online Policy from the Distance Education Committee, a Senate standing committee, was adopted by the Senate in 2013. We continue to review our online practices and have recently revised the definition of hybrid courses.

Findings and Analysis: Integrity in the Award of Academic Credit

Our online and hybrid curriculum is growing, and we have invested in more support and training to ensure that these modalities meet reasonable standards. The Distance Education Committee recently selected the Online Learning Consortium/Open SUNY OSCQR Course Design rubric for self and peer evaluation of our online courses, adding it to the Course Design Institute and the CELT website.

A hybrid version of the Course Design Institute will run during spring 2018. Workshops have focused on training faculty in instructional technologies important to teaching and learning online, including features of the Blackboard learning management system, video capture and streaming, online meeting tools, and available technology tools. A series of workshops was developed with AccessAbility Services to teach faculty how to create accessible course materials.

Appraisal and Projection: Integrity in the Award of Academic Credit

A challenge regarding delivery of distance education is to make a self-assessment survey available earlier in the course registration process. Currently it is only available to registered students when they log in to the course website. This may be too late for students to assess their readiness for online learning. We are exploring the possibility of an online orientation to online and hybrid learning to be taken prior to the course, as part of the course, or as entering students.

Standard Five: Students

Description: Admissions

Enrollment Services was formed in 2013 as discussed in Area One: Goals for Enrollment, Retention, and Graduation. The composite SAT score (Evidence-Based Reading and Writing plus Mathematics) for incoming first-year students in fall 2017 was 1,081. The Admissions Office enrolls transfer students for both the fall and spring semesters by actively recruiting at the 12 community colleges in the CSCU system as well as the five community colleges in the Hudson Valley in New York. Transfer students must have earned 12+ credits at an accredited two- or four-year institution with a minimum 2.0 GPA to qualify for admission.

Our Education Access and Achievement Program (EAP) provides developmental courses in writing and mathematics during the summer to help students who are not fully prepared to complete college-level

work. If these students successfully complete the summer program, they can be enrolled as full-time students, beginning in the fall semester.

The Graduate Admissions Office works with the graduate program coordinators to recruit and enroll students. The recruitment efforts are not as extensive as undergraduate and tend to be focused locally.

Findings and Analysis: Admissions

The fall 2017 undergraduate inquiry pool of 25,000 students was 40% larger than the undergraduate inquiry pool of fall 2016, resulting in an increased applicant pool. The Office of Enrollment Services has been utilizing student search (list purchases of SAT and ACT names) and digital marketing to expand our market. With faculty input, Enrollment Services works through the Enrollment Management Committee to evaluate the qualifications of the incoming class as they relate to existing standards. Placement tests are administered to some incoming first-time, first-year students in mathematics and writing. In fall 2016, total undergraduate enrollment was 5,826, dropping to 5,721 in fall 2017. In fall 2018, the number fell again to 5,664, with a net drop in three years of 162 students.

While undergraduate enrollment has not reflected gains since 2014, graduate numbers have increased. Total undergraduate FTE decreased by 5.3% from three years prior to current year (from 4,659 to 4,413); total graduate FTE increased by 26.6% from 237 to 300.

Appraisal and Projection: Admissions

As stated in Area One: Goals for Enrollment, Retention, and Graduation, we expect to see undergraduate enrollment growth for fall 2018 as we recruit in all of New York and New Jersey. We anticipate seeking approval for two more health-related graduate programs in the next year.

Description: Student Services and Co-Curricular Experiences

Since 2013, a reorganization of the Division of Student Affairs includes the creation of a student life group (Athletics, Residence Life, Center for Student Involvement, InterCultural Affairs) and a student “wellness” group (Health Services, Counseling Center, CHOICES, AccessAbility Services). New resources include offices of Parent Services, InterCultural Affairs, and Student Affairs Assessment.

Summer orientation programs have been extended to include a two-day overnight program.

The Academic Advisement Center (AAC) has moved to the building that houses Admissions, Registrar, Financial Aid, and Bursar to create a one-stop atmosphere for new students.

The Office of Financial Aid and Student Employment created an in-house call center to service a heavy volume of calls during peak times. It is staffed by student workers, supervised by an Assistant Director.

The Office of AccessAbility Services provides accommodations and support services to approximately 400 students with documented disabilities to provide reasonable accommodations, advocacy, academic coaching, assistive technology, writing assistance, and support for foreign language and math alternatives (where appropriate). The office relocated during summer 2017 to better accommodate growth of programs and services as well as increase confidentiality.

During 2017, the Police Department actively participated in over 50 personal safety and security educational programs, including RAD (Rape Aggression Defense), with over 1,100 face-to-face contacts with students, staff, and faculty.

In summer 2017, the Career Success Center, formerly Career Services, was reimagined and relocated to attract students, alumni, employers, faculty, staff, and parents, delivering on a strategy of the Strategic Plan to “support career development from admission to post-graduate placements.” The center’s new strategic approach will be accomplished by helping students to:

- *Discover* career options and opportunities
- *Experience* hands-on, relevant learning, to include jobs, co-ops, internships, and volunteering
- *Create* and take charge of personal branding, networks, and products of introduction
- *Activate* career options and learn how to replicate this process

By Connecticut General Statute 10a-156a, all institutions of higher education were required to have by January 1, 2014, a trained threat assessment team. Our Behavioral Intervention Team is co-chaired by the Associate Vice President for Academic Affairs and the Vice President for Student Affairs. Members include the Director of Judicial Affairs, Chief of University Police, Dean of Students, Director of the University Counseling Center, and Director of Housing and Residence Life. The Counsel for CSCU may be consulted as action plans are being developed. The mission of the team is *to provide a coordinated and rapid response to students whose actions may be early warning signs of disruptive or violent behavior to self and/or others. Team members will implement a response to provide assistance to the individual student while mitigating risk in an effort to keep the Western community healthy and safe.*

Findings and Analysis: Student Services and Co-Curricular Experiences

The chair of the First Year Advisory Committee worked to expand the idea of the student’s first year, making a strong case for the institution to understand it as beginning with Open House, extending through Accepted Student Day to Summer Orientation, Fall Orientation and the First Year Course. This has led to increased collaboration between Academic Affairs and Student Affairs. We are working to continue this collaboration with the addition of the First Year Peer Mentor Program.

The Academic Advisement Center (AAC) has developed new programs and initiatives to promote retention and student success. These include:

- GEAR UP: An outreach program to prepare students for registration
- SAP Action Plans: Advisors work with students who have not met Title IV Satisfactory Academic Progress (SAP) to develop a plan
- Student Athlete Advisement Program: Provides intrusive advising for about 100 student athletes

The Career Success Center has launched a number of programs and initiatives to achieve its vision:

- Converted and upgraded capability to a new student/alumni interface called WESTCONN Works (powered by software Purple Briefcase), revamped all documentation and added online tools to enhance scheduling, assessments for career exploration, and integrative event tools
- Expanded all workshops with new on-line applications, created a customized “Career Success 101”

Behavioral Intervention Team: The size of the team allows for quick response. In the three years since its constitution, a response has been required on two occasions. The actions produced good outcomes.

AccessAbility Services continues to revise and implement practices, policies, and procedures that are consistent with the ever-changing landscape of disability services. As is common with many university offices that serve students with disabilities, WCSU harbors a growing population of students with psychological disabilities and students on the autism spectrum.

Oversight of the Department of Recreation, Intramurals and Club Sports has transitioned from the Center for Student Involvement to the Athletics Department.

Appraisal and Projection: Student Services and Co-Curricular Experiences

During spring 2018, an action step of the Strategic Plan, to “adopt a co-advising strategy that partners faculty advisors and the Academic Advisement Center” will be enacted. Two faculty members, one from Arts and Sciences and one from Professional Studies, will develop a plan that can be measured.

The mental health needs of students continue to grow more serious while the staff has been reduced through attrition by one full-time counselor. This year 36% of our students seeking counseling presented with suicidal ideation, representing an increase, which is a trend nationally. The introduction of Titanium has been helpful in terms of maintaining records as well as with scheduling students.

Health Services has experienced changes in functions and staffing. Clearance of athletes has been transferred to the Athletics Department, and clearance of nursing students for their clinical semester has been shifted to an outside vendor. With the loss of an Advanced Practice Registered Nurse (APRN) and the retirement of the director MD, Health Services has reorganized and is down from five staff to three, with an APRN as the new director. We believe services will meet demand.

During 2017-18, three departments—Housing and Residence Life, Recreation, and the Center for Student Involvement—will use Skyfactor’s assessment portfolio to do an assessment of their services. Use of Skyfactor assessments will be rotated among various Student Affairs departments yearly.

Standard Six: Teaching, Learning, and Scholarship

Description: Faculty and Academic Staff

The number of full-time faculty averaged 216 over the past four years, and the range was 205 in FY 2016 to 222 in FY 2017. The mean number of credits taught per adjunct is 4.4. The mean headcount of adjuncts was 414 over the same interval, and the FTE was 152 (where 12 credits equals one faculty FTE). The adjunct ranges were 379 (FY 2015) to 493 (FY 2017) for headcount and 141 to 172 for FTE. Our Collective Bargaining Agreement establishes the adjunct ratio of 21%; we work hard to maintain it.

Between 67% and 76% of full-time faculty are either full professors or associate professors, with a low in FY 2017 and a high in FY 2016. The number of academic staff ranges from 14 to 16 over the past four years. These numbers reflect a stable environment since the last visit.

The number of new full-time appointments averaged 20.8 per year over the past four years, with a high of 37 in FY 2017 and a low of 14 in FY 2018. The number of full-time departures, excluding retirements, averaged 10.8 per year over the same interval, with a high of 14 in FY 2018 and a low of 9 in FY 2015. The number of full-time retirements averaged 9.2 per year over the same interval, with a high of 13 in FY 2016 and a low of 6 in FY 2015. The number of tenured full-time faculty averaged 147.5 over the same interval, with a high of 155 (FY 2016) and a low of 136 (FY 2018).

Departments are encouraged to update bylaws to explicitly define scholarly expectations and to include those definitions with Department Evaluation Committee (DEC) reports. While teaching is the primary focus at WCSU, this does not lessen the importance of creative activity undertaken by faculty.

In fall 2016, the Provost created a series called *Scholars in Action*, which consists of three panel discussions per academic year featuring our faculty. The first is a celebration of the Board of Regents Faculty Award winners. The second and third panels are about interdisciplinary connections, focusing on the research agendas of faculty from each of the four schools.

In summer 2017, the Provost compiled a booklet of the creative activity of the faculty during 2016-17, which was distributed at the Fall Opening Meeting. Included are lists of publications, recordings, exhibitions, presentations, performances, and invited talks arranged by school and department. The booklet will be prepared annually and serves as one way to “celebrate and promote the importance of faculty scholarly activities as part of the WCSU brand,” an action step of Goal Four of the Strategic Plan.

Description: Teaching and Learning

Center for Excellence in Learning and Teaching (CELT): The Advisory Committee worked with the Director to launch the Provost’s Teaching Award in spring 2017.

The university recognizes pedagogical innovation as a form of scholarship, and several faculty members are actively engaged in efforts to determine best practices in their area. Recently our education programs adopted TEACH Live, which provides interactive classroom experiences for aspiring teachers. This approach is now being piloted for future administrators. The nursing programs have new simulation labs to support their training. Faculty in the sciences have been employing clickers and problem-based learning strategies, and our psychology faculty have been working with exam-wrappers to improve outcomes in psychology statistics classes. Faculty have the opportunity to apply for funding for retraining and several used these funds this year to explore new pedagogies in their field.

Findings and Analysis

Salaries have remained flat over the past several years due to negotiated concessions as a result of the budget crisis in the State of Connecticut. The March-April 2017 issues of *Academe* provide “The Annual Report on the Economic Status of the Professions.” Nine Category IIA public and private Connecticut institutions were compared, along with one nearby SUNY IIA college. WCSU ranked eighth of eleven in Full Professor and Assistant Professor average salary categories.

Pooling of tenure lines: In 2013, there was a practice of replacing tenure lines as retirements and resignations occurred. In 2017, there was a decision by the President’s Cabinet to pool the lines and make decisions based on the greatest need and the greatest potential for growth.

Appraisal and Projection

Currently, WCSU is able to hire qualified faculty to support its academic programs. The salary stagnation is a concern, but the quality of the teaching environment continues to meet high standards. With support for innovation, professional development, and relatively small class sizes, we have a lot to offer. As retirements continue, we will monitor the recruiting situation.

Standard Seven: Institutional Resources

Description: Human Resources

Human Resources policies and procedures are listed on its website at the following link: <http://www.wcsu.edu/hr/policies-procedures/>. All of these items are up to date and changed immediately whenever necessary.

Although there have been wage freezes during the last few years due to the state's economic challenges, employees will be receiving annual increases of 5.5%, beginning next year. These increases, along with the generous benefits package, provide evidence that compensation is adequate to attract and retain qualified administrators, faculty, and staff.

Findings and Analysis: Human Resources

In light of our fiscal challenges, university leadership has worked closely with our unions and other constituency groups to temporarily redeploy resources to other departments when needed and reclassify individuals, permanently or temporarily, who have absorbed added duties due to attrition.

The total number of employees averaged 1,013 over the past four years, ranging from a low of 990 in FY 2017 to a high of 1,049 in FY 2016. 59% of all employees are full-time workers. On average, instructional staff constitute 59% of total staff.

Over the past four years, the mean headcounts of *non-instructional* employees are: 94.0—Service Occupations; 72.0—Office and Administrative Support; 47.2—Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media; 39.8—Management Occupations; 36.5—Computer, Engineering, and Science; 34.5—Business and Financial Operations; 34.5—Natural Resources, Construction, Maintenance; 28.5—Student and Academic Affairs; 15.2—Librarians; 7.2—Library Technicians; and 6.0—Healthcare Practitioners and Technical.

A Welcoming Committee was instituted in the last year, with mentors being assigned to all new employees upon their date of hire. Also, prior to the new hire's first day of employment, the following website link is provided: <http://www.wcsu.edu/employeeguide/>.

With recent fiscal challenges, Human Resources has been concerned about morale. Additionally, an action step of the Strategic Plan is to "schedule more frequent all-faculty and faculty/staff meetings to facilitate communication and engagement." In response, the university created a Social Committee of 20 employees from all areas of the university to plan two social events per semester. Events have included: Coffee & Chocolate Fountain, Ice Cream Emergency, and a picnic following the Fall Opening Meeting. The committee has received positive feedback about the events.

Appraisal and Projection: Human Resources

The Human Resources Department (HR) is currently engaged in digitizing record keeping and processes to be completed in fall 2018. Converting personnel files to a digital platform will better protect them from possible fire and water damage as well as theft.

At the same time, an ad hoc committee was formed with University Senate representation to develop a process to convert the materials for Promotion and Tenure applicants to a digital platform. The committee has tentatively recommended Blackboard for this purpose. By using Blackboard, applicants would have the ability to submit materials in an entirely new way (i.e. links to videos, articles, books, music). Also, it would give members of the Promotion and Tenure Committee the ability to view the materials off-site. If the University Senate approves the process, we anticipate launching it in fall 2018.

Description: Financial Resources

The Associate Vice President for Finance and Administration oversees all aspects of the institution's budgeting, accounting, purchasing, and financial reporting. The fiscal policies and procedures ensure the integrity of the finances. The university's budget process includes reviews by upper management

and the Board of Regents. The Fiscal Affairs Department produces monthly reports that compare actual expenses to the budgets and are reviewed by accounting and the various university department heads.

Findings and Analysis: Financial Resources

The President's Cabinet reviews the current financial situation along with enrollment trends and projections on a monthly basis and allocates the resources where they provide the best services for the students to increase enrollment and improve retention.

Appraisal and Projection: Financial Resources

The revenue projections continue to be a challenge since the State of Connecticut has reduced support for higher education. Revenue from enrollment has been declining due to lower enrollments. WCSU has been able to increase the tuition and fee rates to generate revenue. With recent hiring freezes/delays to offset budget shortfalls, we must continue to reevaluate positions before filling them. When open positions arise, these are reevaluated and funding is reallocated based on student demand.

To increase enrollment, WCSU initiated a pilot program in fall 2017 for the seven neighboring counties in New York, which was expanded in fall 2018 to include all of New York and New Jersey. (See Area One: Goals for Enrollment, Retention, and Graduation for details.)

The university has unrestricted reserves that are available to help balance fluctuations due to contribution variances resulting from state budget challenges. These reserves are also being used to implement the New York/New Jersey recruitment/enrollment tuition initiative.

The university has updated its Master and Strategic plans. These are used as guides for capital spending decisions and for evaluation of spending when developing operating budgets.

Description: Information, Physical, and Technological Resources

The Library's current vision and mission statements, adopted in March 2014, drive all departmental initiatives, including developments in space utilization, patron services, resource acquisition and discovery, and campus participation.

Physical Resources: See Master Plan summary in Standard 2.

Technological Resources: Microsoft Office 365 was shifted to a cloud-based deployment, affording a secure method for data storage, email communication, and an expanded collaborative toolset.

The Communication and Media Arts Department moved its live student-produced election coverage broadcasts to a new on-campus video production studio. The Vidyo videoconferencing system was discontinued in favor of WebEx, a system-wide initiative, now used by the Nursing Ed.D. program.

Classrooms are now being refreshed with lamp-less projector technology and integrated audio systems, further streamlining and enhancing our classroom technology.

A \$3.6 million wireless and wired network upgrade was completed in 2017 and brings a state-of-the-art Cisco network, increasing bandwidth and providing for a more stable and secure network. The upgrade to VOIP telephony will be finished in April 2018.

Support is augmented with Presidio Managed Services for network/telephone monitoring and with Blackboard Support for after-hours Help Desk support.

The Pharos (print management system) and Raiser's Edge (software to manage fundraising, monitor income and expenses, and generate reports) projects were both completed and are in use today.

Findings and Analysis: Information, Physical, and Technological Resources

Beginning in 2014, the Library has systematically reconfigured spaces to accommodate partner services on campus, creating multipurpose environments. Selected examples include:

- Relocation of reference collection, creating study space on main floor of Haas Library; careful weeding of collection at Young Library to create additional soft seating and group study space
- Establishment of a space for the Center for Excellence in Learning and Teaching in Haas Library
- Installation of Einstein Bagels, a dining option outlet, on main level of Haas Library
- Creation of the Writing Center in Haas Library
- Creation of the Tutoring Resource Center in Haas Library

Patron services: The library faculty continue to evolve direct services to students based on observed student behaviors and needs and review of the professional literature. Examples of changes include:

- Participation in the development and delivery of the Information Literacy Competency in the general education curriculum, which has furthered involvement of library faculty in courses
- Transition to a single service point (removal of separate reference desk)
- Increased involvement in instructional design and open educational resources support with the addition of an Instructional Designer housed in the Haas Library

Circulation statistics for physical material continue to decline precipitously, mirroring a national trend in academic libraries.

Resource acquisition and discovery: After several consecutive years of budget rescissions and givebacks, the library materials budget is now lower than it was in 2007-08. Increases in database and serials costs, coupled with annual reductions in the library budget, have necessitated a dramatic decrease in monies available for monographs (electronic and physical), media, and other one-time purchases. Even with the limited budget, however, a robust allocation formula, predicated most specifically on total enrollment per major, graduate course offerings, and accreditation requirements, continues to be applied.

In 2015-16, the Library participated in a major project to migrate to a new library management system and discovery service with all 17 Connecticut State Colleges and Universities (CSCU) libraries; the system went live in January 2017. The new discovery layer provides a much-improved search and retrieval experience for patrons, and the library faculty and staff continue to learn the back-office functions to harness the advanced power of the state-of-the-art system. Also, the project expanded access to resources found in all 17 libraries, as opposed to just four in the prior system configuration.

The Library currently has three vacant faculty lines, two of which were not approved to fill and the third one—rewritten as a Student Success Librarian—frozen due to the current fiscal crisis. There is some optimism that this latter position will be approved in the near future. We were able to recruit and hire the institution's one Instructional Designer to work more closely with instructional faculty.

Due to fiscal restraints, Information Technology & Innovation (IT&I) is operating at a six-year replacement cycle. Fortunately, advancements in technology (solid state drives, faster processors, increased RAM, increased storage capacity) enable hardware to meet the needs of our users for longer periods.

IT&I has engaged with Connecticut Business Systems to provide print management services, which has further saved money, reduced printing, and reduced waste.

In addition to regularly replacing standard classroom and faculty technology, we have purchased two advanced Cisco telepresence classrooms for distance applications, purchased innovative technologies such as Microsoft Surface Hubs, virtual reality hardware/software, and Nao robot, and provided all of our Honors students with Apple iPads.

Two high-tech classrooms were also added to support appropriate pedagogical environments:

- The Language Resource Center was implemented using 21st Century Classroom funds in 2016. This is equipped with high-end language teaching software and new hardware.
- The Communication and Media Arts program has a new Video Production Studio with many upgraded technologies, providing our students an experience with equipment they will encounter in the professional field.

IT&I has completed a survey that was distributed to all faculty, staff, and students and prioritized the transformation of the Help Desk and redesign of the entire website as a result of that feedback.

IT&I engaged with a third party to assess and make recommendations for improving our website. A design/theme was selected and a content management system has been deployed, giving departments the ability to manage their own content.

In summer 2017, we transitioned to a new Help Desk system (Samanage). We appointed a full-time IT staff member to manage the area, and we expanded our Help Desk hours. We also contracted with Blackboard Support, providing weekend and evening support.

A \$3.6 million wired/wireless network upgrade was completed, giving the university a reliable network.

Appraisal and Projection: Information, Physical, and Technological Resources

The director and library faculty are focused on aligning efforts with the Strategic Plan. Efforts include:

- Delivery of supplementary content to students in their Blackboard course shells
- Greater involvement in First Year through participation in any future peer mentoring programs
- Increased attention to supporting and expanding the adoption of open educational resources (OER)
- Greater involvement with majors after consultation with academic departments

The Strategic Plan has as an action step to “add a feed to the WCSU home page that regularly rotates stories that highlight accomplishments and activities of our students, faculty, staff, and alumni.” This will be achieved through the overhaul of our websites, based on input from a recent branding review.

In terms of physical resources, efforts over the next 10 years to sustain service delivery to improve enrollment and retention are:

- Construction of a new Business School

- Expansion of the O’Neill Center
- Expansion of the Westside Athletic Center (Stadium)
- Reprogramming of the existing Midtown Student Center to create a new academic building
- Renovations to Old Main Administration to improve infrastructure
- Renovations to Newbury Hall to create a hybrid living facility

IT&I continues converting Financial Aid processing, Bursar and Registrar functions to digital processes. The next phases of the Banner Modernization and Standardization project will complete these tasks.

Standard Nine: Integrity, Transparency, and Public Disclosure

Description

Expectations for behavior of both students and employees are codified in the university’s mission, values, and vision. Foundation members sign an ethics statement. Student behavior is governed by the Student Code of Conduct, revised since 2013 and approved by the Board of Regents. WCSU employees are bound by the state code of ethics and by conflict of interest rules.

Findings and Analysis

Our annual Affirmative Action Plan documents the effectiveness of non-discrimination and equal opportunity principles. In 2012, female and minority representation was at 21%; it remains the same in 2017. Our faculty and administrators do not fully reflect the diversity of our student population.

Four complaints have been filed with the Connecticut Commission on Human Rights and Opportunities (CHRO) and the Equal Employment Opportunity Commission (EEOC) since 2014. Three cases were dismissed, and in the fourth case, CHRO released jurisdiction and it was settled by the parties. Between fall 2013 and fall 2017, the following number of grievances has been filed by each bargaining unit: Administrative & Residual- 1; AAUP- 1; Clerical- 1; Police- 0; Maintenance- 6; and SUOAF- 14.

Human Resources continues to have a good working relationship with each of the bargaining units and often is able to resolve issues before they are filed as a grievance. Even though the number of SUOAF grievances is very high (14) compared to other bargaining units, most of these grievances have been filed by individuals who argue they are working out of class. Many of these situations resulted in reclassifications or assignments to temporary additional duties pay. This happens when budget constraints result in unfilled positions, with that work still needing to be accomplished.

In the last Self-Study, we reported a need to update the Emergency Notification System, which has been accomplished. We can now accommodate extended visitors, such as contractors, who would not be classified as student, faculty, or staff in Banner.

Appraisal and Projection

The Office of Diversity and Equity launched the first Diversity Council in December 2017. Its members will develop initiatives to recruit and retain underrepresented minority groups at all levels of the university. Members will also identify partnership opportunities with the business community and assist the Office of Diversity and Equity to identify key trends, changes, and developments in business.

While the website is comprehensive, there is a need to provide updates and greater consistency and ease of navigation. The branding effort with EFK Consulting will provide templates for greater consistency. IT&I is working to provide important updates.

The undergraduate and graduate catalogs are now fully online. Undergraduate and graduate program sheets are available online. Undergraduate program sheets with Four-Year Plans are being updated to include the new general education program requirements.

The Ad Hoc Committee on the Faculty Handbook, a committee of the University Senate, has provided recommendations, which have been approved by the Senate. The work to streamline the document based upon these recommendations will be completed by the Office of Academic Affairs.

Reflective Essay: Educational Effectiveness

In the last four years, we have engaged in a strategic planning process, which produced new Mission, Values, and Vision statements as well as five strategic goals to be completed by 2020. As the campus was developing the goals, a new master planning process was initiated. A design team, commissioned by the CSCU system, brought expertise about specialized facilities (arts and science labs) and interviewed constituents from all parts of WCSU. Enrollment goals, new curricula, and better use of spaces to support commuter and residential students informed decisions to create the plan.

To preview, our discussion about what our students gain, how they are assessed, how assessment is measured, and what constitutes satisfactory levels of achievement is framed by the goals of our Strategic Plan. We conclude by indicating how we are positioned to realize our vision.

What Students Gain as a Result of Their Education

In this first of four sections, we will focus on the recently restructured general education program, the First Year Competency within this program, assessment, library services, orientation, and career services in terms of the first two goals of the Strategic Plan. Throughout the strategic planning process, the intention has been to have these two goals—one about curriculum and one about support for its delivery—resonate one with the other. Initiatives are coordinated by planning teams comprised of faculty, support services, and student affairs.

Description

Goal One of the Strategic Plan is to “create, strengthen, and enhance programs and curricula that are responsive to the needs of a diverse community of learners.” The process to achieve the new general education program is outlined in Area Two: Assessment of Student Learning Outcomes.

The change from a distribution model to course-embedded competencies has achieved a greater commitment to the general education outcomes by the faculty in all four schools. In the prior program, Arts and Sciences contributed most of the courses to the general education curriculum. Now there are competency course designations in all four schools. The three-tiered writing requirement has encouraged more writing in disciplines. The Culminating General Education Experience was included in the framework, in part, because of WCSU’s long-standing commitment to capstone experiences in the major. Now, students understand this experience as the culmination of their learning in *and* across disciplines. We anticipate that this increased participation in delivering general education will improve understanding of and commitment to its value in the undergraduate experience.

Critical to the success of our diverse student population is the addition of a first-year navigation course (FY) to the general education curriculum. In our current model, courses designated as FY may appear in any discipline, sometimes in stand-alone FY courses, sometimes embedded in existing courses.

In 2015-16, we piloted the FY outcomes in 14 courses. Through our faculty workshops, instructors and departments redesigned additional courses to meet the FY outcomes. In 2016-17, we offered 60 FY courses, ranging from 0.5 to 3 credits. Major-specific courses were offered in Biology, Communication, Pre-Secondary Education, History, Marketing, Math, Music, Pre-Nursing, Professional Writing, Psychology, and Theatre Arts. Non-major courses were offered in Communication, History, Humanistic Studies, Philosophy, Psychology, and Writing. For fall 2017, we scheduled 49 courses, several with multiple sections to make a total of 66 FY-designated course sections. We continue to recruit new offerings and anticipate a continued expansion across all disciplines in the years to come.

To support the decentralized approach to FY, we have developed a repository of assignments to which all faculty have access and to which all may contribute. With over 100 assignments, syllabi, and tips contributed by instructors of First Year designated courses, faculty have a great resource from which to develop their courses. The assignments and activities emphasize group work (belongingness), confidence building, and self-advocacy. The videos created by student interns are also featured in the resource as springboards for discussion.

The repository also serves as a central information point for instructors, including research on high-impact teaching strategies, updates on the FY Program progress, announcements to be shared with students, and national FY resources. The Blackboard component for all FY courses includes information for students about academic resources and campus services.

Having reviewed the success rates of students in the FY program in the last year, and in line with the Strategic Plan, a team of faculty involved in teaching FY has been assembled to develop an FYPlus for those students who are at the highest risk of ending up on academic probation. While the FY provides information about navigating the university and developing habits of mind to be successful in the college classroom, our students also need assistance to successfully apprehend the content of some courses. In fall 2017, an ad hoc committee of the various areas that offer tutoring was gathered to develop a systematic plan for access and support of these important resources. In addition, faculty liaisons have been selected to help bridge the gap between our professional and faculty advisors.

All courses in the new general education curriculum have learning outcomes that must be included in the course outline and on the course syllabus. Central to the philosophy of this curriculum is that a liberal arts degree reflects habits of mind and modes of inquiry that can be developed in any discipline. By putting these common learning outcomes on all syllabi, students are encouraged to see that, while subjects vary, reasoning well is transcendent. (The complete list of competency definitions and learning outcomes is on the Committee on General Education website. The document is entitled: [General Education Competencies Defined](#). Summaries are included in the undergraduate catalog.)

In separating outcomes from disciplines, we have seen some thoughtful implementation of this curriculum. Though many competencies land in predictable places, new connections between modes of inquiry are being made. For example, Everyday Chemistry addresses both Scientific Inquiry (SI) and Critical Thinking (CT). Students are exploring hypothesis development and testing, while at the same time examining how culture influences talk about science beyond the investigation. In bringing these two competencies together, the chemistry faculty have made clear the distinctions between SI and CT and broadened the conversation about science. Organizational Behavior (in the Management program) now directly addresses CT. Students in the Business program have often felt a separation from the liberal arts components of their degrees. Making CT visible in their major, by way of shared learning

outcomes, strengthens their connection to the critical thinking strategies that they also encounter in their courses outside of the major.

WCSU made a conscious decision to allow students to select competencies in disciplines of interest to them and avoid setting credit numbers in any particular discipline. The definitions themselves force some breadth of experience, but it is important to note that we require students to take 40 credits outside of the major, to ensure that no one can satisfy all competencies in their major or a single discipline. We also require students to repeat three competencies, in addition to the required writing tiers. This encourages students to see a competency from multiple disciplinary perspectives.

A brief scan of the disciplines where competencies are embedded demonstrates the breadth of curriculum students are likely to encounter.

First Year Navigation (FY)	Biology, Communication, Education, Health Promotion Studies, History, Marketing, Music, Nursing, Psychology, Social Sciences, Writing
Creative Process (CP)	Art, Communication, English, Humanistic Studies, Philosophy, Psychology, Theatre, Writing
Critical Thinking (CT)	Chemistry, Communication, English, History, Humanistic Studies, Management, Philosophy, Political Science, Social Work, Spanish, Theatre
Health and Wellness (HW)	Health Promotion Studies, Psychology
Intercultural Competency (IC)	World Languages, Education, History, Humanistic Studies, Marketing, Non-Western Cultures, Philosophy
Information Literacy (IL)	Communication, Education, English, Health Promotion Studies, History, Management Information Systems, Philosophy, Political Science, Social Work, World Languages and Literatures
Oral Communication (OC)	Art, Communication, Education, Humanistic Studies, Philosophy
Quantitative Reasoning (QR)	Computer Science, Finance, Mathematics
Scientific Inquiry (SI)	Astronomy, Biology, Chemistry, Meteorology, Physics, Psychology, Social Work
Writing Tier 1 (W1)	WRT101 Composition I only
Writing Tier 2 (W2)	Biology, Communication, Education, English, History, Humanistic Studies, Justice and Law Professions, Philosophy, Social Work, Sociology, Spanish, Writing
Writing Tier 3 (W3)	Most majors
Culminating General Education Experience (CE)	Most majors

The impact of this change will not be fully understood in terms of outcomes until we have had a full rotation (students graduating who entered under this model) in 2020. However, early signs are that students are having less trouble completing their general education curriculum than they experienced in our older distribution-model approach. There were two main challenges with the old model: 1) There were no learning outcomes so it was difficult to predict what would be in or out of a category. For example, if you needed five humanities courses, and history is a humanities discipline, students (and faculty) were often tripped up when some history courses were included and others were not. 2) The

search for general education courses was a challenge because they were not tagged as a category at registration. Now students can search by the competency designations.

Disciplinary preferences are likely to emerge, but it is too soon to tell. Our early adopters (Philosophy and Humanistic Studies, for example) have seen an increase in enrollments, but this may only be about being first. As all departments complete their plans for general education offerings, we will be better able to observe the larger impact.

A review of our E-Series documents shows that WCSU has moved from an attitude of compliance to a broad commitment to assessment. All of our degree programs have SLOs, which can be found in the undergraduate and graduate catalogs. All departments have assessment plans, and many programs have implemented changes to curriculum based on those assessments in the last five years.

Sample changes at the undergraduate level since our decennial review:

1. Computer Science added a Major Field Test to its assessment plan and aligned its outcomes with ABET standards.
2. Biology added a cognate requirement in statistics for all biology majors to address a gap in quantitative reasoning skills.
3. Music developed an enhanced version of the first-level music theory course to support incoming students with little sight reading background.
4. Business added MKT 201 Global Environment of Business as a result of low scores on a global and cultural understanding assessment.
5. Nursing changed NUR 105 Medical Math from an elective to a requirement to support student success in later courses on research and in pharmacology.

In addition, nearly all of our professional programs have disciplinary accreditation, and most of our traditional liberal arts programs are aligned with national standards of their disciplinary bodies. We believe that these alignments ensure that our students have curricular experiences that represent best practices and current thinking in the discipline.

Sample changes at the graduate level since our decennial review:

1. The MBA adopted several schedule changes to support better sequencing for students and added a required course in Leadership to support the learning outcomes focused on leadership and teams.
2. The MS in Counselor Education embedded the sample questions from the Counselor Preparation Comprehensive Exam (CPCE) in classes throughout the program to support improved outcomes on the exam, which is a key assessment tool for this program.
3. The Ed.D. in Instructional Leadership increased the number of writing assignments and adopted a common rubric to strengthen the consistency in expectations across courses.

In addition, we have reimagined our Master of Arts in Teaching to include training for English Language Learners (ELL) in all areas, with an optional TESOL certification. This meets the needs of our adult learners and the regional demand for English language instruction. For the MBA, we reduced program pre-requisites from 27 to 7 credits, opting for learning modules in key areas. This, coupled with scheduling that allows students to complete the program in one year, has helped us to respond to the needs of adult learners and lay the groundwork for international recruiting.

Goal Two of the Strategic Plan is to “develop and implement processes, facilities and support services to meet the needs of a diverse campus community.” The Library has systematically reconfigured

several spaces to accommodate partner services on campus, creating multipurpose environments that meet the academic needs of students and faculty. These include additional study space in Young and Haas libraries, creation of the Writing Center and the Tutoring Resource Center in Haas Library, and the construction of space for the Center for Excellence in Learning and Teaching (CELT) in Haas Library.

An expanded New Student Orientation was developed to amplify co-curricular goals. Objectives include:

- Acquainting new students and their families with the mission, programs, and services of WCSU
- Informing students and their families about campus services and resources that will enhance students' academic success and overall college experience
- Providing students and their families the opportunity to interact with other students, faculty, and staff of WCSU
- Helping students to begin to feel connected to the WCSU community and feel confident and excited about their college choice

The orientation schedule was redesigned to include more students and allow more time for interaction and engagement. We increased faculty involvement and revised our methods for delivering academic information; we expanded training of Student Orientation Leaders; and we revised the parent programming to maximize the dissemination of information and their own engagement.

Finally, we added a session for all students attending Orientation, conducted by the First Year Coordinator and the Registrar. The session included an overview of the academic requirements of all degrees, including general education requirements, definitions of several common terms, and the path students must take to graduate in four years.

As orientation and FY continue to evolve, we will continue to support strong collaboration between Academic Affairs and Student Affairs to ensure consistent messages and efficient use of resources. This is likely to lead to some staffing and organizational changes in the next five years.

The Career Success Center, under new leadership beginning in fall 2017, has added the following programs to further assist students with job placement:

- A new suite of online tools to engage and help students plan for and maintain the career path: Optimal Resume, Candid Career, Am I Job Ready/PAN Soft Skills, Brand Yourself, Focus 2 (assessment and career planning), Liquid Compass (health care jobs), Vault (career intelligence) and Buzzfile (job research)
- A university-wide "Experiential Education Working Group" to engage faculty and staff with ways to promote opportunities for experiential education
- Career support in partnership with a major employer in Danbury and alumni, which focused on improving skills for minorities in technical fields, soft/essential skills, as well as the practical components of resumes, interviewing, branding, and career advice
- Lifetime access to services for alumni; increased Career Success Center accessibility by adding two-campus support and daily "walk-in hours"

Findings and Analysis

The restructured general education curriculum is meant to foster flexibility for students, allowing them to pursue quantitative reasoning skills in math, science, social sciences, nursing, or finance as an example. It also gives greater clarity to the purpose of the curriculum by ensuring that there are common and assessable learning outcomes for the entire general education curriculum.

Initial review of FY outcomes included a pre/post survey to measure students' levels of confidence and topics of concern and a pre/mid/post series of reflective assignments. Both the surveys and the reflective assignments revealed the same primary factors of concern for our students: time management, stress/life balance, and the need for better study skills. Students were also concerned about getting involved on campus and managing money.

These assessments have led us to initiate the development of more workshops on these topics, with the goal of having peer mentors direct students to those workshops. This is currently being developed and will be implemented in another year.

Additional analysis of the first FY cohort shows that students who completed an FY in the fall with at least a C (or P) were retained at a 9% higher rate than those who did not complete an FY. Of that group, 90% finished the year with a GPA above 2.0 and earned 24 or more credits at a 10-15% higher rate than those who did not successfully complete the FY. We found similar results for the second fall cohort.

These findings have helped us focus our efforts on the structure of the planned FYPlus for at-risk students. For all students, the addition of peer mentors is meant to support both a sense of belonging and participation in student support services. For the at-risk population (B- or less average in high school), enhanced advising supports are being deployed.

The reorganization of the Library has created a campus hub of activity. The central location of both research resources and student support services (with the benefit of a coffee shop) is improving the visibility of these services. We are better organized for student success than we were in 2013.

A survey of Orientation student participants showed an overwhelmingly positive response to the experience. In both years, over 90% of students reported agreeing or strongly agreeing that they felt confident in their decision to attend WCSU. We are now working to strengthen the carryover from Orientation to Welcome Week, now called LEAP (Learn, Engage, Adapt, and Plan), in fall 2018.

In 2018-19, the entire university will be engaged in evaluation of all programs (academic, managerial, and administrative). To prepare, an Evaluation of Programs Committee has spent the last year developing appropriate criteria for evaluation. These criteria are currently being reviewed by the University Senate. After we have arrived at appropriate criteria, chairs, directors, and deans will be tasked with reviewing their offerings. At the end of this task, we hope to have a clear map of programs that should be revised, grown, or retired. In anticipation of this exercise, we have developed templates regarding enrollment, retention, and graduation rates by degree. This information provides a baseline from which to situate our understanding of student demand and obstacles in terms of degree programs. Taking the same steps to review co-curricular offerings, centers, and academic support systems will help WCSU move from reaction to planning.

Assessment of Student Learning

Description

The general education learning outcomes ensure that there is a shared curricular goal for general education, something that did not exist at WCSU five years ago. Planning for systematic assessment of these competencies is now under way. Thus far, we have held one retreat to share experiences of teaching the competencies in year one of the general education curriculum. Focused on approaches to assessing each competency, faculty identified two competencies that need further review: Critical

Thinking and Intercultural Competency. A follow-up workshop on Critical Thinking is scheduled for May 2018. At the same time, W1, W2, and QR rubrics have been developed through the General Education Committee and the Math and Writing Departments. We anticipate first assessments in fall 2018.

In the majors, the strongest indicator of the successful adoption of SLO and assessment plans can be seen in the increased number of accredited programs at WCSU. Since our last visit, our Theatre Arts program has been accredited by NAST; we have had site visits and anticipate a positive result from CEPH for Health Promotion Studies, NASAD for our Art programs, and AACSB for Business. None of these efforts would have been successful without the development of SLOs that align with national and international standards and our ability to demonstrate students' achievement in meeting them.

In those areas not pursuing disciplinary accreditation, assessment plans are also in place and several departments have revised learning outcomes in the last five years. Through the program review process, Psychology aligned outcomes with the American Psychological Association, Communication with the National Communication Association, and Computer Science with ABET. Each has made changes in curriculum to ensure alignment with SLOs. For Psychology, changes have been made to the assessment instrument, and the department has embedded Supplemental Instruction in the statistics sequence. Communication added a discipline-specific writing course to the major and adjusted the levels of theory and research. Computer Science became a BS and then a new BA in Applied Computing was developed to meet the needs of students for whom theoretical computing is too abstract.

Most impressive was the transformation of our CAEP/NCATE-accredited education degrees. For many years, our students have struggled with Praxis exams. Faculty from Arts and Sciences and Education worked to embed Praxis review into the curriculum and establish a Praxis Study Center. The results for elementary education this year were:

1. Elementary Ed Multi-subject Math went from 70% pass rate to 100%
2. Elementary Ed Multi-subject Reading went from 90% to 100%
3. Elementary Ed Multi-subject Science went from 70% to 89%
4. Elementary Ed Multi-subject Social Studies went from 70% to 89%
5. Foundations of Reading pass rate is 94%
6. Music Education pass rate is 100%

Findings and Analysis

While we are still in the early stages of the general education curriculum, the very process of arriving at these definitions has achieved two important outcomes for the university. The first is a spillover effect to the majors. In revising courses with SLOs for general education, several departments reviewed their SLOs in the major as well. This has led to greater consistency in learning outcomes in the majors than was present five years ago. A second example of change can be seen in a revision of our Curriculum Approval Process (Sharepoint) to include an easy pathway for revising course outlines to include learning outcomes. This suggested revision was developed because chairs were asking for instruction about how to record these changes. The University Senate approved the change.

The second is in defining the Culminating General Education Experience (CE). While the university has not yet approved a list of statements about the difference a WCSU degree can make in a student's life, the CE definition (generally assigned to major capstone courses where disciplinary success is also measured) is a start toward that claim. We prepare students to navigate myriad sources of information, synthesize arguments and draw conclusions, and communicate those ideas to others.

In the majors, our assessment practices are strong and have been made more visible in the department annual reports and the program review process. Linking general education to the major through the Culminating General Education Experience offers an additional reinforcement of the need for consistent review of our outcomes. Close scrutiny of the SLOs suggests that we still have work ahead. While we are doing a lot of good work, many departments would benefit from some coaching on the writing of stronger and yet more concise learning outcomes. This refinement is likely to strengthen the assessments as well. Planning for this coaching is on the horizon for 2018-19.

Measures of Student Success

Description

As discussed in Area One: Goals for Enrollment, Retention, and Graduation, we have not yet met our retention (78%) and six-year graduation targets (50%), but we have made progress in the last year and anticipate continued improvement in the next five-year cycle. Since 2014, one-year retention rates for first-time, full-time students ranged from 73% to 76% (averaging 74.3%); six-year graduation rates ranged from 42% to 49%, with an average of 45.5%.

Over the past two years, the six-year graduation rates for transfer full-time (non first-time) students increased from 45% to 54%, and the six-year graduation rates for transfer part-time students increased from 28% to 42%. (IPEDS Outcome Measures Survey is only two years old.)

We can examine the subsequent enrollment and degree attainment of students who transferred out (without earning a WCSU degree). Of the first-time, full-time bachelor's degree-seeking students entering six years ago, 28% transferred out, including 19% who received a degree from a different institution. Similarly, 18% of the transfer full-time bachelor's degree-seeking students transferred out, including 10% who received a degree from a different institution.

Over the past four years, percentages of students employed in Connecticut approximately nine months after receiving degrees averaged 71.3% for bachelor's degree and 66.9% for master's degree recipients. Those percentages understate the true employment rates because they do not include those who are self-employed and employed outside Connecticut. (WCSU sits on the New York border and regionally there are many who commute to Westchester County and New York City.)

Findings and Analysis

Reflecting on the steps we have taken to improve our outcomes, we are excited to see we are moving in the right direction. Although it is too soon to measure its full impact, the First Year Program, revised general education program, and publication of Four-Year Plans appear to be inching our undergraduate retention rates upward. For years, we have moved between 73-74% first-year retention rates, but these efforts are meant to get us to a steady 78%. We hope to see a strong impact on six-year graduation rates in the next two to three years (2-3% improvement). In addition, the implementation of Degree Works is simplifying advising and has the potential to reduce errors in planning by students and faculty.

Acting on initial results from the FY, we are developing the FYPlus program, adding peer mentors to FY classes and defining enhanced advising strategies for those at risk of falling through the cracks. The impact of these efforts will be visible in a few years, but the larger story is that we are working with data to make changes to what we do. This is truly a sea change at WCSU and points to a better future.

At the graduate level, our retention rates also fluctuate in the 70-80% range (90% for the Ed.D. programs) and graduation rates fluctuate depending on the program, but average around 65-75%. The shifting focus of our graduate degrees from on-ground to hybrid and toward more professionally focused programs is likely to yield shorter time-to-degree completion. We have not yet set targets for this, but will review it in the next evaluation period.

The success of our accreditation efforts is another source of pride. They support our claims of excellence, which is important for our students and our future. As recruiting becomes more competitive, we must be able to substantiate our claims and disciplinary accreditation helps us do so. We anticipate increased applicants to our graduate and undergraduate business programs (1-2%) with the AACSB announcement, and the ongoing accolades for our nursing and arts programs are helping us to establish a reputation for quality in the region.

The recent reimagining of the Career Success Center should help us improve our job placement outcomes as well. Tracking these outcomes is somewhat hindered by our proximity to New York (we do not have access to data there); in-state placements are 71% for undergraduate and 69% for graduate students. Our goal is, of course, 100%, but realistically our plans are to increase engagement with the Career Success Center. We have found over several years that many students cannot participate in internship opportunities because they are already working. The next steps include helping working students connect their studies to their work lives to differentiate themselves in a job pool and establishing a course to better prepare students for the job application process. The steps taken so far have increased student engagement with the Career Success Center, but we are not yet satisfied with the results.

Satisfactory Levels of Student Achievement on Mission-Appropriate Student Outcomes

Description

Western Connecticut State University changes lives by providing all students with a high quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society.

This mission carries with it two special obligations. The first springs from our desire to “change lives.” This bold claim reflects our commitment to access for all students. In our admissions standards, providing both traditional and alternate pathways for students, we demonstrate our commitment to access. In establishing the First Year Program and reimagining our student support programs, we continue to reflect on our results and strengthen our supports to meet the needs of students from varied backgrounds. The last five years have been characterized by transitions in curriculum and student support structures to help us create a positive learning environment meant for all students. We anticipate that these supports will help us improve our retention and graduation rates.

The second obligation is in our commitment to quality. This commitment has been demonstrated in strengthened assessment plans, defined outcomes for the general education curriculum, and successful applications for disciplinary accreditation in several areas. We have also added or revised several degrees to align with new disciplinary trends and clarify pathways for students.

Many of our programs focus on connecting the classroom to the field. In the education programs, we have revised the curriculum to add time in schools earlier in the four-year cycle. In Health Promotion

Studies and Social Work, students complete full-time internships. Nursing, of course, has always been clinically oriented, but our upgraded SIM labs enhance knowledge application.

Internship opportunities exist in all majors, though they are not used consistently throughout the university. However, in nearly every major, students have the opportunity to do research, and many participate in presenting that research on campus at Western Research Day (WRD) and professional conferences. Whether in the classroom, the field, or through our many discipline-oriented clubs, we are working to engage our students in applying their knowledge.

This is particularly appropriate to a university serving first-generation college students. The point of reference for these students is the career after college. Our task is to help them see the value in the full liberal arts experience. These applied experiences help us make the case for the entirety of the undergraduate experience, not just the career-focused pieces.

Like much of higher education, we have experienced declining enrollments in our traditional graduate liberal arts degrees (Biology, English, Earth and Planetary Sciences, History, and Mathematics). We have responded by suspending enrollments in three graduate programs with the hope that they can be reimagined for greater success. We do not serve our graduate students well with low-enrolled courses. The hallmark of excellence in graduate education is collaboration with peers. While the decision to suspend enrollment is a difficult one, we anticipate some reimagining of our offerings that will lead to more robust enrollments.

At the same time, we continue to respond to student and state demands for professional programs. We recently revised our Master of Arts in Teaching programs to include a TESOL option and added an MSED in Special Education to meet regional needs. We anticipate two more graduate programs in the next year that are responsive to the opioid crises and other health issues. These new programs have been well researched, with external stakeholders contributing guidance to the design of the degrees.

It should also be noted that some of our existing programs are being transformed in response to student needs. In particular, we are finding some of our advanced and degree completion programs are moving to a greater proportion of online course work to support the work/life balance of our students.

Finally, the enrollment and staffing patterns in Biology have led us to a new model for graduate programs. We have recently approved an MS in Integrative Biological Diversity that allows faculty from WCSU and SCSU to contribute courses and research mentorship to this program. We anticipate adding to our portfolio of graduate programs using this approach. It is a way to ensure depth in disciplinary knowledge, without any one institution bearing the full cost of instruction.

Findings and Analysis

To meet enrollment and fiscal challenges, WCSU has become much more strategic in planning curriculum. Where there are opportunities to take the lead in meeting regional employment needs, we are talking with industry representatives to get a good sense of their needs and our fit with those opportunities. WCSU is actively seeking partnerships with other CSCU institutions that allow us to meet the needs of traditional and non-traditional students. We took the lead on this with our Ed.D. in Nursing and our newest program in Biology. We are currently exploring a partnership with Charter Oak State College to better support returning adult learners.

As has been stated earlier in the document, the campus is preparing to evaluate all programs on campus once the template is approved by the University Senate, which is likely to occur in fall 2018. For WCSU to continue to deliver on its mission to provide “a high quality education,” we must use data more intentionally and be transparent about what is sustainable to the end of creating a culture of self-reflection, regional engagement, and excellence in all that we do.

Appraisal and Projection

As we consider our mission in relation to the four areas discussed—what our students gain, how they are assessed, measures of success, and satisfactory levels of achievement—we conclude that we serve a diverse population of students and work to provide support such as the First Year, tutorial services, academic advisement, peer mentoring, and career counseling. From students in need of focused support, to Honors students in pursuit of unique research experiences, we have invested in meeting those needs. With robust support systems in place and opportunities to apply learning through research, performance, and internships, our faculty concentrate on encouraging and rewarding the curiosity that produces excellence in the classroom and throughout the institution.

As we aspire to greater educational effectiveness, we know that will be achieved by continuing to develop a culture of assessment, providing challenging curricula that meet the needs of the region, with decisions about change informed by data.

Institutional Plans

In the Reflective Essay, we focused on efforts to deliver the mission and achieve the goals of the Strategic Plan. As we consider the next five years, we will be guided by our vision, which is to be “widely recognized as a premier public university with outstanding teachers and scholars who prepare students to contribute to the world in a meaningful way.”

To that end, our efforts will be focused on improving outcomes for all students, while continuously reflecting on the quality of our academic programs. We will develop and implement a systematic assessment plan of the general education program, to ensure that all students are meeting the learning outcomes. We will also pursue additional disciplinary accreditation where appropriate and meaningful.

Our plans to improve digital communication will broaden the reach of our messages, yet we are also working to increase awareness of our successes in local and regional communities. Our students and faculty are achieving great things—from Fulbright scholarships and prestigious graduate programs for our students, to CDC and NSF Grants and celebrated scholarly research and publications among our faculty. And we need to get the message out. Telling these stories will be a particular focus in the next five years.

Changes to the physical plant also inform clarity of purpose and continuous improvement. With the renovation of Higgins Hall, all faculty in the Macricostas School of Arts and Sciences and the School of Professional Studies will be located on the Midtown campus, and all Ansell School of Business and School of Visual and Performing Arts faculty will be located on the Westside campus. We will also have added to our informal gathering spaces to encourage student and faculty engagement.

While there are challenges to funding additional renovations, it should be noted that despite a lack of availability of state funds for the next project, WCSU has reallocated resources to relocate and renovate our Midtown Student Center. This will help us create a more vibrant central quad, with gathering spaces on the first floor of all associated buildings. This decision was a direct result of greater

communication and focus within the President's Cabinet and guidance from the Master and Strategic plans.

As a largely commuter campus, co-locating a coffee shop, research and information literacy support offered by the library faculty, FY, and tutoring supports has helped students to more easily access these critical student success resources. Our plans for the next five years are to solidify these partnerships between directors through the development of a new academic leadership position in the library.

We hope to develop and implement the FYPlus in the next year. We are scrutinizing our data to better support our diverse community of learners, helping to improve retention and six-year graduation rates.

For our graduate program in Integrative Biological Diversity, we anticipate participation from Central Connecticut State University and Eastern Connecticut State University in the years to come. This model will begin with students earning the degree from WCSU while being able to take courses at sister universities to provide greater depth and diversity. In the future, we anticipate a joint degree with SCSU and exploration to develop a system-wide graduate school. We are experimenting with this degree to see if we might preserve teaching and learning opportunities in programs with lower demand than the more professionally oriented disciplines (Education, Nursing, and Business) and increase opportunity for advanced research for students and faculty.

While exploring partnerships to deliver graduate programs, a new partnership with Charter Oak State College allows us to enhance offerings for undergraduate students and grow opportunities for adult learners. This system-wide thinking promotes a sustainable financial model that allows us to invest in new programs in a cost-effective way.

While we do not anticipate a great deal of online programming at WCSU, we are finding the need for more options, and several degrees are becoming hybrid by design. We do anticipate an increase in these modes of delivery. While most of our students prefer coming to campus part of the time, they are finding the convenience of online courses essential to their success.

The partnerships and additional online programming will lead to some substantive change applications in the years to come. Right now, we are laying the groundwork for productive programs.

In sum, we believe in the power of higher education to support upward mobility and societal change. Ensuring that we can provide these opportunities in a context of changing demographics and dwindling state support for higher education is the focus of our Strategic Plan and the work of the next five years.

Appendix

- a. Affirmation of Compliance
- b. Audited Financial Statement
- c. Auditor's Management Letter
- d. Interim Report Forms
- e. Making Assessment More Explicit (The E Series) Forms



AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://wcsu.edu/catalogs/undergraduate/academic-programs-degrees/ ; http://wcsu.edu/catalogs/graduate/academic-policies/
Print Publications	Undergraduate Catalog 2017-2018, p. 64, 393; Graduate Catalog 2017-2018, p. 41-42
Interim Report Page Reference	Standard Four: 22

- 2. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	http://wcsu.edu/catalogs/undergraduate/admission-to-western/ ; http://wcsu.edu/catalogs/graduate/admission-to-western/
Print Publications	Undergraduate Catalog 2017-2018, p. 21, 53-54, 73; Graduate Catalog 2017-2018, p. 29, 113
Interim Report Page Reference	Area of Emphasis Three: 11; Standard Four: 21

- 3. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	http://wcsu.edu/catalogs/undergraduate/student-affairs/ ; http://wcsu.edu/catalogs/graduate/academic-policies/ http://wcsu.edu/studenthandbook
Print Publications	Undergraduate Catalog 2017-2018, p. 4, 5, 12, 38, 44, 58; Graduate Catalog 2017-2018, p. 43-45; Student Handbook 2017-2018, University Policies, Student Code of Conduct
Interim Report Page Reference	Standard Nine: 34

4. Distance and Correspondence Education: Verification of Student Identity: If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	The University requires a secure student login and password to access online courses and related resources, discussions, assignments, and assessments. Students are provided instruction on maintaining the security of their logins and passwords. No additional charges are required to verify student identity.
Interim Report Page Reference	Standard Four: 20

5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	
Print Publications	
Self-study Page Reference	

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

Chief Executive Officer: 
John B. Clark

Date: July 25, 2018

Appendix b. Audited Financial Statement

Supplementary Schedules

June 30, 2017

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Combining Statement of Revenues, Expenses and Changes in Net Position	S-9
Combining Statement of Cash Flows	S-11

Connecticut State University System



Supplemental Information – Combining Statement of Net Position

June 30, 2017

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2017	2016
Assets								
Current assets:								
Cash and cash equivalents	\$ 64,164,311	\$ 31,813,698	\$ 62,456,429	\$ 25,278,558	\$ 28,987,714	\$ -	\$ 212,700,710	\$ 207,246,334
Investments	-	-	-	-	76,380,273	-	76,380,273	33,477,941
Student receivables	3,221,033	3,752,503	1,573,641	2,218,856	-	-	10,766,033	15,118,471
Allowance-doubtful student receivables	(1,537,017)	(2,719,446)	(938,683)	(1,213,851)	-	-	(6,408,997)	(7,535,576)
Student receivables, net	1,684,016	1,033,057	634,958	1,005,005	-	-	4,357,036	7,582,895
Student loans receivable	558,206	556,279	2,149,427	363,118	-	-	3,627,030	3,791,416
Grant receivables, net	518,269	413,921	973,406	748,711	-	-	2,654,307	2,166,687
Miscellaneous receivables, net	1,161,045	94,427	115,528	49,285	-	-	1,420,285	1,231,351
Due from the State of Connecticut	14,692,142	8,509,039	16,227,113	10,646,292	19,003,596	-	69,078,182	56,589,698
Due from SO and Universities	10,501	5,890	1,494,325	2,006,307	-	(3,517,023)	-	-
Prepaid expenses and other current assets	2,102,358	517,584	794,519	407,000	3,603,888	-	7,425,349	5,801,603
Total current assets	84,890,848	42,943,895	84,845,705	40,504,276	127,975,471	(3,517,023)	377,643,172	317,887,925
Noncurrent assets:								
Cash and cash equivalents	16,972,759	15,097,241	25,387,906	6,356,263	77,371,307	-	141,185,476	134,139,202
Investments	-	-	-	-	34,456,043	-	34,456,043	31,303,100
Student loans receivable	3,594,782	1,459,188	3,885,309	2,152,516	-	-	11,091,795	11,249,412
Allowance-doubtful loan receivables	(934,971)	(509,832)	(1,328,708)	(480,759)	-	-	(3,254,270)	(3,303,835)
Loans receivable, net	2,659,811	949,356	2,556,601	1,671,757	-	-	7,837,525	7,945,577
Other assets	-	-	109,565	67,017	237,224	-	413,806	1,219,678
Investment in plant	540,498,462	460,965,318	594,596,929	402,570,958	38,645,476	-	2,037,277,143	2,013,289,864
Accumulated depreciation	(246,834,951)	(167,769,076)	(261,846,129)	(165,514,954)	(15,872,709)	-	(857,837,819)	(819,610,685)
Investment in plant, net of accumulated depreciation	293,663,511	293,196,242	332,750,800	237,056,004	22,772,767	-	1,179,439,324	1,193,679,179
Total noncurrent assets	313,296,081	309,242,839	360,804,872	245,151,041	134,837,341	-	1,363,332,174	1,368,286,736
Total assets	\$398,186,929	\$352,186,734	\$445,650,577	\$285,655,317	\$ 262,812,812	\$ (3,517,023)	\$ 1,740,975,346	\$ 1,686,174,661
Deferred outflows of resources:								
Deferred outflows related to pension	\$ -	\$ -	\$ -	\$ -	\$ 414,122,365	\$ -	\$ 414,122,365	\$ 165,782,862
Deferred loss on bond refunding	-	-	-	-	396,167	-	396,167	-
Total deferred outflows of resources	\$ -	\$ -	\$ -	\$ -	\$ 414,518,532	\$ -	\$ 414,518,532	\$ 165,782,862

Connecticut State University System

Supplemental Information – Combining Statement of Net Position



June 30, 2017

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2017	2016
Liabilities								
Current liabilities:								
Accounts payable	\$ 4,216,138	\$ 863,276	\$ 5,745,972	\$ 3,124,102	\$ 2,454,944	\$ -	\$ 16,404,432	\$ 13,947,383
Accrued salaries and benefits	23,523,496	8,855,453	17,606,713	8,469,492	446,679	-	58,901,833	52,621,334
Accrued compensated absences	1,441,888	533,881	1,556,910	1,021,696	140,128	-	4,694,503	4,412,034
Due to the State of Connecticut	35,570	2,204,148	3,573	1,854,677	-	-	4,097,968	3,527,446
Due to SO and Universities	-	-	100	-	3,516,923	(3,517,023)	-	-
Unearned tuition, fees and grant revenue	8,919,347	3,060,560	10,107,519	2,684,822	19,431	-	24,791,679	39,648,854
Bonds payable	-	-	-	-	20,055,000	-	20,055,000	18,562,547
Accrued bond interest payable	-	-	-	-	2,396,761	-	2,396,761	2,192,515
Other liabilities	727,681	235,995	1,258,395	615,796	232,968	-	3,070,835	3,873,005
Depository accounts	977,935	757,025	2,636,238	-	-	-	4,371,198	4,038,489
Total current liabilities	39,842,055	16,510,338	38,915,420	17,770,585	29,262,834	(3,517,023)	138,784,209	142,823,607
Noncurrent liabilities:								
Accrued compensated absences	19,887,811	10,645,796	17,021,964	9,796,573	1,361,775	-	58,713,919	58,542,525
Bonds payable	-	-	-	-	336,653,241	-	336,653,241	296,006,239
Federal loan program advances	3,136,752	1,459,188	3,549,051	1,632,106	-	-	9,777,097	9,777,097
Deferred compensation	-	-	-	-	203,669	-	203,669	416,223
Pension liability, net	-	-	-	-	985,039,080	-	985,039,080	664,109,386
Total noncurrent liabilities	23,024,563	12,104,984	20,571,015	11,428,679	1,323,257,765	-	1,390,387,006	1,028,851,470
Total liabilities	\$ 62,866,618	\$ 28,615,322	\$ 59,486,435	\$ 29,199,264	\$ 1,352,520,599	\$ (3,517,023)	\$ 1,529,171,215	\$ 1,171,675,077
Deferred inflows of resources:								
Deferred inflows related to pension	\$ -	\$ -	\$ -	\$ -	\$ 1,319,624	\$ -	\$ 1,319,624	\$ 51,974
Total deferred inflows of resources	\$ -	\$ -	\$ -	\$ -	\$ 1,319,624	\$ -	\$ 1,319,624	\$ 51,974
Net Position								
Invested in capital assets, net of related debt	\$ 293,651,758	\$ 293,163,602	\$ 332,750,800	\$ 237,056,004	\$ (141,526,556)	\$ -	\$ 1,015,095,608	\$ 1,023,046,681
Restricted:								
Nonexpendable	-	60,000	-	407,116	-	-	467,116	467,116
Expendable	6,342,538	2,965,584	7,797,333	4,830,155	16,690,133	-	38,625,743	18,320,024
Unrestricted	35,326,015	27,382,226	45,616,009	14,162,778	(551,672,456)	-	(429,185,428)	(361,603,349)
Total net position	\$ 335,320,311	\$ 323,571,412	\$ 386,164,142	\$ 256,456,053	\$ (676,508,879)	\$ -	\$ 625,003,039	\$ 680,230,472

Connecticut State University System



Supplemental Information – Combining Statement of Revenues, Expenses and Changes in Net Position

Year Ended June 30, 2017

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2017	2016
Operating revenues:								
Tuition and fees:								
Tuition and fees, gross	\$ 106,913,593	\$ 48,620,851	\$ 104,459,304	\$ 53,865,780	\$ 4,287,312	\$ -	\$ 318,146,840	\$ 303,029,788
Less:								
Scholarships allowance	(9,293,236)	(8,526,815)	(7,906,783)	(5,385,590)	-	-	(31,112,424)	(31,475,656)
Waivers	(6,297,299)	(2,924,330)	(4,465,347)	(1,871,107)	-	-	(15,558,083)	(14,890,945)
Debt service fee	(7,143,958)	(3,768,892)	(6,876,173)	(3,749,522)	21,167,791	370,754	-	-
Tuition and fees, net of scholarship allowances and waivers	84,179,100	33,400,814	85,211,001	42,859,561	25,455,103	370,754	271,476,333	256,663,187
Federal grants and contracts	1,521,510	515,590	1,811,900	725,806	-	-	4,574,806	4,727,211
State and local grants and contracts	4,289,288	1,260,537	4,033,775	2,015,390	27,773	-	11,626,763	14,846,852
Nongovernment grants and contracts	1,681,471	473,713	2,841,338	35,000	-	-	5,031,522	4,208,779
Indirect cost recoveries	148,921	14,298	310,396	240	-	-	473,855	283,120
Auxiliary revenues	33,149,079	30,076,568	31,041,936	19,601,718	211,741	(211,741)	113,869,301	117,737,368
Other operating revenues	6,638,345	2,606,195	6,494,953	12,584,702	13,827,478	(20,004,432)	22,147,241	20,027,902
Total operating revenues	131,607,714	68,347,715	131,745,299	77,822,417	39,522,095	(19,845,419)	429,199,821	418,494,419
Operating expenses:								
Salaries and wages	103,510,957	58,753,984	102,576,546	59,475,731	4,330,834	-	328,648,052	334,041,973
Fringe benefits	58,566,008	35,203,380	57,635,429	32,700,494	76,137,222	-	260,242,533	196,319,389
Professional services and fees	5,918,194	3,007,538	7,306,463	3,653,538	3,373,655	-	23,259,388	30,034,822
Educational services and support	34,657,068	14,994,994	32,117,084	17,962,999	5,494	-	99,737,639	97,230,627
Travel expenses	2,733,289	841,385	1,798,018	855,391	139,909	-	6,367,992	6,753,943
Operation of facilities	25,301,681	7,792,547	10,719,984	10,184,681	20,872,070	(20,216,173)	54,654,790	52,856,778
Other operating supplies and expenses	5,152,260	4,336,781	7,858,003	6,765,638	13,871,216	370,754	38,354,652	37,563,493
Depreciation expense	18,262,833	13,868,993	20,009,655	12,239,585	479,486	-	64,860,552	64,131,356
Amortization expense	-	-	54,702	35,882	-	-	90,584	100,059
Total operating expenses	254,102,290	138,799,602	240,075,884	143,873,939	119,209,886	(19,845,419)	876,216,182	819,032,440
Operating loss	\$ (122,494,576)	\$ (70,451,887)	\$(108,330,585)	\$(66,051,522)	\$(79,687,791)	\$ -	\$(447,016,361)	\$(400,538,021)

Connecticut State University System



Supplemental Information – Combining Statement of Revenues, Expenses and Changes in Net Position

Year Ended June 30, 2017

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2017	2016
Nonoperating revenues (expenses)								
State appropriations	\$ 84,487,949	\$ 53,044,355	\$ 79,959,053	\$ 51,367,159	\$ 7,263,446	\$ -	\$ 276,121,962	\$ 297,430,651
Pell Grant Revenue	13,490,588	6,291,149	13,006,135	7,471,343	-	-	40,259,215	41,340,475
Gifts	2,416,368	522,928	330,405	126,919	-	-	3,396,620	3,818,896
Investment income	568,350	310,489	583,698	233,474	1,533,800	-	3,229,811	1,691,647
Interest expense	(28)	-	-	-	(11,178,752)	-	(11,178,780)	(10,147,405)
State financed plant facilities	-	-	-	-	-	-	-	955,205
Other nonoperating revenues (expenses), net	388,069	306,975	690,492	695,761	(674,041)	-	1,407,256	2,322,347
Transfers to the State of Connecticut	-	-	-	-	-	-	-	(4,100,000)
Net nonoperating revenues (expenses)	101,351,296	60,475,896	94,569,783	59,894,656	(3,055,547)	-	313,236,084	333,311,816
Income (loss) before other changes in net position	(21,143,280)	(9,975,991)	(13,760,802)	(6,156,866)	(82,743,338)	-	(133,780,277)	(67,226,205)
Other changes in net position								
State appropriations restricted for capital purposes	13,752,537	7,193,713	11,146,970	13,493,097	34,128,062	-	79,714,379	81,623,919
Loss on disposal of capital assets	(160,207)	(321,027)	(150,332)	(234,227)	(295,742)	-	(1,161,535)	(783,908)
Interagency transfers	1,045,571	775,920	775,920	775,921	(3,373,332)	-	-	-
Net other changes in net position	14,637,901	7,648,606	11,772,558	14,034,791	30,458,988	-	78,552,844	80,840,011
Net increase in net position	(6,505,379)	(2,327,385)	(1,988,244)	7,877,925	(52,284,350)	-	(55,227,433)	13,613,806
Net Position:								
Net Position - beginning of year	341,825,690	325,898,797	388,152,386	248,578,128	(624,224,529)	-	680,230,472	666,616,666
Net Position - end of year	\$335,320,311	\$323,571,412	\$386,164,142	\$256,456,053	\$(676,508,879)	\$ -	\$ 625,003,039	\$ 680,230,472

Connecticut State University System

Supplemental Information – Combining Statement of Cash Flows



Year Ended June 30, 2017

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2017	2016
Cash flows from operating activities:								
Tuition and fees	\$ 83,585,926	\$ 34,886,162	\$ 85,523,062	\$ 42,760,286	\$ 4,287,312	\$ 370,754	\$ 251,413,502	\$ 229,949,051
Grants and contracts	7,546,444	2,039,097	8,687,328	2,585,594	-	-	20,858,463	24,188,231
Auxiliary revenues	29,131,826	28,644,482	29,984,124	17,498,915	211,741	(211,741)	105,259,347	115,763,132
Other operating revenues	10,549,079	3,495,435	6,921,247	12,766,444	13,830,940	(20,004,432)	27,558,713	32,393,105
Payments to employees for salaries and benefits	(157,736,272)	(92,285,593)	(160,353,735)	(90,778,179)	(6,786,633)	-	(507,940,412)	(511,559,867)
Payments to suppliers	(1,830,347)	(1,987,906)	(3,412,911)	(2,943,560)	(80,899)	-	(10,255,623)	(14,316,581)
Professional services and fees	(6,043,714)	(3,042,095)	(7,420,310)	(3,767,529)	(3,220,291)	-	(23,493,939)	(30,375,294)
Educational services and support	(34,657,068)	(14,994,994)	(32,117,084)	(17,962,999)	(5,494)	-	(99,737,639)	(97,230,628)
Travel expenses	(2,733,289)	(841,385)	(1,798,018)	(855,391)	(139,909)	-	(6,367,992)	(6,753,943)
Operation of facilities	(25,301,683)	(7,792,547)	(10,719,985)	(10,184,681)	(16,683,421)	20,216,173	(50,466,144)	(56,083,637)
Other operating supplies and expenses	(3,225,493)	(1,803,096)	(4,230,584)	(1,901,010)	(13,436,462)	(370,754)	(24,967,399)	(26,528,678)
University fee receipts	-	-	-	-	21,167,791	-	21,167,791	20,526,003
Net cash used in operating activities	(100,714,591)	(53,682,440)	(88,936,866)	(52,782,110)	(855,325)	-	(296,971,332)	(320,029,106)
Cash flows from noncapital financing activities:								
State appropriations	84,794,691	53,136,219	80,471,097	49,927,352	7,165,260	-	275,494,619	289,638,794
Gifts for other than capital purposes	2,416,368	522,928	330,405	126,919	-	-	3,396,620	3,818,898
Nonoperating grants and revenue other	13,878,629	6,598,125	13,696,628	8,167,104	-	-	42,340,486	43,662,810
Transfers to the State of Connecticut	-	-	-	-	-	-	-	(4,100,000)
Interagency Transfers	1,045,571	775,920	775,920	775,921	(3,373,332)	-	-	-
Net cash provided by noncapital financing activities	\$ 102,135,259	\$ 61,033,192	\$ 95,274,050	\$ 58,997,296	\$ 3,791,928	\$ -	\$ 321,231,725	\$ 333,020,502

Connecticut State University System

Supplemental Information – Combining Statement of Cash Flows

Year Ended June 30, 2017



	<u>CCSU</u>	<u>ECSU</u>	<u>SCSU</u>	<u>WCSU</u>	<u>SO</u>	<u>Combining Adjustments</u>	<u>2017</u>	<u>2016</u>
Cash flows from investing activities:								
Proceeds from sales and maturities of investments	\$ -	\$ -	\$ -	\$ -	\$ 78,299,680	\$ -	\$ 78,299,680	\$ 74,993,158
Purchases of investments	-	-	-	-	(124,354,954)	-	(124,354,954)	(35,963,347)
Interest and dividends received on investments	568,349	310,489	467,116	233,474	1,506,626	-	3,086,054	1,626,636
Net cash (used) provided by investing activities	568,349	310,489	467,116	233,474	(44,548,648)	-	(42,969,220)	40,656,447
Cash flows from capital and related financing activities:								
Cash paid for capital assets	(15,650,882)	(10,018,296)	(9,747,344)	(18,567,923)	(719,654)	-	(54,704,099)	(98,388,896)
State capital appropriations received	13,752,537	7,193,713	8,014,587	13,493,097	14,146,053	-	56,599,987	87,841,704
Proceeds from new bond issuance	-	-	-	-	61,854,803	-	61,854,803	-
Proceeds from refunding bonds	-	-	-	-	20,438,088	-	20,438,088	-
Repayments of capital debt and leases	-	-	-	-	(7,492,547)	-	(7,492,547)	(20,247,455)
Interest paid on capital debt and leases	-	-	-	-	(13,467,221)	-	(13,467,221)	(12,157,834)
Payments to refunded bond escrow agent	-	-	-	-	(3,134,489)	-	(3,134,489)	-
Bond Issuance Payments	-	-	-	-	(674,045)	-	(674,045)	-
Net cash provided by (used in) capital and related financing activities	(1,898,345)	(2,824,583)	(1,732,757)	(5,074,826)	42,739,988	-	31,209,477	(42,952,481)
Net increase in cash and cash equivalents	90,672	4,836,658	5,071,543	1,373,834	1,127,943	-	12,500,650	10,695,362
Cash and cash equivalents, beginning of year	81,046,398	42,074,281	82,772,792	30,260,987	105,231,074	-	341,385,536	330,690,174
Cash and cash equivalents, end of year	\$ 81,137,070	\$ 46,910,939	\$ 87,844,335	\$ 31,634,821	\$ 106,359,017	\$ -	\$ 353,886,186	\$ 341,385,536

Connecticut State University System

Supplemental Information – Combining Statement of Cash Flows



Year Ended June 30, 2017

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2017	2016
Reconciliation of operating income (loss) to net cash provided by (used in) operating activities:								
Operating loss	\$ (122,494,576)	\$ (70,451,887)	\$ (108,330,585)	\$ (66,051,522)	\$ (79,687,791)	\$ -	\$ (447,016,361)	\$ (400,538,021)
Adjustments to reconcile operating income (loss) to net cash provided by (used in) operating activities:								
Depreciation expense	18,262,833	13,868,993	20,009,655	12,239,585	479,486	-	64,860,552	64,131,356
Amortization	-	-	54,702	35,883	-	-	90,585	100,059
Changes in assets and liabilities:								
Receivables	7,645	1,495,015	833,989	485,096	-	-	2,821,745	1,139,793
Prepaid expenses and other	(82,910)	(127,028)	70,397	(80,283)	(653,226)	-	(873,050)	(1,269,656)
Accounts payable	126,237	642,860	498,213	2,221,203	1,762,771	-	5,251,284	(3,285,587)
Accrued salaries and benefits	3,935,062	1,072,619	325,054	941,771	5,993	-	6,280,499	4,191,317
Other liabilities	123,311	29,949	(354,103)	(219,852)	(200,916)	-	(621,611)	(1,436,921)
Due to/from State of Connecticut	(7,503)	569,086	(302,095)	311,034	-	-	570,522	(603,840)
Due to/from Universities	(124,766)	(40,447)	(1,529,755)	(2,095,735)	3,790,703	-	-	-
Unearned tuition, fees and grant revenues	(802,838)	(858,184)	(364,028)	(714,531)	(27,775)	-	(2,767,356)	1,765,362
Deferred compensation	-	-	-	-	(212,554)	-	(212,554)	(150,727)
Depository accounts	(70,219)	86,519	316,409	-	-	-	332,709	563,014
Accrued compensated absences	413,133	30,065	(164,719)	145,241	30,143	-	453,863	2,537,281
Pension Liability	-	-	-	-	320,929,694	-	320,929,694	76,492,502
Changes in deferred outflows and inflows of resources:								
Deferred pension contribution	-	-	-	-	(248,339,503)	-	(248,339,503)	(42,228,687)
Deferred pension asset gains	-	-	-	-	1,267,650	-	1,267,650	(2,143,635)
Net cash used in operating activities	\$ (100,714,591)	\$ (53,682,440)	\$ (88,936,866)	\$ (52,782,110)	\$ (855,325)	\$ -	\$ (296,971,332)	\$ (320,029,106)
Noncash investing, noncapital financing and capital and related financing transactions:								
Fixed assets included in accounts payable	\$ 1,297,523	\$ 158,542	\$ 2,631,998	\$ 18,388	\$ 10,779	\$ -	\$ 4,117,230	\$ 5,252,684
State financed plant facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 955,205
Reconciliation of cash and cash equivalents to the combined statements of net assets:								
Cash and cash equivalents classified as current assets	\$ 64,164,311	\$ 318,13,698	\$ 62,456,429	\$ 25,278,558	\$ 28,987,714	\$ -	\$ 212,700,710	\$ 207,246,334
Cash and cash equivalents classified as noncurrent assets	16,972,759	15,097,241	25,387,906	6,356,263	77,371,307	-	141,185,476	134,139,202
	\$ 81,137,070	\$ 46,910,939	\$ 87,844,335	\$ 31,634,821	\$ 106,359,021	\$ -	\$ 353,886,186	\$ 341,385,536



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REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

To the Board of Regents of
Connecticut State Colleges and Universities

Report on the financial statements

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component units of the Connecticut State University System (The System Office; Central Connecticut State University; Eastern Connecticut State University; Southern Connecticut State University; and Western Connecticut State University), an enterprise fund of the State of Connecticut (collectively, "CSUS" or the "System") as of and for the years ended June 30, 2017 and 2016, and the related notes to the financial statements, which collectively comprise the System's basic financial statements as listed in the table of contents.

Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We did not audit the financial statements of the aggregate discretely presented component units (the affiliated foundations ("Foundations")), which statements reflect total assets of \$147.8 million and \$130.8 million and total net assets of \$146.6 million and \$129.6 million as of June 30, 2017 and 2016, respectively and total revenues, capital gains and losses, and other support of \$28.1 million and \$13.5 million, respectively for the years then ended. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundations, is based solely on the reports of other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the System's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the System's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the Connecticut State University System as of June 30, 2017 and 2016, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 1, the financial statements present only the System, an enterprise fund of the State of Connecticut, and do not purport to, and do not, present fairly the financial position of the State of Connecticut as of June 30, 2017 and 2016, the changes in its financial position or where applicable, its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other matters

Required supplementary information

Accounting principles generally accepted in the United States of America require that the accompanying Management's Discussion and Analysis on pages 1 through 11 and the Schedule of Net Pension Liability and Related Ratios and Schedule of Contributions on pages S-2 through S-5 be presented to supplement the basic financial statements. Such information, although not a required part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. This required supplementary information is the responsibility of management. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the System's basic financial statements. The supplemental Combining Statement of Net Position, Statement of Revenues, Expenses and Changes in Net Position and Combining Statement of Cash Flows included on pages S-7 through S-14 are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures. These additional procedures included comparing and reconciling the information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Grant Thornton LLP

Westborough, MA
December 20, 2017

**INTERIM REPORT FORMS
GENERAL INFORMATION**

Institution Name: Western Connecticut State University

OPE ID: 00138000

		Annual Audit	
		Certified:	Qualified
		Yes/No	Unqualified
Financial Results for Year Ending:	June 30		
Most Recent Year	2017	Yes	Unqualified
1 Year Prior	2016	Yes	Unqualified
2 Years Prior	2015	Yes	Unqualified

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

Budget / Plans

Current Year	2018
Next Year	2019

Contact Person:	Jerry Wilcox
Title:	Director, Institutional Research
Telephone No:	203-837-8242
E-mail address	wilcoxj@wcsu.edu

Standard 1: Mission and Purposes

Note: Page 16 of the Interim Report contains a copy of the current mission statement.

Document	Website Location	Date Approved by the Governing Board
Institutional Mission Statement	http://www.wcsu.edu/preside	June 15, 2017

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates	Website location
	Strategic Plans		
Current Strategic Plan	2017	2014-2023	http://www.wcsu.edu/strategicplan/
Next Strategic Plan			
Other institution-wide plans*	Year completed	Effective Dates	Website location
	Master plan	2016	2016-2026
Academic plan			
Financial plan			
Technology plan			
Enrollment plan			
Development plan			
Plans for major units (e.g., departments, library)*			
EVALUATION			Website location
Academic program review			
Program review system. Last updated: 2012			https://www.wcsu.edu/facultystaff/handbook/pages/pr-ug-pro
Program review schedule (e.g., every 5 years)			Every seven (7) years.

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

Name of the sponsoring entity	Connecticut State Colleges and Universities (CSCU)
Website location of documentation of relationship	http://www.ct.edu/cscu

Governing Board	Website location
By-laws	2011 http://www.ct.edu/regents/bylaws
Board members' names and affiliations	BOR* http://www.ct.edu/regents/members

Please enter any explanatory notes in the box below

*The Board of Regents (BOR) was established by the Connecticut General Assembly in 2011 (via Public Act 11-48 as amended by Public Act 11-61) bringing together the governance structure for the Connecticut State Universities, Connecticut Community Colleges and Charter Oak State College.

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

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

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Fall Enrollment		
			2 years prior	1 year prior	Current year
			(FY 2016)	(FY 2017)	(FY 2018)
Main campus	Danbury, CT	1903	5,826	5,721	5,664
Other principal campuses					
Branch campuses (US)					
Other instructional locations (US)					
Branch campuses (overseas)					
Other inst. locations (overseas)					

	Number of programs	Date First Initiated	Fall Enrollment		
			2 years prior	1 year prior	Current year
			(FY 2016)	(FY 2017)	(FY 2018)
Distance Learning Programs					
Programs 50-99% on-line	3 (Ed.D. Nursing Education, MS and Grad. Certificate in Applied Behavior Analysis)	2013	41	82	113
Programs 100% on-line					
Correspondence Education					
Low-Residency Programs	1 (MFA in Creative/ Professional Writing)	2004	26	30	34
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					

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

Please enter any explanatory notes in the box below

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

Fall Enrollment* by location and modality, as of Census Date: Fall 2017

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	Total Degree-Seeking
Main Campus FT	12	4,077	66	11	4,166
Main Campus PT	5	796	224	43	1,068
Other Principal Campus FT					0
Other Principal Campus PT					0
Branch campuses FT					0
Branch campuses PT					0
Other Locations FT					0
Other Locations PT					0
Overseas Locations FT					0
Overseas Locations PT					0
Distance education FT	0	0	1	0	1
Distance education PT	0	0	85	18	103
Correspondence FT					0
Correspondence PT					0
Low-Residency FT	0	0	18	0	18
Low-Residency PT	0	0	16	0	16
Unduplicated Headcount Total	17	4,873	410	72	5,372
Total FTE	13.4	4,322.1	234.6	31.5	4,601.6
Enter FTE definition: Undergraduate 15 credits; Graduate 12 credits					
Degrees Awarded, Most Recent Year	14	1,084	141	5	1,244

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and modalities.

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

Please enter any explanatory notes in the box below

**Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)**

Fall Enrollment* by location and modality, as of Census Date: Fall 2017

Degree Level/ Location & Modality	Title IV-Eligible Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	0	3	0	3	4,194	4,197
Main Campus PT	0	274	0	274	1,253	1,527
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT	0			0	0	0
Distance education PT	15			15	82	97
Correspondence FT				0	0	0
Correspondence PT				0	0	0
Low-Residency FT				0	18	18
Low-Residency PT				0	12	12
Unduplicated Headcount Total	15	277	0	292	5,372	5,664
Total FTE	6.3	105.1		111.4	4601.6	4713.0
Enter FTE definition: Undergrad 15; Grad. 12 credits						
Certificates Awarded, Most Recent Year	6					

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Please enter any explanatory notes in the box below

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

DEGREE-SEEKING For Fall Term, as of Census Date	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
Certificate	0	0	0	0	0
Associate	31	24	20	17	17
Baccalaureate	5,175	5,057	4,981	4,873	4,922
Total Undergraduate	5,206	5,081	5,001	4,890	4,939

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

DEGREE/CERT.-SEEKING For Fall Term, as of Census Date	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
Master's	351	358	381	410	414
Doctorate	56	68	65	72	73
First Professional	0	0	0	0	0
Other (Post-Master's Certificate)	17	11	9	15	15
Total Graduate	424	437	455	497	502

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

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
Undergraduate	69,884	68,006	66,714	65,033	65,683
Graduate	2,846	3,109	3,224	3,268	3,301
Total	72,730	71,115	69,938	68,301	68,984

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

Main campus					
Sessions embedded in a class	65	55	60	63	65
Free-standing sessions	0	0	0	0	0
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions	0	0	0	0	0
URL of Information Literacy Reports					

Please enter any explanatory notes in the box below

Information Literacy data are for fall semesters.

**Standard 5: Students
(Enrollment, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Credit-Seeking Students Only - Enrolled at Fall Census Date (FY 2018 = Fall 2017)

3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Goal (1% increase) (FY 2019)
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UNDERGRADUATE

First Year	Full-Time Headcount	1,492	1,368	1,375	1,291	1,304
	Part-Time Headcount	144	125	106	56	57
	Total Headcount	1,636	1,493	1,481	1,347	1,360
	Total FTE	1,508	1,363	1,387	1,296	1,309
Second Year	Full-Time Headcount	942	877	832	923	932
	Part-Time Headcount	82	73	100	110	111
	Total Headcount	1,024	950	932	1,033	1,043
	Total FTE	948	888	863	964	974
Third Year	Full-Time Headcount	990	974	949	964	974
	Part-Time Headcount	149	170	198	195	197
	Total Headcount	1,139	1,144	1,147	1,159	1,171
	Total FTE	1,016	1,018	1,007	1,023	1,033
Fourth Year	Full-Time Headcount	938	1,028	960	911	920
	Part-Time Headcount	469	466	481	440	444
	Total Headcount	1,407	1,494	1,441	1,351	1,365
	Total FTE	1,090	1,168	1,117	1,052	1,063
Unclassified	Full-Time Headcount	3	3	0	0	0
	Part-Time Headcount	233	214	180	192	194
	Total Headcount	236	217	180	192	194
	Total FTE	97	97	74	78	79
Total Undergraduate Students						
	Full-Time Headcount	4,365	4,250	4,116	4,089	4,130
	Part-Time Headcount	1,077	1,048	1,065	993	1,003
	Total Headcount	5,442	5,298	5,181	5,082	5,133
	Total FTE	4,659	4,534	4,448	4,413	4,457
	% Change FTE Undergraduate	na	-2.7%	-1.9%	-0.8%	1.0%

GRADUATE

	Full-Time Headcount	57	78	79	99	100
	Part-Time Headcount	453	450	461	483	488
	Total Headcount	510	528	540	582	588
	Total FTE	237	259	269	300	303
	% Change FTE Graduate	na	9.3%	3.9%	11.5%	1.0%

GRAND TOTAL

	Grand Total Headcount	5,952	5,826	5,721	5,664	5,721
	Grand Total FTE	4,896	4,793	4,717	4,713	4,760
	% Change Grand Total FTE	na	-2.1%	-1.6%	-0.1%	1.0%

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (Standard 5.1)

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

<http://wcsu.edu/president/vision-principles/>

Three-year Cohort Default Rate	(FY 2012)	(FY 2013)	(FY 2014)		
	6.8%	7.2%	6.3%		
Three-year Loan repayment rate					
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year Estimated	Goal (1% increase)
	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)

Student Financial Aid

Total Federal Aid	\$35,642,385	\$36,534,370	\$36,645,291	\$38,838,158	\$39,226,540
Grants	\$7,906,003	\$7,840,683	\$7,508,188	\$7,531,448	\$7,606,762
Loans	\$27,581,246	\$28,530,089	\$29,043,853	\$31,017,010	\$31,327,180
Work Study	\$155,136	\$163,598	\$93,250	\$289,700	\$292,597
Total State Aid	\$2,010,008	\$1,660,687	\$1,522,069	\$1,345,124	\$1,358,575
Total Institutional Aid	\$6,651,232	\$5,094,528	\$4,675,731	\$5,649,536	\$5,706,031
Grants	\$6,651,232	\$5,094,528	\$4,675,731	\$5,649,536	\$5,706,031
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$4,109,401	\$4,970,977	\$5,577,798	\$4,641,785	\$4,688,203
Grants	\$492,219	\$628,310	\$1,333,027	\$1,418,432	\$1,432,616
Loans	\$3,617,182	\$4,042,667	\$4,244,771	\$3,223,353	\$3,255,587

Student Debt

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

Undergraduates	70.6%	77.7%	77.0%	75.0%	76.0%
Graduates	34.9%	49.3%	52.3%	45.9%	46.9%
First professional students					

For students with debt:

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

Undergraduates	\$29,451	\$29,029	\$30,497	\$31,038	\$31,348
Graduates	\$28,793	\$29,050	\$33,541	\$34,992	\$35,342
First professional students					

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

Undergraduates	\$11,666	\$12,570	\$12,107	\$12,387	\$12,511
Graduate Students					
First professional students					

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

English as a Second/Other Lang	0%	0%	0%	0%	0%
English (reading, writing,	0%	0%	0%	0%	0%
Math	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%

Please enter any explanatory notes in the box below

* WCSU has offered only course-embedded (credit-bearing) remediation in mathematics and writing since 2015. We offer non-credit-bearing courses in the summer to our Education Access Program students, who have the opportunity to be admitted to WCSU upon successful completion of the summer program.

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

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)

Number of Faculty by category

Full-time	216	205	222	220
Part-time				
Adjunct	379	388	493	397
Clinical				
Research				
Visiting				
Other; specify below:				
Total	595	593	715	617

Percentage of Courses taught by full-time faculty

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Number of Faculty by rank, if applicable

Professor	99	97	88	95
Associate	61	59	60	60
Assistant	55	48	64	60
Instructor	1	1	10	5
Other; specify below:				
Total	216	205	222	220

Number of Academic Staff by category

Librarians	8	8	8	8
Advisors	6	6	5	4
Instructional Designers	1	2	2	2
Other; specify below:				
Total	15	16	15	14

The totals for adjuncts are based on headcount and not FTE.

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

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2015)		(FY 2016)		(FY 2017)		(FY 2018)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Professor	0		0		0		0	
Associate	3		2		1		1	
Assistant	13		11		22		13	
Instructor	1		2		14		0	
No rank								
Other								
Total	17	0	15	0	37	0	14	0

Number of Faculty in Tenured Positions

Professor	97		97		89		94	
Associate	46		50		50		41	
Assistant	8		8		9		1	
Instructor	0		0		0		0	
No rank								
Other								
Total	151	0	155	0	148	0	136	0

Number of Faculty Departing

Professor	0		0		0		0	
Associate	2		0		0		1	
Assistant	5		11		4		8	
Instructor	2		1		4		5	
No rank								
Other								
Total	9	0	12	0	8	0	14	0

Number of Faculty Retiring

Professor	4		12		2		6	
Associate	0		0		1		1	
Assistant	2		1		3		4	
Instructor	0		0		1		0	
No rank								
Other								
Total	6	0	13	0	7	0	11	0

Please enter any explanatory notes in the box below

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Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2015)			(FY 2016)			(FY 2017)			(FY 2018)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	212	367	579	209	412	621	224	349	573	220	397	617
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	8	7	15	9	7	16	8	10	18	8	4	12
Library Technicians	7	1	8	7		7	7		7	7		7
Archivists, Curators, Museum staff			0			0			0			0
Student and Academic Affairs	28		28	32		32	29		29	25		25
Management Occupations	41		41	39		39	40		40	39		39
Business and Financial Operations	38		38	36		36	33		33	31		31
Computer, Engineering and Science	39		39	36		36	37	1	38	33		33
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	28	17	45	26	22	48	25	20	45	27	24	51
Healthcare Practitioners and Technical	5		5	7		7	7		7	5		5
Service Occupations	92	1	93	95	1	96	94	1	95	91	1	92
Sales and Related Occupations	0		0			0			0			0
Office and Administrative Support	75	5	80	72	4	76	69	2	71	59	2	61
Natural Resources, Construction, Maintenance	36		36	35		35	34		34	33		33
Production, Transportation, Material Moving	0		0			0			0			0

Total

609	398	1007	603	446	1049	607	383	990	578	428	1006
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Please enter any explanatory notes in the box below

Graduate assistants are excluded from the counts (18 in FY15, 26 in FY16, and 24 in FY17)

**Standard 7: Institutional Resources
(Statement of Revenues and Expenses)**

Fiscal Year ends - month& day: (6/30)	3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	Most Recently Completed	Current Year (FY 2017)	Next Year Forward (FY 2018)
OPERATING REVENUES (in 000s)					
Tuition and fees	\$50,712,999	\$51,285,338	\$50,476,154	\$53,865,780	\$55,332,461
Room and board	\$14,762,139	\$15,458,636	\$15,388,079	\$15,909,196	\$16,750,280
Less: Financial aid	-\$13,005,259	-\$13,435,558	-\$10,693,591	-\$11,006,219	-\$10,433,595
Net student fees	\$52,469,879	\$53,308,416	\$55,170,642	\$58,768,757	\$61,649,146
Government grants and contracts	\$9,124,631	\$10,589,816	\$2,784,864	\$2,741,196	\$2,852,525
Private gifts, grants and contracts	\$12,000	\$33,000	\$40,000	\$35,000	\$30,000
Other auxiliary enterprises	\$1,578,529	\$1,507,005	\$4,281,054	\$3,692,762	\$2,382,245
Endowment income used in operations	\$0	\$0	\$0	\$0	\$0
Other revenue (specify): Program Income	\$2,755,766	\$2,714,625	\$2,179,023	\$12,584,702	\$2,100,105
Other revenue (specify):					
Net assets released from restrictions					
Total Operating Revenues	\$65,940,805	\$68,152,862	\$64,455,583	\$77,822,417	\$69,014,021
OPERATING EXPENSES (in 000s)					
Instruction	\$53,881,283	\$59,663,284	\$59,985,953	\$61,799,309	\$62,150,440
Research	\$675,888	\$644,137	\$669,880	\$925,286	\$930,543
Public Service	\$658,168	\$830,464	\$550,198	\$432,326	\$434,781
Academic Support	\$11,873,957	\$10,223,576	\$10,992,106	\$10,673,916	\$10,734,563
Student Services	\$18,243,286	\$19,663,595	\$19,806,334	\$20,929,396	\$21,048,313
Institutional Support	\$20,246,078	\$27,712,054	\$28,271,354	\$26,415,964	\$26,566,054
Fundraising and alumni relations					
Operation, maintenance of plant (if not allocated)					
Scholarships and fellowships (cash refunded by public institution)	\$9,656,291	\$10,393,236	\$10,372,429	\$10,419,245	\$10,478,445
Auxiliary enterprises	\$12,090,766	\$11,891,250	\$12,592,909	\$12,278,497	\$12,348,261
Depreciation (if not allocated)					
Other expenses (specify):					
Other expenses (specify):					
Total operating expenditures	\$127,325,717	\$141,021,596	\$143,241,163	\$143,873,939	\$144,691,400
Change in net assets from operations	-\$61,384,912	-\$72,868,734	-\$78,785,580	-\$66,051,522	-\$75,677,379
NON OPERATING REVENUES (in 000s)					
State appropriations (net)	\$49,305,866	\$52,708,713	\$55,088,735	\$51,367,159	\$47,303,897
Investment return	\$50,411	\$53,045	\$106,679	\$233,474	\$230,125
Interest expense (public institutions)					
Gifts, bequests and contributions not used in operations	\$145,324	\$128,740	\$123,438	\$126,919	\$127,150
Other (specify): Pell - new requirement	\$0	\$0	\$7,688,160	\$7,471,343	\$7,800,000
Other (specify): rentals/state transfer	\$736,246	\$719,314	\$1,153	\$695,761	\$705,100
Other (specify):					
Net non-operating revenues	\$50,237,847	\$53,609,812	\$63,008,165	\$59,894,656	\$56,166,272
Income before other revenues, expenses, gains, or losses	-\$11,147,065	-\$19,258,922	-\$15,777,415	-\$6,156,866	-\$19,511,107
Capital appropriations (public institutions)	\$45,425,060	\$9,882,961	\$8,429,400	\$13,258,870	\$12,500,000
Other (specify):					
TOTAL INCREASE/DECREASE IN NET ASSETS	\$34,277,995	-\$9,375,961	-\$7,348,015	\$7,102,004	-\$7,011,107

**Standard 7: Institutional Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (6/30)		3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
	Debt					
	Beginning balance					
	Additions					
	Reductions					
	Ending balance	\$0	\$0	\$0	\$0	\$0
	Interest paid during fiscal year					
	Current Portion					
	Bond Rating					

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.

Note: Debt is managed by the system office.

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

Future borrowing plans (please describe)

Please enter any explanatory notes in the box below

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

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
NET ASSETS					
Net assets beginning of year	\$231,024,109	\$265,302,104	\$255,926,143	\$248,578,128	\$256,456,053
Total increase/decrease in net assets	\$34,277,995	(\$9,375,961)	(\$7,348,015)	\$7,877,925	(\$7,001,107)
Net assets end of year	\$265,302,104	\$255,926,143	\$248,578,128	\$256,456,053	\$249,454,946
FINANCIAL AID					
Source of funds					
Unrestricted institutional	\$5,702,723	\$5,864,161	\$4,338,558	\$4,475,805	\$4,476,151
Federal, state and private grants	\$12,930,600	\$13,603,735	\$13,578,978	\$12,312,996	\$12,538,707
Restricted funds	\$833,331	\$841,809	\$841,070	\$815,345	\$917,577
Total	\$19,466,654	\$20,309,705	\$18,758,606	\$17,604,146	\$17,932,435
% Discount of tuition and fees					
% Unrestricted discount	15.0%	15.0%	15.0%	15.0%	15.0%
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
Please indicate your institution's endowment spending policy:					

Please enter any explanatory notes in the box below

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

Student Success Measures/ Prior Performance and Goals	3 Years	2 Years	1 Year	Current	Next Year
	Prior	Prior	Prior	Year	Forward
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(Goal) (FY 2018)
IPEDS Retention Data (One Year)					
Associate degree students	78%	60%	89%	100%	100%
Bachelors degree students	74%	74%	76%	73%	78%
IPEDS Graduation Data (150% of catalog time)					
Associate degree students (3 years)	9%	4%	11%	0%	15%
Bachelors degree students (6 years)	45%	42%	49%	46%	50%
IPEDS Outcomes Measures Data					
First-time, full time students					
Awarded a degree within six years	NA	NA	44%	42%	45%
Awarded a degree within eight years	NA	NA	48%	46%	50%
Not awarded within eight years but still enrolled	NA	NA	38%	39%	40%
First-time, part-time students					
Awarded a degree within six years	NA	NA	0%	0%	10%
Awarded a degree within eight years	NA	NA	10%	0%	20%
Not awarded within eight years but still enrolled	NA	NA	57%	36%	50%
Non-first-time, full-time students					
Awarded a degree within six years	NA	NA	45%	54%	55%
Awarded a degree within eight years	NA	NA	47%	56%	56%
Not awarded within eight years but still enrolled	NA	NA	36%	20%	25%
Non-first-time, part-time students					
Awarded a degree within six years	NA	NA	28%	42%	45%
Awarded a degree within eight years	NA	NA	35%	49%	50%
Not awarded within eight years but still enrolled	NA	NA	40%	29%	40%
Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1					
2					
3					
Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1					
2					
3					
Definition and Methodology Explanations					
1	"Not awarded within eight years but still enrolled" includes students subsequently enrolled at another institution.				
2	Numbers of first time part-time and students seeking associate's degrees are small, ranging from 2 to 25.				

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

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

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students				
Degree from original institution	46%	22%	(1)	(1)
Not graduated, still enrolled at original institution	4%	33%		
Degree from a different institution	19%	7%		
Transferred to a different institution	9%	20%		
Not graduated, never transferred, no longer enrolled	22%	18%		
First-time, Part-time Students				
Degree from original institution	(1)	(1)	(1)	(1)
Not graduated, still enrolled at original institution				
Degree from a different institution				
Transferred to a different institution				
Not graduated, never transferred, no longer enrolled				
Non-first-time, Full-time Students				
Degree from original institution	56%	12%	(1)	(1)
Not graduated, still enrolled at original institution	3%	64%		
Degree from a different institution	10%	2%		
Transferred to a different institution	8%	11%		
Not graduated, never transferred, no longer enrolled	23%	11%		
Non-first-time, Part-time Students				
Degree from original institution	(1)	(1)	(1)	(1)
Not graduated, still enrolled at original institution				
Degree from a different institution				
Transferred to a different institution				
Not graduated, never transferred, no longer enrolled				

Measures of Student Achievement and Success/Institutional Performance and Goals

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #2 b)					
1					
2					
3					

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add

Bachelor's degree recipients					
1 employed in CT	65.1%	68.4%	68.8%	69.0%	
Annualized Income, 2 years					
2 later (2)	\$37,000	\$38,000	\$39,500	\$40,200	
3					

Definition and Methodology Explanations

- 1 Fewer than 25 students in cohort.
- 2 Source of data: P20-WIN initiative over five years (<http://www.ct.edu/initiatives/p20win>).

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

	3-Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Most Recent Year (FY 2017)
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State Licensure Examination Passage Rates								
Name of exam	# who took	# who passed	# who took	# who passed	# who took	# who passed	# who took	# who passed
1 not applicable								
2								
3								
4								
5								

National Licensure Passage Rates								
Name of exam	# who took	# who passed	# who took	# who passed	# who took	# who passed	# who took	# who passed
1 NCLEX-RN	43	42	46	44	48	47	41	**
2 Praxis II	66	57	41	34	41	34	**	**
3								
4 ** = Not yet available								
5								

Job Placement Rates									
Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1 Bachelor's recipients, 3rd quarter		912	630	906	652	975	707	1,065	761
2 Master's recipients, 3rd quarter		209	140	152	104	167	112	143	93
3									
4									
5									

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

Web location of gainful employment report (if applicable)

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

	3 Years Prior (FY 2014)	2 Years Prior (FY2015)	1 Year Prior (FY 2016)	Current Year (FY2017)	Next Year Forward (FY2018)
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Completion Rates					
1 not applicable					
2					
3					
4					
5					

Placement Rates					
1 not applicable					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (Goal)
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	69%	76%	82%	71%	72%
Graduation rates @ 150% time	74%	76%	74%	66%	67%
Average time to degree	3.4	3.6	3.3	3.3	3.3
Other measures, specify:					
Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year	92%	100%	91%	96%	97%
Graduation rates @ 150% time	67%	69%	83%	48%	50%
Average time to degree	5.5	5.3	5.4	5.5	5.4
Other measures, specify:					
First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates (Online)	88%	85%	86%	86%	87%
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					

Definition and Methodology Explanations

- | | |
|---|---|
| 1 | Most cohort members are enrolled part time. Six years was used as 150% time. |
| 2 | Most cohort members are enrolled part time. Six years was used as 150% time. |
| 3 | Western has no first professional programs. |
| 4 | Few students take more than one online course per semester. It is inappropriate to calculate separate retention and graduation rates. |
| 5 | Western has no branch campuses. |

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

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	Sep. 2006	https://www.wcsu.edu/facultystaff/handbook/forms/honesty-policy.pdf	Office of Academic Affairs
Intellectual property rights	Feb. 2015	https://www.wcsu.edu/technology/security/WCSU-Security-Policy-February-2015.pdf	Office of Academic Affairs
Conflict of interest	June 2006	https://www.wcsu.edu/facultystaff/handbook/pages/ethic-stm.asp	Office of Academic Affairs
Privacy rights: University	Feb. 2012	http://www.wcsu.edu/cashiers/ferpa.asp	Office of Academic Affairs
Privacy rights: Federal	Feb. 2012	https://www.wcsu.edu/facultystaff/handbook/pages/fam-ed.asp	Office of Student Affairs
Fairness for students	Feb. 2012	http://www.wcsu.edu/diversity/	Office of Diversity and Equity
Fairness for faculty	Feb. 2012	http://www.wcsu.edu/diversity/	Office of Diversity and Equity
Fairness for staff	Feb. 2012	http://www.wcsu.edu/diversity/	Office of Diversity and Equity
Academic freedom	Nov. 2015	https://www.wcsu.edu/facultystaff/handbook/WCSU%20-%20Faculty%20Handbook.pdf	Office of Academic Affairs
Research	Feb. 2015	http://www.wcsu.edu/facultystaff/handbook/pages/fac-sdr-pol.asp	Office of Academic Affairs
Title IX	July 2017	http://www.wcsu.edu/diversity/what-is-title-ix-and-cart/	Office of Diversity and Equity
Other; specify			

Non-discrimination policies

Recruitment and admissions	Mar. 2016	http://www.wcsu.edu/admissions/application/nondisc.asp	Office of Diversity and Equity
Employment	July 2017	http://www.wcsu.edu/diversity/affirmative-action-policy-statement/	Office of Diversity and Equity
Evaluation	July 2017	http://www.wcsu.edu/diversity/affirmative-action-policy-statement/	Office of Diversity and Equity
Disciplinary action	July 2017	http://www.wcsu.edu/diversity/affirmative-action-policy-statement/	Office of Diversity and Equity
Advancement	July 2017	http://www.wcsu.edu/diversity/affirmative-action-policy-statement/	Office of Diversity and Equity
Other; specify			

Resolution of grievances

Students	Mar. 2016	http://www.wcsu.edu/accessability/academic-accommodation-grievance-guideline-and-procedure.asp	AccessAbility Services
Faculty	July 2017	http://www.wcsu.edu/diversity/discrimination-complaints/	Office of Diversity and Equity
Staff	July 2017	http://www.wcsu.edu/diversity/discrimination-complaints/	Office of Diversity and Equity
Other: Accommodation	Mar. 2016	http://www.wcsu.edu/accessability/academic-accommodation-grievance-guideline-and-procedure.asp	AccessAbility Services

Other	Updated	Website location or Publication	Responsible Office or Comm.

Please enter any explanatory notes in the box below

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

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	http://www.wcsu.edu/admissions/ugrad.asp
Notice of availability of publications and of audited financial statement or fair summary	http://www.wcsu.edu/financeadmin/
Processes for admissions	http://www.wcsu.edu/admissions/ugrad.asp
Processes for employment	http://www.wcsu.edu/finaid/employ.asp
Processes for grading	http://www.wcsu.edu/registrar/policies.asp
Processes for assessment	http://www.wcsu.edu/assessment/
Processes for student discipline	http://www.wcsu.edu/studenthandbook/
Processes for consideration of complaints and appeals	http://www.wcsu.edu/registrar/policies.asp

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found	
Statement/Promise	Website location and/or publication where valid documentation can be found
Student Learning Outcomes in Catalogs	https://www.wcsu.edu/catalogs/undergraduate/academic-program-descriptions/ ; https://www.wcsu.edu/catalogs/graduate/
Individual programs at the university are accredited by:	http://www.wcsu.edu/admissions/accreditation
The Connecticut State Department of Education (CSDE)	http://portal.ct.gov/sde
The Council for Accreditation of Educator Preparation (CAEP)	http://caepnet.org/
The Council for Accreditation of Counseling and Related Educational Programs (CACREP)	http://www.cacrep.org/
The National Association of Schools of Music (NASM)	https://nasm.arts-accredit.org/
The National Association of Schools of Theatre (NAST)	https://nast.arts-accredit.org/
The American Chemical Society (ACS)	https://www.acs.org/content/acs/en.html
The Commission on Collegiate Nursing Education (CCNE)	http://www.aacnursing.org/CCNE
The Council on Social Work Education (CSWE)	https://cswe.org/
Employment in Connecticut and Wages, 9 to 24 months after graduation (facilitated by CSCU system office)	http://www.ct.edu/p20win
Employment Prospects for Music Education Graduates	http://www.wcsu.edu/music/music-ed-faqs.asp
Creative Activity of Faculty	Creative Activity Academic Year 2016-2017
Kennedy Center American College Theater Festival: 14 awards in 2016; 11 awards in 2017	http://www.kcactf1.org/
Student Research in Psychology (supervised by faculty)	The Journal of Undergraduate Psychological Research (WCSU publication)
Western Research Day	http://wcsu.edu/wrd/
Date of last review of:	
Print publications	January 12, 2017
Digital publications	January 12, 2017

Please enter any explanatory notes in the box below

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

Information	Website location
Institutional catalog: Undergraduate	http://www.wcsu.edu/catalogs/undergraduate/
Institutional catalog: Graduate	http://www.wcsu.edu/catalogs/graduate/
Obligations and responsibilities of students and the	http://www.wcsu.edu/studenthandbook/
Information on admission and attendance	https://www.wcsu.edu/admissions/
Institutional mission and objectives	http://www.wcsu.edu/president/vision-principles.asp
Expected educational outcomes	https://www.wcsu.edu/catalogs/undergraduate/academic-pro
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.wcsu.edu/catalogs/undergraduate/connecticut-st
Requirements, procedures and policies re: admissions	http://www.wcsu.edu/registrar/policies.asp
Requirements, procedures and policies re: transfer	http://www.wcsu.edu/registrar/policies.asp
A list of institutions with which the institution has an	https://webapp.wcsu.edu/transfer/institutions
Student fees, charges and refund policies	http://www.wcsu.edu/cashiers/refund.asp
Undergraduate	http://www.wcsu.edu/registration/ugrad-tuition/
Graduate	http://www.wcsu.edu/registration/grad-tuition/
Rules and regulations for student conduct	https://www.wcsu.edu/stuaffairs/forms/StudentCodeofCondu
Procedures for student appeals and complaints	http://www.wcsu.edu/registrar/policies.asp
Other information regarding attending or withdrawing from the institution	http://www.wcsu.edu/registrar/policies.asp
Academic programs: Undergraduate	http://www.wcsu.edu/admissions/programs.asp
Academic programs: Graduate	http://www.wcsu.edu/education/graduate.asp
Courses currently offered	http://www.wcsu.edu/registration/open/close/
Other available educational opportunities	http://www.wcsu.edu/community-engagement/definitions.asp
Other academic policies and procedures	http://www.wcsu.edu/studenthandbook/frequently-asked-que
Requirements for degrees and other forms of academic recognition	http://www.wcsu.edu/registrar/drequire.asp
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions	http://www.wcsu.edu/catalogs/undergraduate/faculty-staff/
Names and positions of administrative officers	http://www.wcsu.edu/catalogs/undergraduate/faculty-staff/
Names, principal affiliations of governing board	http://www.ct.edu/regents/members
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each	http://www.wcsu.edu/waterbury/
Programs, courses, services, and personnel not available in any given academic year.	http://www.wcsu.edu/catalogs/undergraduate/asb/courses/accounting/ ;
Size and characteristics of the student body	http://www.wcsu.edu/president/facts-figures.asp
Description of the campus setting	http://www.wcsu.edu/president/facts-figures.asp
Availability of academic and other support services	http://www.wcsu.edu/catalogs/undergraduate/academic-ser
Range of co-curricular and non-academic opportunities available to students	https://www.wcsu.edu/campuscenter/studentactivity.htm
institutional learning and physical resources from which a student can reasonably be expected to	http://library.wcsu.edu/
Institutional goals for students' education	http://www.wcsu.edu/president/vision-principles.asp
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to mission.	http://www.wcsu.edu/academics/consumer/
Total cost of education and net price, including availability of financial aid and typical length of study	http://www.wcsu.edu/admissions/netprice.asp
Expected amount of student debt upon graduation and loan payment rates	http://www.wcsu.edu/academics/consumer/
Statement about accreditation	http://www.wcsu.edu/catalogs/undergraduate/accreditation-a

APPENDIX
E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
ANCELL SCHOOL OF BUSINESS
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
For general education	http://wcsu.edu/catalogs/undergraduate/asb/ancell-school-of-business/	A mix of both direct and indirect assessment: Capstone project, Video tape oral presentations, Licensure Examinations, ETS, Watson Glaser, Capsim-Teammates, Global Competence Aptitude Assessment. Assess through in-class examinations, projects, and writing artifacts.	Faculty who form learning goal assessment committees	Created and mandated WRT 210 as a general education course for all BBA students based on results of the 2013 writing assessment. This was initially a joint effort between the Writing and Marketing Departments. It was piloted for marketing majors and then required for all entering students in fall 2015.	Fall 2017 review for AACSB accreditation

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Business Administration in Accounting	https://www.wcsu.edu/admissions/programs/accounting/	A mix of both direct and indirect assessment: Capstone project, Video tape oral presentations, Licensure Examinations, ETS, Watson Glaser, Capsim-Teammates, Global Competence Aptitude Assessment. Assess through in-class examinations, projects, and writing artifacts.	Faculty who form learning goal assessment committees	Created and mandated MKT 101 as a one-credit first year experience course for all entering freshmen. Intended to improve orientation to academic life, creating attachment to Ancell, providing familiarization with the areas of business and a quick touch with each learning goal. Created and mandated MKT 201 for BBA students to provide knowledge of globalization issues and to develop relevant competencies. Discontinued requirement that students take Political Science 104 World Governments, Economies & Cultures as a general education course. Syllabus content policy introduced: Course learning goals must appear on every syllabus along with Family Educational Rights and Privacy Act (FERPA) and Academic Honesty policy notes.	Fall 2017 review for AACSB accreditation

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Business Administration in Finance	https://www.wcsu.edu/admissions/programs/finance/	A mix of both direct and indirect assessment: Capstone project, Video tape oral presentations, Licensure Examinations, ETS, Watson Glaser, Capsim-Teammates, Global Competence Aptitude Assessment. Assess through in-class examinations, projects, and writing artifacts.	Faculty who form learning goal assessment committees	Created and mandated MKT 101 as a one-credit first year experience course for all entering freshmen. Intended to improve orientation to academic life, creating attachment to Ancell, providing familiarization with the areas of business and a quick touch with each learning goal. Created and mandated MKT 201 for BBA students to provide knowledge of globalization issues and to develop relevant competencies. Discontinued requirement that students take Political Science 104 World Governments, Economies & Cultures as a general education course. Syllabus content policy introduced: Course learning goals must appear on every syllabus along with Family Educational Rights and Privacy Act (FERPA) and Academic Honesty policy notes.	Fall 2017 review for AACSB accreditation

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Business Administration in Management	http://www.wcsu.edu/admissions/programs/management/	A mix of both direct and indirect assessment: Capstone project, Video tape oral presentations, Licensure Examinations, ETS, Watson Glaser, Capsim-Teammates, Global Competence Aptitude Assessment. Assess through in-class examinations, projects, and writing artifacts.	Faculty who form learning goal assessment committees	Created and mandated MKT 101 as a one-credit first year experience course for all entering freshmen. Intended to improve orientation to academic life, creating attachment to ASB, providing familiarization with the areas of business and a quick touch with each learning goal. Created and mandated MKT 201 for BBA students to provide knowledge of globalization issues and to develop relevant competencies. Discontinued requirement that students take Political Science 104 World Governments, Economies & Cultures as a general education course. Syllabus content policy introduced: Course learning goals must appear on every syllabus along with Family Educational Rights and Privacy Act (FERPA) and Academic Honesty policy notes.	Fall 2017 review for AACSB accreditation

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Business Administration in Management Information Systems	https://www.wcsu.edu/admissions/programs/management-information-systems/	A mix of both direct and indirect assessment: Capstone project, Video tape oral presentations, Licensure Examinations, ETS, Watson Glaser, Capsim-Teammates, Global Competence Aptitude Assessment. Assess through in-class examinations, projects, and writing artifacts.	Faculty who form learning goal assessment committees	Created and mandated MKT 101 as a one-credit first year experience course for all entering freshmen. Intended to improve orientation to academic life, creating attachment to ASB, providing familiarization with the areas of business and provide a quick touch with each learning goal. Created and mandated MKT 201 for BBA students to provide knowledge of globalization issues and to develop relevant competencies. Discontinued requirement that students take Political Science 104 World Governments, Economies & Cultures as a general education course. Syllabus content policy introduced: Course learning goals must appear on every syllabus along with Family Educational Rights and Privacy Act (FERPA) and Academic Honesty policy notes.	Fall 2017 review for AACSB accreditation

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Business Administration in Marketing	https://www.wcsu.edu/admissions/programs/marketing/	A mix of both direct and indirect assessment: Capstone project, Video tape oral presentations, Licensure Examinations, ETS, Watson Glaser, Capsim-Teammates, Global Competence Aptitude Assessment. Assess through in-class examinations, projects, and writing artifacts.	Faculty who form learning goal assessment committees	Created and mandated MKT 101 as a one-credit first year experience course for all entering freshmen. Intended to improve orientation to academic life, creating attachment to Ancell, providing familiarization with the areas of business and a quick touch with each learning goal. Created and mandated MKT 201 for BBA students to provide knowledge of globalization issues and to develop relevant competencies. Discontinued requirement that students take Political Science 104 World Governments, Economies & Cultures as a general education course. Syllabus content policy introduced: Course learning goals must appear on every syllabus along with Family Educational Rights and Privacy Act (FERPA) and Academic Honesty policy notes.	Fall 2017 review for AACSB accreditation

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Business Administration in Cybersecurity	https://www.wcsu.edu/admissions/programs/cybersecurity/	A mix of both direct and indirect assessment: Capstone project, Video tape oral presentations, Licensure Examinations, ETS, Watson Glaser, Capsim-Teammates, Global Competence Aptitude Assessment. Assess through in-class examinations, projects, and writing artifacts.	Faculty who form learning goal assessment committees	Created and mandated MKT 101 as a one-credit first year experience course for all entering freshmen. Intended to improve orientation to academic life, creating attachment to Ancell, providing familiarization with the areas of business and a quick touch with each learning goal. Created and mandated MKT 201 for BBA students to provide knowledge of globalization issues and to develop relevant competencies. Discontinued requirement that students take Political Science 104 World Governments, Economies & Cultures as a general education course. Syllabus content policy introduced: Course learning goals must appear on every syllabus along with Family Educational Rights and Privacy Act (FERPA) and Academic Honesty policy notes.	Fall 2017 review for AACSB accreditation

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Master of Business Administration	https://www.wcsu.edu/catalogs/graduate/asb/programs/master-of-business-administration/	A mix of both direct and indirect assessment: Capstone project, Video tape oral presentations, Licensure Examinations, ETS, Watson Glaser, Capsim-Teammates, Global Competence Aptitude Assessment. Assess through in-class examinations, projects, and writing artifacts.	Faculty who form learning goal assessment committees	Created a course rotation allowing students to graduate in 14 months; Added MKT 592 International Business Strategy (spring 2016); Made MKT 592 International Business Strategy a required course (spring 2018); Added a new MBA prerequisite structure of seven one-credit courses in the summer schedule which included Ivy and face-to-face learning with the goal of improving student learning (summer 2017); Moved MKT 539 Effective Managerial Communication course to the fall semester so that students will take it earlier. The MBA Coordinator will schedule this course as early as possible for each MBA student; Moved MGT 530 Leadership, a competency-based course, to fall earlier in the rotation for MBA students; Added MGT 530 Leadership as a required course (spring 2018).	Fall 2017 review for AACSB accreditation

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Master of Health Administration	https://www.wcsu.edu/catalogs/graduate/asb/programs/master-of-health-administration/	Capstone Course, Strategic Management of Health Services (MGT 595); Portfolio review	Ansell School of Business Graduate Planning Curriculum Committee	The program learning outcomes were revised in fall 2017.	Fall 2017 review for AACSB accreditation

DIVISION OF JUSTICE AND LAW ADMINISTRATION
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Science in Justice and Law Administration	http://www.wcsu.edu/admissions/programs/jla/	A mix of both direct and indirect assessment measures supplemented with periodic feedback solicited from JLA’s advisory board, internship supervisors, and alumni. A sample of students enrolled in the JLA 400 course will take a subject field test provided by Peregrine Academic Services.	Every year, the Justice & Law Administration Advisory Committee is convened to discuss issues relative to the Division’s Mission, Program Goals, and Student Learning Outcomes. In December 2016, full-time faculty met with members of the JLA Advisory Committee to specifically discuss student preparedness for professional employment in the criminal justice field. Each JLA 405 research paper will be evaluated with the use of a standard rubric by two full-time JLA faculty members.	Promoted career fairs and panels, more guest speakers, include career information in courses (corrections, policing, criminal law). Continued to update internship opportunities and alumni contacts. Developed rubrics for course assignments and a curriculum map. Audited course syllabi. Added a writing course.	Currently aligning program outcomes with national standards.

MACRICOSTAS SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF BIOLOGICAL SCIENCES
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Arts in Biology	http://www.wcsu.edu/biology/biology_undergrad.html	Content Knowledge: Standardized test (Major Field Test--in Biology) Skills: Assessment of capstone/senior research papers, lab reports, review papers, oral presentations of research projects	Departmental Assessment Committee reviews the evidence annually.	In 2016-17, all course outlines were reviewed and edited to have explicit learning outcomes. A new Freshman Seminar (BIO 101) is aimed at improving retention while satisfying FY competency. In fall 2017, MAT 120 was added as a Cognate course to increase quantitative skills. Data are still preliminary.	September 2015

DEPARTMENT OF CHEMISTRY
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify)	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Arts in Chemistry	www.wcsu.edu/chemistry	Standardized American Chemical Society (ACS) exams in all courses; Senior research project: paper and seminar; ACS standardized capstone exam	Comparison of standardized exam scores to national averages. Entire faculty evaluates the capstone senior research project.	Syllabi for individual courses are updated according to ACS standards.	Application for reaccreditation submitted June 2017

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
American Chemical Society Accreditation	June 2012	Update Inorganic Chemistry laboratory experiments	Hours of lecture and laboratory; Availability of instrumentation; Undergraduate research; Faculty teaching load; Safety practices; Availability of institutional support; Updated curriculum	Application for re-certification submitted June 2017

DEPARTMENT OF COMMUNICATION AND MEDIA ARTS
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Arts in Communication: Communication Studies	http://www.wcsu.edu/catalogs/undergraduate/sas/programs/communication/	Capstone course: thesis and oral presentation	Individual faculty teaching the capstone course, and departmental assessment committee	Over several years, we have expanded and strengthened the core sequence in the major; added Ethics, Methods; changed the level of Theory; adjusted the level of several courses; reviewed prerequisites for each class, and revised them as necessary.	2016

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Arts in Media Arts: Media Production	http://www.wcsu.edu/catalogs/undergraduate/sas/programs/communication/	Thesis and oral presentation in the capstone course	Individual faculty teaching the capstone course, and departmental assessment committee	Over the last several years, we have expanded and strengthened the core sequence in the major: Added Ethics, Methods; Changed the level of Theory and several other courses; Reviewed prerequisites for each class, and revised them as necessary.	2016
Bachelor of Arts in Digital Interactive Media Arts	http://www.wcsu.edu/catalogs/undergraduate/sas/programs/communication/	Capstone course	Individual faculty teaching the capstone course	New program	New program

DEPARTMENT OF COMPUTER SCIENCE
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence? (e.g. changes to curricula or instruction)	(5) Date of most recent program review
Bachelor of Science in Computer Science	In the course outlines, available in the CS folder on the Common network drive	Standard Field Test offered by Educational Testing Service (ETS)	ETS results are evaluated by faculty	Changed the time allocated to various topics, and adjusted the content of the exercises. A new program, BA in Applied Computing, was developed and approved in 2018.	2013

DEPARTMENT OF ENGLISH
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify)	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Arts in English	https://www.wcsu.edu/english/learning-outcomes.asp	ENG 470, Senior Seminar/Capstone	All faculty members; Each sampled research paper is assessed by two faculty members using department approved rubric.	Review and revision of program and curriculum pending new learning outcomes assessments reports.	May 2017
Bachelor of Science in Secondary Education and English	https://www.wcsu.edu/english/learning-outcomes.asp	ENG 470, Senior Seminar/Capstone	All faculty members; Each sampled research paper is assessed by two faculty members using department approved rubric.	Review and revision of program and curriculum pending new learning outcomes assessments reports.	May 2017
Bachelor of Arts in American Studies	https://www.wcsu.edu/english/learning-outcomes.asp	AS 217 The American Dream, AS/HIS/ENG 400, Senior Seminar/Capstone	Faculty teaching in the program; Each sampled research paper is assessed by two faculty members.	In the process of reviewing the curriculum and its viability.	May 2017
Master of Arts in English	http://www.wcsu.edu/english/graduate%20program.asp	Research Papers	All faculty members; Each sampled research paper assessed by two faculty members using department approved rubric.	In the process of reviewing the program, including the curriculum and its viability.	Scheduled for May 2018

DEPARTMENT OF HISTORY AND NONWESTERN CULTURES
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify)	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Arts in History	http://wcsu.edu/catalogs/undergraduate/sas/programs/history-and-non-western-cultures/	Capstone Course (portfolio, capstone paper)	Faculty instructing HIS 490, departmental assessment committee	Revised major requirements, spring 2016	2014
Bachelor of Science in Secondary Education, History and Social Studies	http://wcsu.edu/catalogs/undergraduate/sas/programs/history-and-non-western-cultures/	Capstone Course (portfolio, capstone paper)	Faculty instructing HIS 490, departmental assessment committee	Revised major requirements, spring 2016	2014
Master of Arts in History	http://www.wcsu.edu/catalogs/graduate/sas/programs/master-of-arts-in-history/	Comprehensive Exam	All Graduate Faculty	Revised requirements, spring 2016	2014

DEPARTMENT OF MATHEMATICS
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify)	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Science in Secondary Education and Mathematics	http://www.wcsu.edu/math/Programs.htm and Common Drive\ MAT\ Documents & Reports\ By-Laws and Mission\	Assessment targets are specified by the Council of the Accreditation of Educator Preparation (CAEP) accrediting body. See (4).	The Math Department Assessment Committee for this program is responsible for conducting an annual assessment. A summary of its report is incorporated in the Department Annual Report submitted to the Dean of the Macricostas School of Arts and Sciences. In addition, each semester, the Committee for this program participates in a “data retreat” with all other BS Secondary Ed programs during which the recently collected data is reviewed.	The departmental Assessment Committee has reviewed its assessment system and aligned it to the National Council of Teachers of Mathematics (NCTM) Council of the Accreditation of Educator Preparation (CAEP) Standards (2012). It found that last year there were standards that were not assessed, so it adapted the following new key assessments for this program: Praxis II scores (students who pass the Praxis student teach the following semester); Course grades (in MAT 222, 141, 181, 182, 207, 242, 272, 281, 342, 375); Student Teaching Evaluation Instrument (STEI).	2012

<p>Bachelor of Science in Secondary Education and Mathematics (continued)</p>			<p>Conclusions are reached and plans made for follow-up to the data. Assessment results are used to inform the curriculum. For example, resources have been developed to help prepare relevant students better for the Praxis II content exam in math.</p>	<p>edTPA (The comprehensive Teacher Performance Assessment developed by researchers at the Stanford Graduate School of Education); Capstone (“mini edTPA”); Math Portfolio; Math Practices Assessment.</p> <p>The state of CT is still in the pilot phase of the edTPA administration and so a “passing” score out of the highest possible score of 75 hasn’t been determined. As a point of reference, NY has one of the higher passing requirements at 41, with any score above 48 labeled “mastery level.” One student scored a 51 and another scored a 40.</p> <p>The Capstone was modified to be a “mini edTPA” for fall 2016. Students completed Tasks 1 and 2 of the edTPA twice (once for Bethel Middle School field work and once for Bethel High School field work). The faculty of the Professional Semester courses have already reflected on this assignment and have agreed that the new Capstone assignment beginning in fall 2017 will include Task 3 of the edTPA, which focuses on assessment.</p> <p>Assessment was a little weak according to the STEI so giving the students more practice with Task 3: Assessment should be beneficial.</p>	
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<p>Bachelor of Science in Secondary Education and Mathematics (continued)</p>				<p>The STEI data will be revisited after this revised Capstone assessment has been in place.</p> <p>The Math Portfolio assignment has also been modified (since the Praxis was modified). This assessment was given for the first time to the ED 449 students in fall 2017, so data on this assessment will be used for next year’s report.</p> <p>The new “Math Practices Assessment” spans several courses throughout the program. The Math Practices Assessment includes assignments in MAT 222 aligned to specific Standards, administered in spring 2017. Relevant rubrics were developed and used in MAT 222, with the majority of students (mostly not BS Secondary Ed majors) scoring either a 2 (proficient) or a 3 (exemplary) on a scale from 0-3.</p> <p>MAT 151 and MAT 207 assignments developed and administered in spring 2018 address additional Standards.</p>	
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CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify)	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Arts in Mathematics (including Computer Science option)	http://www.wcsu.edu/math/Programs.htm	Students in the Senior Seminar courses were required to demonstrate an ability to learn independently. In order to assess their success, the students gave talks and wrote up the results of their work. We collected writing and presentation samples from our Senior Seminars and have used them to assess skills in mathematical communication, problem-solving, mathematical reasoning, and applications to related areas.	The Math Department Assessment Committee for this program is responsible for conducting an annual assessment. A summary of its report is incorporated in the Department Annual Report submitted to the Dean of the Macricostas School of Arts and Sciences (MSAS).	The 1.5 credit courses MAT 450 Senior Seminar I and MAT 451 Senior Seminar II were combined into a three-credit course MAT 453 Senior Seminar Experience, to align it with the Senior Capstone experience, but also to allow stronger students to pursue high-level research projects with faculty of their choice. The prerequisites for the Senior Capstone experience are senior standing and completion of at least one of their 300-level requirements to have knowledge on which to build. Proof Writing as well as Senior Seminar Paper and presentation rubrics were developed. The committee is examining whether to collect the writing and presentation samples not only from Senior Seminar, but also from multiple levels (100, 200, 300, and 400). MAT 207 Proofs is one such course as one of its objectives is for students to	2012

<p>Bachelor of Arts in Mathematics (continued)</p>		<p>The Educational Testing Service Major Field Test in Mathematics is used to assess breadth of knowledge in core areas of mathematics.</p>		<p>develop their ability to reason and to read and write mathematics. While the ETS-MFT in Math is a good testing instrument, the committee is examining whether the department should make ETS-MFT a programmatic requirement independent of any single course and offer it twice a year to students who have completed all requirements through the 300-level so that our collected data is more meaningful.</p> <p>The current assessment cycle leads to collecting data in the fall and spring of each year with a report due in May. The committee believes this strategy has not been successful in producing quality data and reflection in a timely manner. It would be advisable for the department to adopt a spring to fall data collection cycle so that the following spring semester can be spent analyzing the collected artifacts to produce more helpful reports.</p>	
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DEPARTMENT OF PHILOSOPHY AND HUMANISTIC STUDIES
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Arts in Interdisciplinary Studies	http://www.wcsu.edu/philosophy/interdisciplinary-major.asp	Portfolio and final interdisciplinary project in HUM 451 capstone class	All full-time faculty in the Philosophy and Humanistic Studies Department	Requirements for the HUM 451 capstone class have been clarified and codified.	The major began in fall 2016. We haven't had a program review yet.

Department of Physics, Astronomy, and Meteorology
Option E1: Part A. Inventory of Educational Effectiveness Indicators

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify)	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Science in Meteorology	www.wcsu.edu/pam/meteorology	Capstone Course: Research final presentation final research report Student weather forecasting video presentations Internship Host written evaluations Research Day Poster Evaluation	Annually by the curriculum committee of departmental faculty	Realized the need for new broadcast equipment, instituted Instrumentation lab reports, and added new requirement in broadcasting for students to utilize social media for weather dissemination	2012
Bachelor of Arts in Earth and Planetary Science	www.wcsu.edu/pam/earth-and-planetary-sciences	- Core course evaluations have pre- and post-course examinations - Capstone Course: Research presentation - Portfolio Assessment - Research Day Poster Evaluation	Annually by the curriculum committee of departmental faculty	Aligning courses to General Education competency requirements	2012

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Master of Arts in Earth and Planetary Science	www.wcsu.edu/graduate/eps	<ul style="list-style-type: none"> - Thesis Research: presentation and dissertation - Comprehensive Examination for Non-thesis - Research Day Poster Evaluation 	<ul style="list-style-type: none"> - Department Faculty - Thesis Committee - Annually by the curriculum committee 	Developed Graduate Handbook	2009

DEPARTMENT OF PSYCHOLOGY
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify).	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Arts in Psychology	http://www.wcsu.edu/catalogs/undergraduate/sas/programs/psychology/#ba_psy	<p>We have a three-to-four-year cycle of assessment tools and data:</p> <ol style="list-style-type: none"> 1. Knowledge of Psychology (Breadth): Dept. Comprehensive Psychological Knowledge Test, every three to four years, validated against the ETS Major Field Test once. 2. Writing in the discipline: Evaluation of a random sample of Advanced Seminar (Capstone) papers by two blind reviewers each, using a department-developed standardized rubric based on APA guidelines. Every three to four summers by faculty. 3. Quantitative skills in the discipline: Assessment of statistical knowledge via objective tests every three to four years by 	<p>The Psychology Department Assessment Committee conducts the annual assessment of one of the three areas on a rotating basis. The final report is provided to the full department for review and endorsement. It is included in the Department Annual Report submitted to the office of the Dean of Arts and Sciences.</p> <p>In 2016-2017, the assessment focused upon breadth of knowledge in psychology. The breadth of knowledge assessment instrument, developed by the department a decade ago, was evaluated in light of changes in program emphasis since its development. The evaluation indicated a need for a revision of the assessment, which was carried out in summer, 2015. The revised instrument includes multiple-</p>	<p>The 2017 assessment indicates the department is meeting the first learning objective for its graduates, "1. Be knowledgeable of the facts, theories and principles of scientific psychology, including the areas of cognitive, biological, developmental, social and personality, and clinical and counseling psychology." This supports the program curriculum, which includes required exposure to one course in each of five content areas: cognitive, biological, developmental, social and personality, and clinical and counseling psychology.</p>	October 2016, including external review

<p>Bachelor of Arts in Psychology (continued)</p>		<p>faculty who teach courses in the research methods sequence.</p>	<p>choice based assessment of the core research sequence learning outcomes, as well as of knowledge in each of the core breadth areas specified in the PSY 100 course outline.</p> <p>The revised instrument was administered to students in seven sections of PSY 100 in spring 2016 (N=191) and to students in six sections of advanced seminars in fall 2015 and spring 2016 (N=75). Analysis in summer 2016 compared breadth of knowledge in psychology of students at the beginning and conclusion of their psychology major.</p> <p>RESULTS: Difference between mean scores of introductory and advanced seminar students is statistically significant, $p < .0001$. The data indicates that students in the advanced seminar courses score significantly higher on the breadth assessment exam than those in the introductory Psychology courses.</p> <p>Follow up analysis on specific topics covered in the assessment indicated that 400-level students scored significantly higher than 100-level students on nearly all topic areas, such as Learning, Developmental, Social, and Brain</p>	<p>Assessment results during the past three years have resulted in substantive modifications to the learning methods utilized in the core research methods sequence courses, aimed at achieving higher levels of proficiency and increased passing rates.</p> <p>Our assessment of our capstone advanced seminar projects in 2012-2013 lead us to develop a concrete set of learning goals for good writing for our majors. These learning outcomes are based upon the American Psychological Association's (APA) Guidelines for the Undergraduate Psychology Major, Version 2.0, published in 2013.</p> <p>In the coming year, we will re-examine our introductory course in the major, PSY 100, to ensure it is meeting the latest standards published by</p>	
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Bachelor of Arts in Psychology (continued)			and Behavior. On the six-item Research Methods sub-scale, 41.9% of all 400-level students got all six items correct, while only 5.3% of 100-level students did. Similarly, 21.1% of 100-level students scored from zero to two items correct in Research Methods, while 0% of 400-level students did this poorly.	the American Psychological Association (APA) and is the best possible platform for introducing our students to the principal areas of scientific psychology.	
Bachelor of Science in Elementary Education - Psychology	Bachelor of Arts in Psychology , explained above	Bachelor of Arts in Psychology , explained above	Bachelor of Arts in Psychology , explained above	Bachelor of Arts in Psychology , explained above	October 2016

DEPARTMENT OF SOCIAL SCIENCES

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify)	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Arts/ Bachelor of Science in Anthropology/ Sociology	Undergraduate catalog, www.wcsu.edu/catalogs/undergraduate/sas/programs/social-sciences/	a. Pre/post Test Knowledge and Skill Self-Assessment instrument; b. Portfolio review (including two "course of study" statements, one research paper, one senior thesis, and one professional resume	All full-time faculty in Anthropology/ Sociology	New courses added (Intro to Archaeology & New England Archaeology); Existing course modified and course requirements revised (ANT 225, 229, 341) to streamline the program requirements and to give students more options.	2014

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Arts in Economics	Undergraduate catalog, www.wcsu.edu/catalogs/undergraduate/sas/programs/social-sciences/	a. Pre/post Test Knowledge and Skill Self-Assessment instrument; b. Portfolio review (including two "course of study" statements, one research paper, one senior thesis, and one professional resume	All full-time faculty in Economics	New courses added (Issues in Sports Economics) and modified (Economics of Entrepreneurship) to enhance application of concepts; an online course was developed and offered in summer and winter sessions to reach a broader student base.	2014
Bachelor of Arts/ Bachelor of Science in Political Science	Undergraduate catalog, www.wcsu.edu/catalogs/undergraduate/sas/programs/social-sciences/	a. Pre/post Test Knowledge and Skill Self-Assessment instrument; b. Portfolio review (including two "course of study" statements, one research paper, one senior thesis, and one professional resume	All full-time faculty in Political Science	Proposals to assign general education competencies to three courses have been developed and approved by the department (PS 100 Intro. to Political Science, PS 102 American Government, PS 104 World Governments, Economies & Cultures).	2014
Bachelor of Arts in Social Sciences	Undergraduate catalog, www.wcsu.edu/catalogs/undergraduate/sas/programs/social-sciences/	a. Pre/post Test Knowledge and Skill Self-Assessment instrument; b. Portfolio review (including two "course of study" statements, one research paper, one senior thesis, and one professional resume	All full-time faculty in Social Sciences	Course requirement changes were made to clarify options, strengthen programs, and attract students to upper-level courses.	2014

DEPARTMENT OF WORLD LANGUAGES AND LITERATURE
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Arts in Spanish	http://wcsu.edu/wll/outcomes.asp and https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012	Spanish majors and minors are assessed annually for oral and writing proficiency as part of an internal program assessment through a final exam or project during at least one 200-level and one 300-level Spanish course on cultural and/or literary topics.	World Languages and Literatures Assessment Committee comprised of the full-time faculty	Annual assessment data show that the program consistently meets the published student learning outcomes for Spanish major programs: Students will demonstrate a measureable increase in oral and writing proficiency in Spanish to a minimum of advanced proficiency for students in upper division (300-level) Spanish courses. New Minor in Spanish Translation has been developed and implemented since 2015.	2015

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Science in Secondary Education and Spanish	http://wcsu.edu/wll/outcomes.asp and https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012	Students admitted to the professional semester for the B.S. in Spanish and Secondary Education achieve a minimum level of Advanced Low as defined by the ACTFL proficiency scale. In addition to assessment of cultural competency of students in final exams and projects in culture and literature courses, candidates for teacher certification demonstrate oral proficiency and writing proficiency through the following external assessments: OPI (Oral Proficiency Interview) Language Testing International; WPT (Writing Proficiency Interview) Language Testing International.	World Languages and Literatures Assessment Committee comprised of the full-time faculty	Assessment in conjunction with Education & Educational Psychology Department	2015

DEPARTMENT OF WRITING, LINGUISTICS, AND CREATIVE PROCESS
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Arts in Professional Writing	http://wcsu.edu/writing/mission.asp	The required course in Senior Thesis and the Senior Portfolio	Members of the department evaluate portfolios according to a rubric.	In 2015, the bachelor's program was reviewed and radically revised.	2015
Master of Fine Arts in Creative and Professional Writing	http://wcsu.edu/catalogs/graduate/sas/programs/master-of-fine-arts-in-professional-writing/	Review of thesis projects and written evaluations from instructors and internship mentors	Graduate course professors and thesis committee comprised of departmental faculty	Membership of Thesis Committee changed to include teaching faculty.	2015

SCHOOL OF PROFESSIONAL STUDIES
DEPARTMENT OF EDUCATION AND EDUCATIONAL PSYCHOLOGY
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Ed.D. in Instructional Leadership	http://www.wcsu.edu/catalogs/graduate/sps/programs/doctor-of-education-degree-program-in-instructional-leadership/	1. Evaluate candidates' Content Knowledge 2. Evaluate candidates' Pedagogical Content Knowledge 3. Candidates' Competence in Clinical Placement Impact on Student Learning Assessment 4. Evaluate candidates' professional behaviors. Link to student growth	Comprehensive Exam Vision for Instructional Leadership (ED 800); Leadership Plan Analysis of Thinking Skills (ED 804) Dispositions for Advanced Programs (First Semester,	Data retreats are held each January and May. Program coordinators and faculty review semester data/yearly data and make program improvements as needed. The Assessment and Accreditation Committee oversees the assessment process of the unit. Dissertations are uploaded to the WCSU repository and are accessible to students. The unit has moved to LiveText, a new assessment management system. Additional writing assignments have been added to the program with rubrics that strengthen consistency for expectations across courses.	April 2014 NCATE visit

<p>Ed.D. in Instructional Leadership (continued)</p>		<p>5. Program Admission</p> <p>6. Completers' Competence in school setting</p> <p>7. Completers' Satisfaction with preparation</p> <p>8. Candidates' understanding of diversity and application to instruction</p> <p>9. Candidates' understanding of technology and application to instruction</p>	<p>Comprehensive Exams, Dissertation)</p> <p>Miller Analogies Test</p> <p>Assessment of WCSU Graduates in Leadership Positions</p> <p>Student Survey of Program</p> <p>Program Evaluation</p> <p>Analysis of Thinking Skills; Dissertation Defense (with a committee of advisors and an outside reader); Written Dissertation; Oral Presentation and Defense</p>		
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DEPARTMENT OF EDUCATION AND EDUCATIONAL PSYCHOLOGY (CONTINUED)
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
NCATE/CAEP	April 2014	None	<ol style="list-style-type: none"> 1. Comprehensive Exams 2. Dissertation Proposal Defense 3. Dissertation Defense 4. Key assessment data for planning, implementation of research related to school-based practices, and impact of practices on student learning 5. One year post-completion data 	Spring 2021

DEPARTMENT OF EDUCATION AND EDUCATIONAL PSYCHOLOGY (CONTINUED)
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Master of Science in Applied Behavior Analysis	http://www.wcsu.edu/education/bacb.asp and http://www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf .	--Licensure Assessment Pass Rates: BCBA Exam --Assessment of content knowledge: Behavior Development Solutions Testing --Ability to Apply Instruction: Capstone Project EPY 653 --Research in Applied Behavior Analysis EPY 654 --Post-completion: WCSU Employment Stats on the bacb.com website	Data retreats are held each January and May. Program coordinators and faculty review semester data/yearly data and make program improvements as needed. ABA Faculty meet monthly to oversee the assessment process.	The unit has moved to LiveText, a new assessment management system.	New program in fall 2012. It has been reviewed by the Behavior Analyst Certification Board.

DEPARTMENT OF EDUCATION AND EDUCATIONAL PSYCHOLOGY (CONTINUED)
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Master of Science in Counselor Education (Options in Clinical Mental Health and School Counseling)	http://www.wcsu.edu/catalogs/graduate/sps/programs/master-of-science-degree-program-in-counselor-education/ and Counselor Education Handbook, Listed objectives in each course syllabus	Completion of CPCE Exam Practicum/ Internship Evaluation submitted by site supervisor Dispositions: Candidates are assessed at the beginning, mid-point and end of the program. Key assessments measuring skills and knowledge in area of group counseling, individual counseling and assessment	Data retreats are held in January and May. Program coordinators and faculty review semester data/yearly data and make improvements as needed. CACREP Unit Coordinator reviews outcomes and compliance with standards.	The unit has moved to LiveText, a new assessment management system. Key Assessments have been updated to reflect new standards. Program began infusing CPCE questions in all tests and quizzes to familiarize students with type and style of test questions.	2010

DEPARTMENT OF EDUCATION AND EDUCATIONAL PSYCHOLOGY (CONTINUED)
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Master of Science in Education, Curriculum Option	http://wcsu.edu/catalog/s/graduate/sps/program/s/master-of-science-degree-program-in-education/ and MSED in Curriculum Handbook, Listed learning objectives in each course syllabus	<ol style="list-style-type: none"> 1. Content Assessment: Capstone Project (ED 592) 2. Assessment of application of content knowledge: Research Project (ED 501) 3. Impact on Student Learning: Measurement Project (EPY 505) 4. Dispositions: Candidates are assessed on professional dispositions at the beginning, mid-point, and end of the program. 5. Post-completion: Alumni Survey and Employer Survey 	<ol style="list-style-type: none"> 1. Data retreats are held each January and May. Program coordinators and faculty review semester data/yearly data and make program improvements as needed. 2. The Assessment and Accreditation Committee oversees the assessment process of the unit. 	This program was revised to run as a cohort based upon completers' comments and will begin in fall 2018 in the new format. Changes were also made to ED 501 based on student feedback that more content was needed in educational research.	April 2014 NCATE visit

DEPARTMENT OF EDUCATION AND EDUCATIONAL PSYCHOLOGY (CONTINUED)
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Master of Science in Education: Literacy and Language Arts	http://catalogs.wcsu.edu/grad1819/masters-in-education-in-literacy-and-language-arts/ Literacy and Language Arts Handbook; Listed learning objectives in each course syllabus	<ol style="list-style-type: none"> 1. Licensure Assessment: Praxis Subject Assessment 2. Assessment of content knowledge: Case Study Project 3. Ability to Plan Instruction: Observation of IEP Lesson 4. Assessment of Practicum: Evaluation of Special Education Practicum 5. Impact on Student Learning: Assessment Portfolio Project 6. Dispositions: Candidates are assessed on professional dispositions at the beginning, mid-point, and end of the program. 7. Post-completion: WCSU Alumni and WCSU Employer Survey 	<ol style="list-style-type: none"> 1. Data retreats are held each January and May. Program coordinators and faculty review semester data/yearly data and make program improvements as needed. 2. The Assessment and Accreditation Committee oversees the assessment process of the unit. 	This is a new program that will commence in spring 2018.	New program

DEPARTMENT OF EDUCATION AND EDUCATIONAL PSYCHOLOGY (CONTINUED)
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Master of Science in Education: Special Education (K-12)	http://catalogs.wcsu.edu/grad1819/masters-in-education-special-education-k-12/Special Education Handbook ; Listed learning objectives in each course syllabus	<ol style="list-style-type: none"> 1. Licensure Assessment: Praxis Subject Assessment 2. Assessment of content knowledge: Case Study Project 3. Ability to Plan Instruction: Observation of IEP Lesson 4. Assessment of Practicum: Evaluation of Special Education Practicum 5. Impact on Student Learning: Assessment Portfolio Project 6. Dispositions: Candidates are assessed on professional dispositions at the beginning, mid-point, and end of the program. 7. Post-completion: WCSU Alumni and WCSU Employer Survey 	<ol style="list-style-type: none"> 1. Data retreats are held each January and May. Program coordinators and faculty review semester data/yearly data and make program improvements as needed. 2. The Assessment and Accreditation Committee oversees the assessment process of the unit. 	This is a new program that will commence in spring 2018.	April 2014 NCATE visit

DEPARTMENT OF EDUCATION AND EDUCATIONAL PSYCHOLOGY (CONTINUED)
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify).	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Science in Elementary Education	<p>1. Elementary Education Program Learning Objectives: https://www.wcsu.edu/education/elementalobjectives.asp</p> <p>2. Elementary Education Handbook</p> <p>3. Listed learning objectives in each course syllabus</p> <p>*Note: edTPA is the Teacher Performance Assessment developed by researchers at the Stanford Graduate School of Education</p>	<p>1. Licensure Assessment: Praxis Multi-Subject Assessment</p> <p>2. Assessment of content knowledge: Capstone Project (Mini-edTPA*)</p> <p>3. Ability to Plan Instruction: Capstone Project (Mini-edTPA) and Context of Learning Project</p> <p>4. Assessment of Student Teaching: Evaluation Instrument submitted by Cooperating Teacher and University Supervisor</p> <p>5. Impact on Student Learning: edTPA</p> <p>6. Dispositions: Candidates are assessed on professional dispositions at the beginning, mid-point, and end of the program.</p> <p>7. Post-completion: Alumni Survey and Employer Survey</p>	<p>1. Data retreats are held each January and May. Program coordinators and faculty review semester data/yearly data and make program improvements as needed.</p> <p>2. The Assessment and Accreditation Committee oversees the assessment process of the unit.</p>	<p>1. The unit has moved to LiveText, a new assessment management system.</p> <p>2. The Praxis Study Center and Praxis Study Plans were formulated based upon data analysis.</p> <p>3. The capstone project was changed to a mini-edTPA* after reviewing the official edTPA* scores.</p>	<p>April 2014 NCATE visit</p>

DEPARTMENT OF EDUCATION AND EDUCATIONAL PSYCHOLOGY (CONTINUED)
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify)	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Science in Secondary Education (Biology, Chemistry, Earth Science, English, Mathematics, Social Studies, Spanish)	<p>Secondary Education Program Learning Objectives: http://www.wcsu.edu/catalogs/undergraduate/sps/programs/education-and-educational-psychology-secondary-education/ Secondary Education Handbook; Listed learning objectives in each course syllabus</p> <p>*Note: edTPA is the Teacher Performance Assessment developed by researchers at the Stanford Graduate School of Education</p>	<ol style="list-style-type: none"> 1. Licensure Assessment: Praxis Subject Assessment 2. Assessment of content knowledge: Capstone Project (Mini-edTPA) 3. Ability to Plan Instruction: Capstone Project (Mini-edTPA) and Context of Learning Project 4. Assessment of Student Teaching: Student Teaching Evaluation Instrument submitted by Cooperating Teacher and University Supervisor 5. Impact on Student Learning: edTPA 6. Dispositions: Candidates are assessed on professional dispositions at the beginning, mid-point, and end of the program. 7. Post-completion: Alumni Survey and Employer Survey 	<ol style="list-style-type: none"> 1. Data retreats are held each January and May. Program coordinators and faculty review semester data/yearly data and make program improvements as needed. 2. The Assessment and Accreditation Committee oversees the assessment process of the unit. 	<ol style="list-style-type: none"> 1. The unit has moved to LiveText, a new assessment management system. 2. The Praxis Study Center and Praxis Study Plans were formulated based upon data analysis. 3. The capstone project was changed to a mini-edTPA after reviewing the official edTPA scores. 	April 2014 NCATE visit

DEPARTMENT OF NURSING
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify)	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Science in Nursing	http://www.wcsu.edu/nursing/undergraduate/ and Listed learning objectives in each course syllabus	Clinical evaluations; Portfolios in clinical courses; Capstone clinical and portfolio; NCLEX for licensure	Faculty as a whole at end of each semester; Programs committee annually; Student committee with chair annually	Course revision of NUR 327 to adjust clinical; NUR 105 Medical Math was changed from an elective to a major course with use of calculators allowed; Changed NUR 226 Drugs & Diagnostics from two to three credits	2016 State Board of Nursing and 2014 CCNE interim report
Master of Science in Nursing (Clinical Nurse Specialist track; Adult Gerontology Nurse Practitioner track)	http://www.wcsu.edu/nursing/graduate/ and Listed learning objectives in each course syllabus	Portfolios; Typhon documentation; Research project; Clinical evaluations; AACN or ACNP exam Licensure	Course faculty, Graduate coordinators, and Chairperson	Change in program from Adult CNS/NP to Adult Gerontology CNS/NP; Increased hybrid online options	2016 State Board of Nursing and 2014 CCNE interim report
Ed.D in Nursing Education	http://www.wcsu.edu/nursing/edd/ and Course Syllabi	Portfolios; Doctoral teaching capstone- portfolios and teaching project; Dissertation	Course faculty, Ed.D coordinator, and Chairperson; Ed.D joint committee	Some changes in the order of the course offerings. Comprehensive exams are now in summer after all course work is done.	2013

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Commission on Collegiate Nursing Education (CCNE)	2009; Interim report 2014	None	Licensure: NCLEX pass rate was greater than 95% (needs to be greater than 80%).	Fall 2018
Connecticut State Board of Nursing	2016	None	NCLEX pass rate was greater than 80%.	Accepts CCNE report

DEPARTMENT OF HEALTH PROMOTION AND EXERCISE SCIENCE
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Science in Health Promotion Studies	http://www.wcsu.edu/hpx/	<ul style="list-style-type: none"> • HPX 490/491 capstone internship • HPS Internship Preceptor Entrance and Exit Surveys • HPX 200-470 service-learning project portfolio • HPS Graduate Exit Survey: administered to all HPS students during the last HPX 491 meeting session. All summer interns and most of the fall/spring interns graduate after completing the internship semester. Two Exit Surveys are given, one anonymous and the other not. 	<ul style="list-style-type: none"> • Faculty members in charge of accreditation review the data annually and present it to full-time faculty • Data reviewed with full-time faculty, part-time faculty, internship preceptors and invited alumni bi-annually as part of the strategic planning meeting 	<ul style="list-style-type: none"> • 2016-2017 HPS course updates: HPX 200, 270, 370, 371, 470, 490, 491 • Creation of new major course requirement: HPX 103 • New major progression criteria (2.5 cumulative GPA, C+ or higher grade in HPS Core Courses) 	<ul style="list-style-type: none"> • Accreditation self-study initial report submitted October 2017 • Academic Program Review submitted fall 2015

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify)	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Science in Health Education, PK-12	http://www.wcsu.edu/hpx/	<ul style="list-style-type: none"> • HPX 460/464 Student teaching Seminar • Praxis I and Praxis II • Student teaching assessment • TK20 portfolio prior to fall 2017 • LiveText beginning fall 2017 • Application of content and pedagogy as reflected in GPA 	<p>Program Coordinator and Program Faculty review and interpret the data. Praxis exams are taken according to state Education Department guidelines – these must be passed in order for the student to move on to the next level of coursework or to enter their professional semester. Portfolios are reviewed as they are completed each semester. Student teachers are evaluated at least twice during the semester and at the end of the semester by the Program Coordinator and Cooperating teacher.</p>	Revising course content to remain up-to-date with changes in health education content and SDE guidelines	NCATE October 2009

DEPARTMENT OF SOCIAL WORK
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify)	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Arts in Social Work	http://www.wcsu.edu/sw/assessment/	SW 350 Senior Integrative Seminar (Capstone Course), SW Work 320 and SW 321 Field Placement Evaluations	Social Work Faculty reviews the student performance in the field and capstone courses annually.	Assignments have been changed to increase students contact with social work policy and research content.	October 2013

SCHOOL OF VISUAL AND PERFORMING ARTS

DEPARTMENT OF ART

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify)	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Arts in Art (Concentrations in Graphic Design, Illustration, Photography and Studio Art)	http://www.wcsu.edu/catalogs/undergraduate/svpa/programs/art	Class and individual critiques in each class plus final capstone portfolio review and exhibition	Faculty member assigned to each class. If there are any questions, the department chair also reviews.	Over the past two to three years, new courses have been added to better prepare students in digital technology.	Our recently-completed NASAD Self-Study and subsequent site visit (October 2017) has also served as the Program Review.
Master of Fine Arts in Visual Arts (Concentrations in Painting, Illustration and Interdisciplinary)	http://www.wcsu.edu/catalogs/graduate/svpa/programs/master-of-fine-arts-in-visual-arts/	Thesis Paper and Thesis Exhibition	All MFA faculty during semester and while MFA Thesis exhibit is on display	Individual and group critiques are mandatory for all MFA students. Written component added to ART 510. MFA Thesis Exhibit and Brochure now organized and designed by graduating MFA students.	Our recently-completed NASAD Self-Study and subsequent site visit (October 2017) has also served as the Program Review.

DEPARTMENT OF MUSIC AND MUSIC EDUCATION
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify)	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Arts in Music	http://www.wcsu.edu/catalogs/undergraduate/svpa/programs/music/	None	None	None	
Bachelor of Music in Performance	http://www.wcsu.edu/catalogs/undergraduate/svpa/programs/music/	Senior Recital	Committee of three or four music faculty: pre-recital hearing and recital evaluation	None	2016
Bachelor of Music in Jazz Studies	http://www.wcsu.edu/catalogs/undergraduate/svpa/programs/music/	Senior Recital	Committee of three or four music faculty: pre-recital hearing and recital evaluation	None	2016
Bachelor of Music with Emphasis in Audio and Music Production	http://www.wcsu.edu/catalogs/undergraduate/svpa/programs/music/	Senior Capstone Project	Committee of three or four music faculty: pre-project/recital hearing and project/recital evaluation	None	2016
Bachelor of Science in Music Education	http://www.wcsu.edu/catalogs/undergraduate/svpa/programs/music/	Student Teaching and Teaching Portfolio Review	Music Education faculty: Student Teaching Observations and Portfolio Review	None	2016
Master of Science in Music Education	http://www.wcsu.edu/catalogs/graduate/svpa/programs/master-of-science-in-music-education/	Thesis or Comprehensive Examination	Music Education faculty	None	2016

DEPARTMENT OF THEATRE ARTS
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify)	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Fine Arts in Musical Theatre	http://wcsu.edu/catalogs/undergraduate/svpa/programs/theatre-arts/	Vocal juries each semester, sophomore performance assessment/ promotion, capstone portfolio review	All vocal faculty, musical theatre coordinator and department chair	Curriculum has been added to better prepare students for entering the industry: Transition Workshop, Agent Showcase.	2016
Bachelor of Arts in Theatre (Design/Tech option)	http://wcsu.edu/catalogs/undergraduate/svpa/programs/theatre-arts/	Capstone portfolio review	All full-time design/tech faculty	Additional courses have been added to enhance professional standards, exploring offering a BFA in Design/Tech: Added Costume Tech II, Allied Crafts in 3D.	2016
Bachelor of Arts in Theatre (Performance option)	http://wcsu.edu/catalogs/undergraduate/svpa/programs/theatre-arts/	Sophomore performance assessment/ promotion, capstone portfolio review	All full-time performance faculty	Curriculum has been added to better prepare students for entering the industry: Transition Workshop, Agent Showcase.	2016
Bachelor of Arts in Theatre (Theatre Arts Management option)	http://wcsu.edu/catalogs/undergraduate/svpa/programs/theatre-arts/	Capstone portfolio review	All full-time Theatre Arts department faculty	Additional classes have been added to prepare students more specifically for their concentration: Stage Management and Arts Management.	2016

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Bachelor of Arts in Theatre (Theatre Studies option)	http://wcsu.edu/catalogs/undergraduate/svpa/programs/theatre-arts/	Capstone portfolio review	All full-time Theatre Arts department faculty	The program has been developed to accommodate transfer articulation agreements with Connecticut Community Colleges, effective fall 2017.	New program option

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
National Association of Schools of Theatre (NAST)	March 2017	<ol style="list-style-type: none"> 1. Revision of Title of Musical Theatre Degree (BA to BFA) 2. Revision of Theatre Arts Management to include courses specific to the discipline 3. Submitting Theatre Studies for Approval 	All performance indicators have been met.	2021-22 Reaccreditation review