(Satisfying Board of Trustees Resolution #05-038)

Section 1: Institutional Level Assessment
Central Connecticut State University (CCSU) is fully committed to the evaluation of student learning for the purposes of improving academic quality and for providing accountability for stakeholders. Objective 1.1 of the University’s Strategic Plan aims to establish a comprehensive outcomes-based assessment system of all academic and co-curricular programs. The University was an early adopter of the Voluntary System of Accountability and was the first institution in Connecticut to administer the Collegiate Learning Assessment as a measure of student learning outcomes.

a. Policies/guidelines and organizational structures in support of assessment
- The academic assessment policy adopted by the Faculty Senate in 2008 establishes assessment as a primary means for evaluating and improving the curriculum and learning process.
- The Academic Assessment Committee (AAC) established as a standing faculty committee in 2008 serves as the primary advisory body about practices for the evaluation of student learning outcomes in academic programs and in general education.
- The Office of Institutional Research and Assessment (OIRA) evolved from the Office of Planning and Institutional Effectiveness in Fall 2007 to place a stronger emphasis on the coordination of learning outcomes assessment.

b. Assessment plans, assessment review processes, and program review processes
- Academic programs prepare an annual assessment report that presents outcomes for student learning, findings from evaluation practices, analysis of the findings to identify areas of strength and areas for improvement, and description of how the results are used for improvement.
- Review of assessment reports is conducted by the AAC on a three-year cycle. AAC provides written feedback to programs about how to advance and improve assessment practices. Reports are posted on a password-protected website to share practices with all CCSU faculty.
- Program review processes currently require departments to prepare an annual department report that includes a focus on student learning, along with metrics on completions, enrollments, faculty activity, benchmarked program costs, and program detail data. These reports are reviewed by the dean. Proposed review processes include an additional review every five years by the Provost’s Council and an external reviewer for non-accredited programs.

c. Salient activities and accomplishments in current year
- Initiated second round of AAC review of programs; 35 programs reviewed in 2009-10.
- Hosted the 2010 CSUS Assessment Conference, “Assessment of Learning and Academic Program Review: Practitioner’s Conversation.”
- Established learning outcomes and pilot assessments in all Student Affairs areas
- Completed a comprehensive general education assessment report.

d. Significant progress on assessment issues identified by regional accreditation process
- In 2009-10 85% of degree programs submitted assessment reports and 92% have now submitted reports and received feedback since the NEASC visit in October 2008 (AAC report).
- NEASC praised CCSU (see p. 2) for its use of CLA to measure student learning and the third administration was completed in 2009-10; CCSU seniors have scored in the 60th adjusted percentile or better in each administration.
- Proposals to extend the program review process will be revised based on proceedings from the 2010 CSUS Assessment Conference to include 1) the list of questions that Provost’s Council and external reviewers expect to answer from reading the report and 2) a statement about how the information will be used.

June 28, 2010
Section 2: Assessment of Learning in Academic Programs

Table 1. Assessment of Academic Learning LOs= Learning Outcomes

a. University-Wide Learning - Individual Programs

<table>
<thead>
<tr>
<th>Category</th>
<th># LOs Adopted and Date</th>
<th># Measured (Current Year)</th>
<th>% that have Developed LOs</th>
<th>% that have Collected Data</th>
<th>% that have Analyzed Data</th>
<th>% that have Used Results for Improvements</th>
<th># Used for Improvement (Current Year)</th>
<th># Used for Improvement (Since Adoption)</th>
<th>Brief Description of Assessment Cycle and Process for Review (about 60 words paragraph maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>10 December 2008</td>
<td>10</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>7</td>
<td>7</td>
<td>Departments are responsible for assessing student learning outcomes in general education courses they offer; findings and uses of results are reported annual to the AAC. Additionally, CCSU measures general education learning outcomes with the Collegiate Learning Assessment (CLA), the National Survey of Student Engagement (NSSE), and the CSU Survey of Graduates. See General Education Assessment Report prepared by AAC.</td>
</tr>
</tbody>
</table>

b. Undergraduate Learning in Academic Programs: School of Arts and Sciences - Summary of Programs

<table>
<thead>
<tr>
<th>School of Arts &amp; Sciences</th>
<th># of Programs</th>
<th>% that have Developed LOs</th>
<th>% that have Collected Data</th>
<th>% that have Analyzed Data</th>
<th>% that have Used Results for Improvements</th>
<th>Assessment Review Cycle (Frequency, process and concise comments, or refer to Section 1.b)</th>
<th>Program Review Cycle (Frequency, process and concise comments, or refer to Section 1.b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Accredited</td>
<td>25</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>See Section 1b.</td>
<td>See Section 1b.</td>
</tr>
<tr>
<td>Accredited</td>
<td>6 (+ 8) *</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Per each accrediting organization’s cycle</td>
<td>See Section 1b.</td>
</tr>
</tbody>
</table>

Note that all programs are pursuing AACSB accreditation; review procedures through AACSB will constitute external review.

School of Education & Prof. Studies

<table>
<thead>
<tr>
<th># of Programs</th>
<th>% that have Developed LOs</th>
<th>% that have Collected Data</th>
<th>% that have Analyzed data</th>
<th>% that have Used Results for Improvements</th>
<th>Assessment Review Cycle (Frequency, process and concise comments, or refer to Section 1.b)</th>
<th>Program Review Cycle (Frequency, process and concise comments, or refer to Section 1.b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Accredited</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>See Section 1b.</td>
</tr>
<tr>
<td>Accredited</td>
<td>5</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Per each accrediting organization’s cycle</td>
</tr>
</tbody>
</table>

Successful NCATE review completed in Spring 2010. Several new programs are pursuing ABET accreditation.

School of Engineering & Technology

<table>
<thead>
<tr>
<th># of Programs</th>
<th>% that have Developed LOs</th>
<th>% that have Collected Data</th>
<th>% that have Analyzed data</th>
<th>% that have Used Results for Improvements</th>
<th>Assessment Review Cycle (Frequency, process and concise comments, or refer to Section 1.b)</th>
<th>Program Review Cycle (Frequency, process and concise comments, or refer to Section 1.b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Accredited</td>
<td>6 *</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>See Section 1b.</td>
</tr>
<tr>
<td>Accredited</td>
<td>5</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Per each accrediting organization’s cycle</td>
</tr>
</tbody>
</table>

Successful ABET review completed in Fall 2009 for programs in Dept. of Engineering.

c. Undergraduate Learning in Academic Programs: Other Schools - Summary of Programs

d. Graduate Learning in Academic Programs: School of Graduate Studies/Graduate Division - Summary of Programs

1 The BA in Journalism and the BS in Civil Engineering started in 2009-10. These programs have assessment plans in place that indicate data collection is underway, but it is premature to report on analysis or use findings from programs at this stage; they are not included in percentage calculations.
2 The additional 8 accredited programs represent the secondary teaching certification degree paths for Biology, English, French, German, History, Italian, Mathematics, and Spanish. The unaccredited degree paths are also included in the 25 Non-Accredited programs.
### Section 3: Assessment of Learning Across Academic Programs/In Special Academic Programs

#### Table 2. Assessment of Student Learning Across Academic Programs/In Special Academic Programs

<table>
<thead>
<tr>
<th>Criteria 1</th>
<th>Criteria 2</th>
<th>Criteria 3</th>
<th>Summary of Measurement/ Analysis/ Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community/campus engagement</td>
<td>Integration of academic and co-curricular life</td>
<td>Critical thinking</td>
<td>Measurement &amp; Analysis: Results from the community/campus engagement assessment in Fall 2009 indicated lower than desired levels of engagement with the campus (e.g., 64% never attended a music/theater/artistic performance on campus, 62% never did volunteer work in the community, and 57% never went to the game room). <strong>Action:</strong> Peer leaders are being integrated into FYE programs for 2010-11.</td>
</tr>
<tr>
<td>Measurement &amp; Analysis: Results from the community/campus engagement assessment in Fall 2009 indicated lower than desired levels of engagement with the campus (e.g., 64% never attended a music/theater/artistic performance on campus, 62% never did volunteer work in the community, and 57% never went to the game room). <strong>Action:</strong> Peer leaders are being integrated into FYE programs for 2010-11.</td>
<td>Measurement and Analysis: Results from the National Survey of Student Engagement in 2009 indicated only 12% of CCSU first-year students participated in a learning community, compared to 16% of first-year students at other similar institutions and 25% of first-year students in the CSU System. <strong>Action:</strong> Living Learning Communities are being piloted in 2010-11 as a collaborative effort among the FYE Program, Residence Life, and selected academic departments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary of Measurement/ Analysis/ Action</td>
<td>Summary of Measurement/ Analysis/ Action</td>
<td>Summary of Measurement/ Analysis/ Action</td>
<td>Summary of Measurement/ Analysis/ Action</td>
</tr>
<tr>
<td><strong>Overview:</strong> This course is designed to improve the academic success of undergraduates whose cumulative GPA has fallen below 2.0 and are in danger of being academically dismissed. In spring 2010, 230 students participated in the course. <strong>Measurement and Analysis:</strong> 90% of students over-optimistically predicted their spring semester GPA would be above 2.0, while in fact 47% earned a spring semester GPA below 2.0 or withdrew. <strong>Action:</strong> Add component to develop ability for self-reflection and realistic self-appraisal.</td>
<td><strong>Note-taking strategies</strong></td>
<td><strong>Measurement and Analysis:</strong> Only 24% of students indicated they used writing questions in the margins of class notes – the strategy deemed to be one of the most effective for improving retention of learning, and the second least used learning strategy. **Action:**Course in 2010-11 will provide greater emphasis on this technique to improve the frequency with which students employ it.</td>
<td></td>
</tr>
<tr>
<td>Self-reflection and realistic self-appraisal</td>
<td>Study skills, success strategies, and coach interaction</td>
<td>Study skills, success strategies, and coach interaction</td>
<td>Measurement &amp; Analysis: 21% of respondents on the course evaluation indicated that 2.5-hour class meetings were too long. This prompted distractions and less time with academic coaches. <strong>Action:</strong> Pilot new format two sections meeting twice a week with smaller sections to encourage more interaction with coaches. Results from evaluations will be compared with the larger section to observe differences.</td>
</tr>
<tr>
<td><strong>a. Student Learning in First Year Experience Program</strong> (Up to three most relevant criteria and measurement, analysis, and/or actions based on university program in the reporting year)</td>
<td><strong>b. Student Learning in Academic Probation/Dismissal Intervention Program -- Master Student Course (ID 102)</strong></td>
<td><strong>c. Student Learning in Study Abroad / Course Abroad Programs</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Criteria 1 Summary of Measurement/ Analysis/ Action

**Explain the complexity and interdependency of global events**

**Measurement / Analysis:** In a pilot study of student learning in six course abroad programs, students (N=93) rated their learning highest in understanding of diversity of values, beliefs, ideas, and world view (94% strongly agreed or agreed the program increased this ability); the lowest rated area was knowledge of a foreign language (76% strongly agreed or agreed the program increased this ability). The lowest area was ability to examine issues objectively and without prejudice (89% strongly agreed or agreed the program increased this ability, with a significantly lower proportion in the strongly agree category). **Action:** Because this is a pilot study, significant adjustments have not yet been made, but results will be communicated to all course abroad instructors in 2010-11, and the pilot will be extended into the next academic year.

**Value and respect intercultural and global diversity**

**Measurement / Analysis:** In a pilot study of student learning in six course abroad programs, students (N=93) rated their learning highest in awareness of ethnic and cultural differences (92% strongly agreed or agreed the program increased this ability); the lowest rated area was ability to communicate effectively in a foreign language and interact with people from other cultures (76% strongly agreed or agreed the program increased this ability). The lowest rated area was ability to communicate effectively in a foreign language and interact with people from other cultures (76% strongly agreed or agreed the program increased this ability). **Action:** Because this is a pilot study, significant adjustments have not yet been made, but results will be communicated to all course abroad instructors in 2010-11, and the pilot will be extended into the next academic year.

**Act as global citizens**

**Measurement / Analysis:** In a pilot study of student learning in six course abroad programs, students (N=93) rated their learning highest in ability to think critically and creatively, and integrate knowledge of the world (91% strongly agreed or agreed the program increased this ability); the lowest rated area was ability to communicate effectively in a foreign language and interact with people from other cultures (76% strongly agreed or agreed the program increased this ability). The lowest rated area was ability to communicate effectively in a foreign language and interact with people from other cultures (76% strongly agreed or agreed the program increased this ability). **Action:** Because this is a pilot study, significant adjustments have not yet been made, but results will be communicated to all course abroad instructors in 2010-11, and the pilot will be extended into the next academic year.

**Measurement and Analysis:** On FYE evaluations in Fall 2009, just 63% agreed or strongly agreed that the course covered the difference between critical thinking and surface, the lowest rated cognitive outcome. **Action:** 1) A staff development session for peer leaders will be held in August 2010; 2) a faculty development session for faculty teaching FYE will be held in January 2011.
### Section 4: Assessment of Learning in Extra- and Co-Curricular Programs and Activities

**Table 3. Assessment of Learning in Extra- and Co-Curricular Programs and Activities** *(Please provide Web links with details when available)*

#### a. Student Learning in Health Services

<table>
<thead>
<tr>
<th>Criteria 1</th>
<th>Summary of Measurement/ Analysis/ Action</th>
<th>Criteria 2</th>
<th>Summary of Measurement/ Analysis/ Action</th>
<th>Criteria 3</th>
<th>Summary of Measurement/ Analysis/ Action</th>
</tr>
</thead>
</table>
| Improve and maintain general level of wellness | Measurement and Analysis: Patient encounters have continued to increase from 2,928 in 2007-08 to 4,472 in 2008-09 to 5,600 in 2009-10 (projected). Change in encounters indicates success in operations and in student outcome to access high quality healthcare when needed.  
**Action:** Achieved these results through changes in scheduling, increased provider productivity, and a telephone triage system. Improved turnaround time for athletic clearances was also achieved through better communication with athletics trainers and coaches. | Develop a personal philosophy about health and wellness                                                                                                                   | Measurement and Analysis: Pilot learning assessment project (N=25) was administered in conjunction with patient encounters, with provider rating student outcomes; 70-83% of patients met or exceeded expectations on 4 out of 5 objectives.  
**Action:** Pilot project to measure student learning will continue in 2010-11.                                                                                       | Articulate the role of healthcare professionals in their lives                                                                                                             | Measurement and Analysis: The outlying item on the pilot learning assessment (N=25) was students’ ability to articulate the role of healthcare professionals in their lives; just 30% met or exceeded expectations.  
**Action:** Pilot project to measure student learning will continue in 2010-11.                                                                                       |

#### b. Student Learning in Counseling and Wellness

<table>
<thead>
<tr>
<th>Criteria 1</th>
<th>Summary of Measurement/ Analysis/ Action</th>
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<th>Summary of Measurement/ Analysis/ Action</th>
<th>Criteria 3</th>
<th>Summary of Measurement/ Analysis/ Action</th>
</tr>
</thead>
</table>
| Make healthy lifestyle choices that support academic success | Measurement and Analysis: 2008-2010 CORE comparison indicates a significant decrease in misconduct due to alcohol use from 54% in 2008 to 44% in 2010, and decrease in serious personal problems due to alcohol/drug use from 30% in 2008 to 24% in 2010.  
**Action:** Continue data collection during 2010-11; New needs assessment and strategic plan are currently being developed under new PFS grant and restructuring of Best practices grant, which will further improve ATOD prevention programming | Appreciate others and the value of a diverse community                                                                                                                  | Measurement and Analysis: 2010 CORE indicates that students care about harassment because of: Race/ethnicity (72%), Sex, Orient. (69%), Gender (68%), and Religion (60%).  
**Action:** Continue to offer wellness programs and services to increase awareness of and appreciation for diversity. | Take responsibility for personal mental health and wellness                                                                                                               | Measurement and Analysis: Student use of the Counseling and Wellness Center services has increased from 1,377 in 2008 to 1,874 in 2009 to 2,397 in 2010. The rise in utilization figures indicates success in student outcomes to utilize resources that serve to enhance wellness and to utilize individual groups and crisis counseling.  
**Action:** Continue to structure and align counseling services to insure maximum accessibility while maintaining high quality. | |

#### c. Student Learning in Student Activities and Leadership Development (SALD)

<table>
<thead>
<tr>
<th>Criteria 1</th>
<th>Summary of Measurement/ Analysis/ Action</th>
<th>Criteria 2</th>
<th>Summary of Measurement/ Analysis/ Action</th>
<th>Criteria 3</th>
<th>Summary of Measurement/ Analysis/ Action</th>
</tr>
</thead>
</table>
| Lead others                                    | Measurement and Analysis: In a pilot self-assessment of learning outcomes in Spring 2010 (N=44), students strongly agreed or agreed that club involvement positively affected their ability to lead others (components were effective communication: 81%, social responsibility: 79%, and conflict resolution: 67%).  
**Action:** results are deemed satisfactory; pilot measurement project will be continued in 2010-11. More emphasis will be placed on learning on lower-rated outcomes. | Value diversity                                                                                                                                                    | Measurement and Analysis: In a pilot self-assessment of learning outcomes in Spring 2010 (N=44), students strongly agreed or agreed that club involvement positively affected their ability to value diversity (components were a broader world view: 73%, acceptance of alternative lifestyles: 65%, and a less ethnocentric view: 60%).  
**Action:** results are deemed satisfactory; pilot measurement project will be continued in 2010-11. More emphasis will be placed on learning on lower-rated outcomes. | Feel a sense of belonging to the CCSU community                                                                                                                          | Measurement and Analysis: Results from the National Survey of Student Engagement indicated that students who participated in student clubs of organizations for an hour a week or more reported higher levels of engagement in the educational experience and better relationships with other students than students who did not participate in co-curricular activities.  
**Action:** Continue efforts to increase student participation in co-curricular activities. |
### d. Student Learning in Residence Life

<table>
<thead>
<tr>
<th>Criteria 1</th>
<th>Summary of Measurement/ Analysis/ Action</th>
<th>Criteria 2</th>
<th>Summary of Measurement/ Analysis/ Action</th>
<th>Criteria 3</th>
<th>Summary of Measurement/ Analysis/ Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community service and civic engagement</td>
<td>Measurement and Analysis: In a pilot self-assessment of learning outcomes in Spring 2010 (N=28), 72% students indicated adequate or better development in civic engagement outcomes. Respondents indicated a need for better communication of civic engagement opportunities. <strong>Action:</strong> Make available a listing of community service agencies and programs; locally, nationally and beyond, so students can participate more readily.</td>
<td>Environmental sustainability</td>
<td>Measurement and Analysis: In a pilot self-assessment of learning outcomes in Spring 2010 (N=37), 74% of students indicated adequate or better behaviors that contribute to sustainability initiatives. Results indicated improvement could occur in reduction of solid waste and single-sided printing. <strong>Action:</strong> Increase promotion and education about recycling tools and sustainability efforts, with waste and power.</td>
<td>Leadership</td>
<td>Measurement and Analysis: In a pilot self-assessment of learning outcomes in Spring 2010 (N=37), 75% students indicated adequate or better development in leadership outcomes. Results indicated improvement could occur in organizational skills. <strong>Action:</strong> Continue pilot measurement activities, including administration of EBI assessment in 2010-11; implement Living Learning Communities in 2010-11.</td>
</tr>
</tbody>
</table>

### e. Student Learning in the Student Center

<table>
<thead>
<tr>
<th>Criteria 1</th>
<th>Summary of Measurement/ Analysis/ Action</th>
<th>Criteria 2</th>
<th>Summary of Measurement/ Analysis/ Action</th>
<th>Criteria 3</th>
<th>Summary of Measurement/ Analysis/ Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build community</td>
<td>Measurement and Analysis: In the third administration of the EBI Student Center Survey (N= 730 in 2010), building community was the highest rated of three broad goals for student outcomes (mean rating = 5.16 out of 7). <strong>Action:</strong> Increase promotion of the Student Center as a location where students can find ways to get involved with clubs.</td>
<td>Student involvement</td>
<td>Measurement and Analysis: In the third administration of the EBI Student Center Survey (N= 730 in 2010), student involvement was the highest rated of three broad goals for student outcomes (mean rating = 4.61 out of 7). The lowest rated components of these outcomes were developing a sense of self worth through contributions (4.18 out of 7) and leading others (4.19 out of 7). <strong>Action:</strong> Increase promotion of the Student Center as a location where students can find ways to learn about leadership.</td>
<td>Diversity</td>
<td>Measurement and Analysis: In the third administration of the EBI Student Center Survey (N= 730 in 2010), diversity was the lowest rated of three broad goals for student outcomes (mean rating = 4.17 out of 7). <strong>Action:</strong> Increase promotion of the Student Center as a location where students can find ways to discover themselves in a diverse world.</td>
</tr>
</tbody>
</table>