Setting Priorities for the 2007-08 Academic Year

Carl R. Lovitt
August 2007
Student Enrollment (fall 2007)

- 5,673 first-year applications (vs. 5318)
- 3,491 acceptances (vs. 3184)
- 1,500 first-year students (+226)
- 68 fewer transfers than projected
- 140 more continuing students than projected
- 247 more FT undergraduate students
Retention & Graduation Council

- Established fall 2006
- Representing all areas of academic and student affairs (co-chairs, Lovitt and Toston)
- Focusing on characteristics of specific student populations (commuter, residential, part-time, transfer, successful and unsuccessful students)
- Developing action plans to address needs or better serve each population
Advising Task Force

- Established summer 2007
- Representing advisers and counselors from student affairs and academic schools (co-chairs, Higgins and Paige)
- Examining institutional structures for academic advising
- Developing recommendations for a coordinated academic advising model, including professional development, evaluation, and recognition
<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
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<tbody>
<tr>
<td>August 31, 2007</td>
<td>Standards committees complete draft of “description” section for each standard</td>
</tr>
<tr>
<td>September 2007</td>
<td>Web-based survey administered and analyzed</td>
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<tr>
<td>November 2007</td>
<td>Results of Web-based survey published; 2nd Town Meeting to discuss survey results</td>
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<tr>
<td>December 31, 2007</td>
<td>Standards committees complete draft of “appraisal” section for each standard</td>
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<tr>
<td>February 2008</td>
<td>3rd town meeting: Solicit suggestions for “projections” sections</td>
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<tr>
<td>April 20, 2008</td>
<td>Standards committees complete draft of “projections” section for each standard</td>
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Voluntary System of Accountability (VSA)

- AASCU & NASULGC
- Student and Family Information
- Student Engagement
- Student Learning Outcomes:
  - Collegiate Learning Assessment
    - Written communication
    - Analytic reasoning
    - Critical thinking
NSSE Results

<table>
<thead>
<tr>
<th>Engagement Indices</th>
<th>Freshmen/Senior (National Percentile)</th>
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</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>15&lt;sup&gt;th&lt;/sup&gt; percentile/45&lt;sup&gt;th&lt;/sup&gt; percentile</td>
</tr>
<tr>
<td>Active and Collaborative Learning</td>
<td>25&lt;sup&gt;th&lt;/sup&gt; percentile/40&lt;sup&gt;th&lt;/sup&gt; percentile</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>20&lt;sup&gt;th&lt;/sup&gt; percentile/45&lt;sup&gt;th&lt;/sup&gt; percentile</td>
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<tr>
<td>Enriching Educational Experiences</td>
<td>10&lt;sup&gt;th&lt;/sup&gt; percentile/35 percentile</td>
</tr>
<tr>
<td>Supportive Campus Environment</td>
<td>10&lt;sup&gt;th&lt;/sup&gt; percentile/35&lt;sup&gt;th&lt;/sup&gt; percentile</td>
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</tbody>
</table>
CCSU’s Commitment to Community Engagement

“The public service expected of all members of our community benefits our society—local and global—and builds our sense of citizenship.”

CCSU will “be a significant resource contributing to the cultural and economic development of Connecticut”

Represents an opportunity for CCSU to differentiate its mission from other universities in the system
Community Engagement

“Community Engagement describes the collaboration between higher education institutions and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

Carnegie Foundation for the Advancement of Teaching
Community Engagement

“Community Engagement may achieve the following:

- Enhanced teaching and learning of relevant curriculum
- Expanded research and scholarship
- Preparation of engaged citizens
- Response to societal issues
- Contributions to the public good
- Strengthened civic responsibility”

*Carnegie Foundation for the Advancement of Teaching*
Examples of Community Engagement

- Service learning or community-based learning
- Internships
- Community leadership programs
- Community-based capstones
- Faculty scholarship related to curricular engagement

*Carnegie Foundation for the Advancement of Teaching*
Examples of Outreach and Scholarship

- Professional Development Centers
- Program evaluations
- Collaborative Libraries, Museums
- Extension courses
- Co-curricular service
- Partnerships
- Scholarship related to outreach and partnerships

*Carnegie Foundation for the Advancement of Teaching*
Engaging Universities

- Growing appreciation for the educational importance of engagement
- Universities have a strong economic stake in the health of their surrounding communities
- Community engagement as problem solving (poverty, unemployment, affordable housing, crime, health)
- Need to develop a positive vision of a university that is truly engaged in a public-benefiting mission

*Linking Colleges to Communities, Democracy Collaborative, Univ. of Maryland*
Engaging Faculty

- Elevate value of community-based action research to carry the same weight as traditional research
- Impartial external evaluation of community-based scholarship: National Review Board for the Scholarship of Engagement
- Faculty mini-grants, course releases, awards, community-engagement focused sabbaticals

*Linking Colleges to Communities, Democracy Collaborative, Univ. of Maryland*
Engaging Students

- Many students want educational experiences linked with community work
- Must be integrated with career preparation efforts (value of service learning for post-college employment)
- Capstone courses can embed engagement in the curriculum
- Programs in community economic development
- Emphasis in professional programs on community problem-solving

*Linking Colleges to Communities, Democracy Collaborative, Univ. of Maryland*
CCSU’s Commitment to International Education

“CCSU will be global in its perspective and outreach”

“Our community benefits our society—local and global”

CCSU’s Center for Excellence in International Education also represents a uniquely differentiating asset
International Education

- “Risks to America’s national security, economic competitiveness and global leadership if the next generation of students fails to experience and understand foreign cultures and languages or acquire the self-confidence, independence, and leadership qualities that result form studying abroad.”
- Unmet need to expand our students’ international experience

*Current Trends in U.S. Study Abroad, Institute for International Education*
International Education

- Studying abroad gives students a career skill that employers value highly
- Students can gain skills useful when working with foreign language communities in the U.S.
- International internships enable students to apply learning to help communities in other countries solve problems (e.g., engineering, nursing, social work, education)

*Current Trends in U.S. Study Abroad, Institute for International Education*
Positive Deviance

“The idea of building on capabilities people already had rather than telling them how they had to change”

Five Suggestions for how one might make a worthy difference

- Ask an unscripted question
- Don’t complain
- Count something
- Write something
- Change