A Plan for Central Connecticut State University
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Introduction
The development of the Strategic Plan for Central Connecticut State University and the elements of its distinctive identity began in 2005, with my arrival as CCSU’s 12th President. The first iteration of the plan—following three years of wide-ranging discussions, meetings, campus-wide presentations and with the understanding that a useful strategic plan will evolve as needs and circumstances change—was endorsed by the Faculty Senate, the University Planning and Budget Committee, the Executive Committee, the Council of Deans, and the Student Government Association in 2008.

This edition of the plan records, on the one hand, our ensuing progress in meeting, and in some cases, exceeding, the goals we have established. It also marks out areas and initiatives that will require our sustained attention and effort to ensure continued progress in meeting our aspirations. Overall, the plan represents for the members of our community our commitment to work together to achieve those aspirations. But more than that, it also records our mutual commitment to our students, present and future, to offer an affordable university education of exceptional quality. As I remarked when I came to CCSU, “Students first!”

President Jack Miller
The Strategic Plan

The Strategic Plan is based on the University’s statement of mission and vision and four distinctive elements of CCSU’s identity. The Plan comprises seven broadly defined goals and an extensive series of objectives aimed at realizing those goals and advancing the University.

Mission

Central Connecticut State University is a community of learners dedicated to teaching and scholarship that emphasizes development and application of knowledge and ideas through research and outreach activities, and prepares students to be thoughtful, responsible and successful citizens. As a comprehensive public university, we provide broad access to quality degree programs at the baccalaureate, master’s, and doctoral levels.

Vision

Central Connecticut State University aspires to be recognized for:

• graduating broadly educated, culturally and globally aware students who will contribute meaningfully to their communities as engaged professionals and citizens;
• contributing to knowledge through scholarship; and
• fostering societal improvements through responsive and innovative programs.

Elements of Distinctiveness

CCSU identifies the following as distinctive elements within the Connecticut State University system of four constituent universities:

International Education. CCSU exemplifies its distinctive international mission through programs administered by the George Muirhead Center for International Education and CCSU’s longstanding involvement with teacher education in Jamaica. CCSU faculty have been teaching courses in Jamaica for over 30 years, and the University has been delivering graduate programs for the past decade.

Workforce and State Economic Development. CCSU’s emphases in Science, Technology, Engineering, and Mathematics directly address the state’s workforce needs. New baccalaureate programs in Civil Engineering, Mechanical Engineering and Nursing, our graduate program in Construction Management, and our Master of Arts in Teaching, which focuses on teacher shortages in math, science, English, and Spanish, illustrate CCSU’s distinctive responsiveness to workforce needs.
Community Engagement. Through the Institute for Technology and Business Development, the Center for Public Policy and Social Research, the Institute for the Study of Crime and Justice, and the Institute for Municipal and Regional Policy, CCSU makes a significant contribution to economic development and civic engagement. CCSU’s faculty and students also contribute to community engagement through service learning, volunteerism, and community-based scholarship.

Interdisciplinary Studies and Cross-Curricular Initiatives. CCSU offers a wide selection of interdisciplinary majors and minors in such fields as African American Studies; African Studies; American Studies; Entrepreneurship; Gerontology; Hospitality and Tourism, International Studies; Peace Studies; and Women, Gender and Sexuality Studies. CCSU also offers an interdisciplinary Honors Program, and its learning communities program helps students explore connections among disciplines. CCSU also promotes cross-curricular initiatives in such areas as community engagement, diversity, international education, and writing.

Goals
The Strategic Plan designates seven broadly defined goals:
1. Promote student learning
2. Increase persistence, satisfaction and success rates for students
3. Prepare students for productive lives as professionals and citizens and support economic development
4. Enhance and sustain faculty and staff satisfaction and success
5. Promote global awareness and respect for diversity
6. Gain financial support necessary for a highly regarded public university
7. Initiate and sustain environmentally sound capital projects

Objectives
To situate the Strategic Plan within a context and to monitor progress, the plan identifies the following elements common to all the Plan’s goals and objectives:
1. New objectives and those derived from previous strategic plans
2. Executive Committee member(s) responsible for progress
3. Instrument(s) for gauging progress on each goal
4. Baseline or starting point for assessment
5. Goal to be attained
6. Progress
7. Enabling activities for accomplishing objectives
Objective 1.1. Implement outcomes-based assessment for all courses, programs, and student support services to promote continuous improvement.

Reference to Previous Strategic Plans: ASP 04. 1.2

ExCom Member: Provost, VPSA

Assessment Tool: Provost’s Report

Baseline: Outcomes specified for 34 (58%) undergraduate programs; Outcomes specified for 22 (51%) graduate programs (2005-06)

Goal: Outcomes specified for 100% of programs

Progress: Outcomes specified for 56 (100%) undergraduate programs; Outcomes specified for 40 (100%) graduate program (2010-11)

Enabling Activities:

- Continue assessment policy implementation, including collection of general education assessment data in reporting template established in 2008-09.
- Academic Assessment Committee provides customized written feedback to all academic programs and refines report guidelines.
- Continue implementation of Collegiate Learning Assessment.
- Develop template for reporting assessment results.
- Publicize examples of using assessment results to improve programs.
- Encourage curricular integration.
- Continue to assess newly established learning outcomes in Student Affairs.
- Promote identification and assessment of university-wide learning objectives.
- Pursue plans to assess impact of community engagement and international education activities.
Student Learning

Objective 1.2. Improve student perception of instructional effectiveness and of their own learning in and out of the classroom.

Reference to Previous Strategic Plans:
ExCom Member: Provost

Assessment Tool: Noel-Levitz Student Satisfaction Inventory
Instructional Effectiveness mean score

Baseline: 5.03 (2004-05)

Goal: 2004-05 national average for 4-year public institutions of 5.21 or higher

Progress: 5.17 (2010-11)

Enabling Activities:
• Collaborate with Faculty Senate in promoting adoption of teaching evaluations with a standardized core of questions that recognize contributions to student learning.
• Promote increased faculty emphasis on student learning through expanded professional development.
• Promote more student involvement in residence hall governance and activities.
• Expand the STAR Program, where opportunities for skill development in leadership, teamwork, and working independently and interdependently are promoted.
Student Learning

Objective 1.3. Following a well thought-out strategy, increase the number of courses that incorporate educational technology to promote student engagement, learning, and academic success, including developing hybrid/blended-learning courses and online courses and programs.

Reference to Previous Strategic Plans: FSP 99. 2.5, 3.1, 3.2
ExCom Member: Provost and CIO
Assessment Tool: Online Course Inventory

Baseline: 53 online courses offered; 0 hybrid courses offered; 2,393 credits earned in online courses; 0 credits earned in hybrid courses; 817 enrollments in online courses; 0 enrollments in hybrid courses (2005-06)

Goal: 100 online courses offered; target not set for hybrid courses; 3,500 online credits earned; target not set for hybrid courses; 1,500 student enrollments; target not set for hybrid courses

Progress: 149 online courses offered; 45 hybrid courses offered; 6,937 credits earned in online courses; 1,699 credits earned in hybrid courses; 2,381 enrollments in online courses; 594 enrollments in hybrid courses (2010-11)

Enabling Activities:
• Institute small grants to promote integration of course management system (CMS) in courses.
• Encourage production of learning objects, podcasts, etc.
• Provide additional faculty development in instructional technology.
• Organize visits to selected exemplary programs.
• Send faculty team to EDUCAUSE national conference annually.
• Establish protocols for teaching online and hybrid courses.
• Support design of hybrid courses.
• Develop instruments for assessing online learning and promote adoption of standardized student opinion survey for online courses.
• Work with CSUS IT personnel to maintain availability of the BB-Vista CMS system.
• Manage and/or improve network/internet infrastructure to provide uninterrupted world-wide access to the BB-Vista CMS system.
Student Learning

Objective 1.4. Increase the number of students involved in undergraduate and graduate research and the level of funding for that research and creative activity.

Reference to Previous Strategic Plans: ASP 04. 5.1, 5.2, FSP 99. 4.5

ExCom Member: Provost & CFO

Assessment Tool: UG Students: National Survey of Student Engagement (NSSE) “Percent of seniors who worked on a research project with a faculty member outside of course or program requirements.” Amount of funding for undergraduate research from Sponsored Programs Office of Grants and Funded Research. Amount of funding for graduate research from Office of Grants and Funded Research.

Baseline: UG students: 14% (2006-07); UG funding: $6960 (2007-08); Graduate funding: $3191 (2007-08)

Goal: 2006-07 national average for 4-year public institutions of 19% or higher UG funding: $10,000 Graduate funding: $10,000

Progress: UG students: 17% (2009-10) UG funding: $6,987 (2010-11) GR funding: $1,410 (2010-11)

Enabling Activities:

• Establish fund to support student research.
• Identify and create outlets for student research.
• Encourage and publicize student research.
• Provide support from Deans and Department Chairs for participating in undergraduate and graduate creative activity.
• Encourage DECs to recognize and value such activity.
• Encourage more students to participate in URCAD.
• Encourage and support more students to present their research at professional conferences.
Objective 1.5. Increase the number of faculty who participate annually in campus-based professional development activities focused on student learning outcomes.

Reference to Previous Strategic Plans: ASP 04. 7.2
ExCom Member: Provost & CHRO
Assessment Tool: Provost’s Report
Baseline: 175 (2005-06)
Goal: 300
Progress: 239 (2010-11)

Enabling Activities:
• Increase number of professional development activities.
• Publish annual calendar of professional development activities.
• Define more ways to recognize faculty participation in professional development activities.
• Encourage and publicize impact of professional development activities on pedagogy and student learning.
• Convene brown-bag lunches on teaching and learning topics.
• Organize faculty and staff learning communities focusing on teaching and learning.
Student Learning

Objective 1.6. Increase collaboration and partnerships between Academic Affairs and Student Affairs to promote student learning.

Reference to Previous Strategic Plans: ASP 04. 1.4

ExCom Member: Provost & VPSA

Assessment Tool: Noel Levitz College Employee Satisfaction Survey – customized question: Percentage of faculty and staff who somewhat agree or completely agree that Academic Affairs and Student Affairs collaborate effectively and form partnerships to promote student learning.

Baseline: 41% (2008-09).

Goal: 70%

Progress: 54% (2010-11)

Enabling Activities:

• Continue co-curricular activities in FYE courses.
• Continue to collaborate with faculty re: SUBOG’s Living Room Lecture program.
• Maintain faculty involvement with student organizations.
• Continue partnership between RECentral and Physical Education Department in sharing resources and collaborating on projects.
• Continue relationship between SA/LD, Student Center, Residence Life, SUBOG and academic faculty members in sharing resources and collaborating on projects.
• Continue efforts in training of faculty advisors for student organizations.
• Communicate a campus-wide commitment to the Sustainability Initiative to address critical campus environment issues.
• Continue collaboration between Student Affairs staff, faculty, and academic administrators to provide coordinated services to incoming freshmen and transfer students during academic advising days and orientation activities.
• Implement recommendations of Academic Advising Task Force.
• Strengthen relationships between Center for Advising and Career Exploration and academic schools and departments through such activities as career fairs and guest speakers.
• Assess pilot living-learning communities that link classroom-based learning with residence hall experiences.
• Continue partnership between Student Affairs and Academic Affairs on community engagement initiatives.
Student Learning

- Continue strong Graduate Internship program between Student Center/Activities and School of Education.
- Collaborate on promoting mentoring throughout the university.

1The 2010-11 survey question changed from how satisfied/dissatisfied are you to how much do you agree/disagree with the statement.
**Student Learning**

**Objective 1.7. Increase instructional design assistance for faculty to support teaching and learning.**

**Reference to Previous Strategic Plans:**

**ExCom Member:** CIO and Provost

**Assessment Tool:** Count of number of faculty who receive instructional design assistance.

**Baseline:** 90 individual appointments for faculty support; 650 requests for help through the Instructional Design Technology Resource Center were met (2006-07).

**Goal:** 120 individual appointments for faculty support; 1000 requests met.

**Progress:** 300 individual appointments for faculty support were kept (2010-11); 600 requests for help through the Instructional Design Technology Resource Center were met (2010-11).

**Enabling Activities:**

- Publicize instructional design services.
- Promote online course development.
- Showcase instructional use of technology.
- Develop instructional technology strategic plan.
- Encourage production of learning objects, podcasts, etc.
- Provide additional faculty development in instructional technology.
- Organize visits to selected universities.
- Develop the physical facilities comprising the Instructional Design and Technology Resource Center to provide a professional and welcoming environment for instructional design training and assistance.
- Develop/acquire the human resources staff of the Instructional Design and Technology Resource Center to best serve the instructional needs of the faculty.
Student Persistence, Satisfaction & Success

Objective 2.1. Improve the retention rate for first-time, full-time students between their freshman, sophomore, and junior years.

Reference to Previous Strategic Plans: ASP 04. 1.4  
FPP 01. 4.2

ExCom Member: Provost, VPSA & CDO

Assessment Tool: IPEDS Retention Rate Data

Baseline: 80% retained to 2nd year; 66% retained to 3rd year; 60% retained to 4th year. (2005-06)

Goal: 85% retained to 2nd year; 75% retained to 3rd year; 65% retained to 4th year

Progress: 81% retained to 2nd year; 68% retained to 3rd year; 63% retained to 4th year (2010-11)

Enabling Activities:

• Implement recommendations of the Retention and Graduation Council.
• Define strategies to improve quality of service to different populations of students (i.e., residential, commuter, transfer, part-time).
• Study characteristics of both successful and unsuccessful students .
• Expand substance abuse assessment and interventions.
• Focus on establishing best practices, clarifying expectations for academic advising, improving communication, professional development, recognition and rewards, and assessment.
• Institute 15-hour schedule for all entering full-time, first-year students.
• Organize time blocks for offering courses.
• Increase scheduling of courses at less-used times to avoid scheduling bottlenecks.
• Organize common curriculum of First-Year Experience course.
• Improve and enhance academic success through participation in living-learning communities.
• Continue to enroll all first-year students in FYE course in their first semester.
• Continue Early Academic Warning program to identify and support students experiencing academic difficulty.

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Student Persistence, Satisfaction & Success

• Work with high schools to reduce students’ need for remedial courses.
• Provide residence hall space, support, and mentoring to more than 750 first-year and transfer students each fall semester.
• Enhance summer and fall orientation program for freshmen students.
• Improve access to health care by utilizing newly expanded number of available exam rooms.
• Continue to increase awareness of prevention initiatives/programs through effective communication with campus community/constituents.
• Reserve employment positions (10%) for first-year and transfer students.
• Continue to support CACE in providing consistent academic and career advising for all incoming students.
• Establish school-based advising centers.
• Develop programs and intervention strategies tailored to the needs of students in the sophomore, junior, and senior years.
• Chief Diversity Officer (CDO) will participate in Retention and Graduation Council to contribute diversity perspectives.
• Use analytics to identify need for student interventions.
• Promote integration of high impact practices throughout curriculum and co-curriculum.
• Promote wider understanding of customer service.
Student Persistence, Satisfaction & Success

Objective 2.2. Improve six-year graduation rate for first-time, full-time students.

Reference to Previous Strategic Plans: FPP 01. 4.1

ExCom Member: Provost, VPSA & CDO

Assessment Tool: IPEDS Graduation Rate Survey

Baseline: 40% in 6 years or less (2005-06)

Goal: 52%

Progress: 48% (2010-11)

Enabling Activities:

• Ensure quality of service to different populations of students (i.e., residential, commuter, transfer, part-time).
• Conduct proactive advising and academic planning for all third and fourth-year students; systematically discourage students from making choices with adverse academic consequences.
• Ensure that courses students need to graduate are offered on a timely basis.
• Remove obstacles to students’ academic progress.
• Collaborate with various academic support services to provide presentations of their services throughout the residence halls.
• Maintain current levels of involvement in recreation and intramurals.
• Utilize newly available field space for recreation and intramurals.
• Enhance student leadership training offerings.
• Use a health promotion and awareness campaign to address physical and mental health issues commonly experienced by our student population.
• Continue to incorporate academic policies (course repeat, course substitution) into advising sessions with students.
• Implement deterrents in an effort to reduce incidents that disrupt the quality of life in residence halls.
• Continue pilot living-learning communities in residence halls.
• Chief Diversity Officer (CDO) will participate in Retention and Graduation Council to contribute diversity perspectives.
• Implement goals of Access to Success program.
• Encourage faculty to require attendance.
• Also see Objective 2.1.
Student Persistence, Satisfaction & Success

Objective 2.3. Improve the graduation rate for transfer students.

Reference to Previous Strategic Plans:  FPP 01. 4.1  
                                      FSP 99. 2.4

ExCom Member:  Provost, VPSA, & CDO

Assessment Tool:  Percent graduated in 6 years or less

Baseline:  53% (2005-06)

Goal:  60%

Progress:  61% (2010-11)

Enabling Activities:

• Provide transfer students a networking social activity at Transfer Orientation.
• Publish Transfer Guide to help orient transfer students.
• Develop a Transfer Compact/Dual Admissions Agreement.
• Organize visits to our primary feeder community colleges to advise prospective students on a regular, prescribed basis.
• Reserve employment positions (10%) for first-year and transfer students.
• Earmark scholarships for academically promising transfer students.
• Explore feasibility of accepting credits from AA degree in Arts & Sciences as fulfillment of CCSU general education requirements.
• Explore feasibility of using online CAPP program for prospective transfer students to plan community college curriculum.
• Chief Diversity Officer (CDO) will participate in Retention and Graduation Council to contribute diversity perspectives.
• Encourage faculty to require attendance.
• Also see Objective 2.1.
Student Persistence, Satisfaction, & Success

Objective 2.4. Maintain an APR score for all intercollegiate athletic teams above the NCAA cut score.

Reference to Previous Strategic Plans: FPP 01. 4.1, 4.2

ExCom Member: CAO

Assessment Tool: NCAA Cut Rate Score from Annual Academic Progress Report (APR data)

Baseline: 11 (61%) teams met 925 (2003-04)

Goal: Obtain 925 or higher each year for 100% of teams

Progress: 17 (94%) teams met 925 (2009-10); next measurement is October 2011

Enabling Activities:

- Continue implementation of men’s soccer improvement plan. Continue to increase communication between administrative staff, academic advisor and men’s soccer staff to ensure effective implementation.
- Continue to monitor all steps in each individual team’s strategic plan. Monitor study halls and space for academic support. Maintain knowledge of campus curriculum changes and educate students accordingly.
- Continue to utilize current existing spaces to enhance and support all 18 intercollegiate athletic teams in meeting their requirements.
- Continue to enhance academic support services for all student athletes by extending hours of operation for the Academic Center for Student Athletes and by providing increased access to Kaiser study hall for all student athletes. Increase tutoring opportunities and access to computer usage under monitored conditions.
- Continue to identify various funding sources and allocate resources to allow student athletes to get ahead and/or make their academic year course schedules more manageable and ultimately complete their degrees in a timely manner.
Student Persistence, Satisfaction, & Success

• Continue to assess and effectively implement block scheduling to minimize conflicts with practice times and maximize the efficient daily schedules of all student athletes.
• Initiate and develop a Faculty Mentor Program designed to serve as an outreach effort to faculty to integrate them into and educate them about the daily lives of our student-athletes. The primary purpose is to provide the student-athletes with educational and professional mentors that will enhance their CCSU overall experience.
Student Persistence, Satisfaction, & Success

Objective 2.5. Increase the effectiveness of academic advising.

Reference to Previous Strategic Plans: ASP 04. 1.2  
FPP 01. 4.1, 4.2

ExCom Member: Provost & VPSA

Assessment Tool:
1) Noel Levitz Student Satisfaction Inventory (SSI): Academic Advising Effectiveness mean score.
2) Noel Levitz College Employee Satisfaction Survey (CESS): percentage of faculty & staff who somewhat agree or completely agree that the role of academic advising is clearly articulated and understood.
3) National Survey of Student Engagement (NSSE): percent of first-year students and seniors assessing the overall quality of academic advising as good or excellent.

Baseline: 1) Noel Levitz SSI (2004-05) 4.84;  
2) Noel Levitz CESS (2007-08) 25%;  
3) NSSE (2008) – CCSU first-year 70%; CCSU seniors 60%; national first year 74%; national seniors 65%

Goal: 1) exceed the SSI (2004-05) national average for students at 4-year public institutions 5.07  
2) continuous improvement from CCSU 2007-08 baseline of 25% (NOTE: National comparative data for faculty & staff are not available.)  
3) exceed the national averages for same Carnegie class public institutions in the given year

Progress: 1) CCSU 5.14 (2010-11); national 4-year public 5.11  
2) CCSU 25% (2007-08); 29% (2008-09); 48% (2010-11)  
3) CCSU first-year: 86% (2010); 80% (2010); national first-year 77% (2009); 78% (2010); CCSU seniors: 63% (2009); 68% (2010); national seniors 68% (2009); 68% (2010)

Enabling Activities:
• Implement recommendations of Academic Advising Task Force.
• Implement recommendations of Retention and Graduation Council about advising.
Institute professional development of academic advisors.
Continue to support an integrated Center for Advising and Career Exploration to serve all first-year students.
Identify ways to reward exemplary service in advising, similar to the way excellence in teaching is recognized and honored.
Establish school-based advising centers.

1The 2010-11 survey question changed from how satisfied/dissatisfied are you to how much do you agree/disagree with the statement.
Objective 2.6. Increase the participation of first-time, full-time students in the First Year Experience program.

Reference to Previous Strategic Plans:  ASP 04. 1.1  
                                FPP 01. 4.1, 4.2

ExCom Member: Provost & VPSA

Assessment Tool: 1) National Survey of Student Engagement (NSSE) - percent of first-year students and seniors who indicate that they (a) took an FYE course and agree or strongly agree that they (b) learned academic strategies that help them succeed in college and (c) the FYE course helped them adjust to college life. 2) CCSU FYE Assessment Survey- percentage of students who agree or strongly agree that overall FYE course was effective.

Baseline: 1) NSSE (2008) – first-year: CCSU (87%, 74%, 69%), CSU (83%, 71%, 65%) seniors: CCSU (68%, 53%, 53%), CSU (62%, 67%,62%)
2) CCSU FYE Assessment Survey (Spring 2009) 76%

Goal: 1) exceed the percentages reported for the CSU system in a given year  
         2) continuous improvement

Progress: 1) NSSE (2010) – first-year: CCSU (98%, 82%, 76%); CSU (93%, 79%, 78%); seniors: 
                           CCSU (60%, 65%, 58%);  
                           CSU (62%, 66%, 62%).
2) CCSU FYE Assessment Survey (Fall 2010) 74%

Enabling Activities:
• Enlist increased faculty participation in FYE to offer enough sessions for all FY students in fall semester. 
• Support faculty development for FYE faculty.  
• Support development of FYE courses across the curriculum.  
• Set and assess goals for FYE.  
• Develop and implement a standardized FYE student opinion survey.  
• Continue to assess learning outcomes for FYE students in living-learning communities.
Student Persistence, Satisfaction, & Success

Objective 2.7. Improve safety, health and security on campus.

Reference to Previous Strategic Plans: FSP 01. 4.2
ExCom Member: VPSA, CAO

Assessment Tool: Noel-Levitz Student Satisfaction Inventory – Safety and Security section mean score
Baseline: 4.81 (2004-05)
Goal: 2004-05 national average for 4-year public institutions of 4.46 or higher
Progress: 4.91 (2010-11)

Enabling Activities:
- Expand police outreach to students emphasizing decreasing larceny, vandalism, and assault cases.
- Build a new police station/welcome center.
- Increase the number of mental health care professionals and availability of service to students.
- Continue to refit all campus locking systems.
- Maintain high levels of involvement in recreation and intramurals.
- Maximize utilization of field space and scheduling time for recreation and intramurals.
- Continue training of Residence Life staff based on ACUHO-I best practices.
- Conduct health and safety checks in residence halls every four weeks with appropriate follow-up for violations.
- Continue to partner with community through Town and Gown initiatives.
- Increase student awareness of suicide prevention programming (i.e., QPR and SOS).
- Increase student engagement in counseling services.
- Work with University Police and continue to contract with outside security company to work with student club/organization sponsored dances to staff events.
- Continue Residence Life staff training based on “best practices.”
Student Persistence, Satisfaction, & Success

- Continue to improve effectiveness of Student Behavioral Review Team.
- Maintain 100% meningitis immunization requirement in Residence Life.
- Police officers participating in ongoing training for sexual assault investigation.
- Ensure that Officers participate in active shooter, firearms, and rifle training.
- Ensure that officers participate in ongoing training to address juvenile issues.
- Provide Threat Assessment Training for the campus community.
Objective 2.8. Reduce student legal offenses and non-academic misconduct cases.

Reference to Previous Strategic Plans: FSP 99. 1.4

ExCom Member: VPSA

Assessment Tool: Residence-hall violations and campus-wide violations report

Baseline: Residence hall violations: 1,695; Campus-wide violations: 158;
Total violations: 1,853 (2007-08)

Goal: Reduce referrals by 10%

Progress: Residence-hall violations: 983; Campus-wide violations: 212;
Total violations: 1,195 (2010-11)

Enabling Activities:
• Continue to emphasize social responsibility and community engagement at Orientation.
• Increase participation in Devil’s Den@10pm.
• Maintain participation in campus recreation and intramural sports.
• Continue to develop and implement town gown initiatives.
• Continue to promote “student responsibility” during new student orientation.
• Expand community building activities within and among residence halls.
• Increase visibility of Student Affairs staff at student functions.
• Continue use of Student Behavior Review Team and Threat Assessment Team as a way to share information about students who may present a danger to the campus.
• Increase programs related to community standards.
• Promote involvement in student activities through the calendar website, today.ccsu.edu
• Implement Engaged Bystander Training program to train and encourage students to endorse values of safety, support victims of violence or injustice, and act effectively to prevent or stop harmful or violent interpersonal encounters.
Objective 2.9. Increase student participation in co-curricular activities.

Reference to Previous Strategic Plans: ASP 04.1.4  
FPP 01.4.1, 4.2

ExCom Member: VPSA

Assessment Tool: Noel-Levitz Student Satisfaction Inventory (SSI)  
Items 50: “A variety of intramural recreational activities are offered” and  
51: “I can easily get involved in campus organizations,” National Survey of Student Engagement (NSSE) Item “Participation in co-curricular activities: % of students spending 1 hour or more per week, and RecSports participation list.

Baseline: SSI Item 50 = 4.80 (2004-05);  
SSI Item 51= 5.24 (2004-05);  
NSSE Item: First-year students 47%; Seniors 41% (2007 NSSE).  
13,456 participants in open recreational sports (2007-08)  
12,565 participants in fitness/wellness activities (2008-09)  
baseline due to reporting change);  
688 participants in intramural recreation (2007-08);  
26,799 total participants in RecSports

Goals:  
SSI Item 50: Achieve satisfaction level of 4.82.  
SSI Item 51: Achieve satisfaction level of 5.24.  
NSSE Item: Meet or exceed the national average for  
First-year students: 55% ; Seniors: 48%  
RecSports: Increase involvement in Recreation and Intramurals by 8%

Progress: SSI Item 50: 5.52 (2010-11);  
SSI Item 51: 5.52 (2010-11);  
NSSE Item – participation in co-curricular activities for an hour or more per week: First-year students: 62% ; Seniors: 35%;  
19,095 participants in open recreational sports;  
32,951 participants in fitness/wellness activities;  
1,142 participants in intramural recreation;  
53,188 total participants in RecSports (2010-11)  
(98% increase) (2010-11)

Enabling Activities:  
• Properly maintain recreation and wellness equipment.  
• Offer recreation program jobs to all financial aid recipients.
Student Persistence, Satisfaction, & Success

• Formalize scheduling of select fields and other facilities used by physical education, athletes and recreation.
• Continue programming collaboration between Residence Life, Student Activities, and RecCentral programs.
• Educate SGA members and club officers on student activity fees and their use.
• Enhance student leadership training offerings.
• Offer more community-building activities.
• Encourage integration of co-curricular activities in coursework.
Objective 2.10. Ensure course scheduling that facilitates students’ academic progress.

Reference to Previous Strategic Plans: FPP 01. 4.1, 4.2

ExCom Member: Provost

Assessment Tool: Noel Levitz Student Satisfaction Inventory

Baseline: “I am able to register for classes I need with few conflicts.”
4.49 (2004-05)

Goal: 2004-05 national average for 4-year public institutions of 4.73 or higher

Progress: 4.67 (2010-11)

Enabling Activities:
• Standardize time blocks for offering courses.
• Phase in AdAstra software to maximize efficiency of classroom scheduling and to assist in projecting student needs for courses.
• Increase scheduling of courses at less popular hours to avoid scheduling bottlenecks.
• Explore feasibility of accelerated, online, weekend, and evening programs.
Objective 2.11. Increase the total amount of financial aid awarded.

Reference to Previous Strategic Plans:  
FPP 01. 4.1, 4.2, 5.1, 5.2  
FSP 99. 2.1, 2.2

ExCom Member: Provost, CFO, VPIA

Assessment Tool: Financial Aid summary data

Baseline: $52,700,000 (2005-06)

Goal: $65,000,000

Progress: $88,000,000 (2010-11)

Enabling Activities:
• Add funds dedicated to hiring more students throughout the Division of Student Affairs.
• Create Deans’ discretionary scholarship funds.
• Continue to increase the scholarships awarded by the CCSU Foundation, Inc. and balance such awards between student recruitment and retention.
• Add to athletic scholarship base to reduce demand on need-based funding and provide it to other students.
• Expand the value of the endowment to increase foundation supported scholarships. Student scholarship support, from the CCSU Foundation, Inc., increased 48% in fiscal year 11.
• Increase the amount of institutional funding of student employment and direct aid.
• Increase the financial aid available for early decision programs and Deans’ discretionary funds.
• Lobby for increased federal and state student support.
Objective 2.12. Increase the ratio of full-time to part-time students.

Reference to Previous Strategic Plans: FPP 01. 4.1, 4.2

ExCom Member: Provost

Assessment Tool: Enrollment Report (percentage who are full time)

Baseline: Undergraduates 75%; graduates 20% full time (2004-05)

Goal: Undergraduates 85%; graduates 25%

Progress: Undergraduates 79%; graduates 26% full time (2010-11)

Enabling Activities:
- Provide full course schedule availability for FTFTs.
- Increase available on-campus housing.
- Expand student employment opportunities on campus.
- Increase available financial aid.
- Minimize student fee increases.
- Make course scheduling improvements.
Student Persistence, Satisfaction, & Success

**Objective 2.13.** Increase the average entry level SAT score and Class Percentile for first-time, full-time students.

**Reference to Previous Strategic Plans:** ASP 04. 1.3  
FPP 01. 2.2, 2.3, 5.2

**ExCom Member:** Provost & VPSA

**Assessment Tool:** High School Admission Record

**Baseline:** SAT 1032; 60th Percentile (2005-06)

**Goal:** SAT 1075; 66th Percentile

**Progress:** SAT 1023; 64th Percentile (2010-11)

**Enabling Activities:**
- Institute Provost’s Scholarship for top 10% students.
- Institute Dean’s scholarship for high-achieving applicants in all four schools.
- Institute Academic Deans’ Scholarship to complement President’s Scholarship for transfer students with 3.0 GPA or better from 12 community colleges.
- Admit any student who graduates in the top 10% of his/her class (in fall 2010, 76 of 851 or 8.9% FTFT students with a HS rank were in the top 10% of their high school graduating class; high schools did not provide ranking data on nearly 37% of the students)
Objective 3.1. Increase the number of students who are involved in applied or experiential learning (e.g., service learning, projects for external audiences, co-ops, internships, etc.).

ExCom Member: Provost, VPSA

Reference to Previous Strategic Plans: ASP 04.61 FSP 99.17

Assessment Tool: National Survey of Student Engagement (NSSE)

Baseline: 49% of seniors completed a practicum, internship, field experience, co-op experience or clinical assignment (2006-07)

Goal: 53% (meet or exceed the 2006-07 national average for seniors)

Progress: 49% of seniors completed a practicum, internship, field experience, co-op experience or clinical assignment (2010-11)

Enabling Activities:

• Provide internships and graduate assistantships in Counseling and Wellness.

• Provide all students with the opportunity to engage in volunteer/community service and co-curricular activities.

• Involve schools more actively in organizing internships and co-ops.
Students as Professionals & Citizens

Objective 3.2. Promote and support increased community engagement by faculty, staff, and students.

Reference to Previous Strategic Plans: ASP 04. 6.1 FSP 99. 1.7

ExCom Member: Provost, VPSA

Assessment Tool: 1) Annual report data on number of community engagement activities conducted by academic and administrative units; percentage of these activities that engaged faculty, staff, and students; and estimated number of faculty, staff, and student participants; 2) National Survey of Student Engagement (NSSE) – percentage of first-year students and seniors responding “very much” or “quite a bit” on extent that their CCSU experience has “contributed to your knowledge, skills, and personal development in contributing to the welfare of your community”; 3) National Survey of Student Engagement (NSSE) – percentage of first-year and senior students indicating that before graduating they have done or plan to do community service or volunteer work; 4) National Survey of Student Engagement (NSSE) – percentage of first-year and senior students indicating that have “participated in a community-based project (e.g. service learning) as part of a regular course”

Baseline: 1) 2008-2009: 492 activities by 35 academic departments and 25 administrative units; 65% of reported activities involved only faculty/staff; 10,693 students estimated to have been involved in reported activities (3,000 are attributed to the Harmony Classic); 2) NSSE (2007) first-year: CCSU 26% seniors: CCSU 36%; 3) NSSE (2007) first-year: CCSU 70% seniors: CCSU 60%; 4) NSSE (2007) first-year: CCSU 23% seniors; CCSU 30%

Goal: 1) Continuous improvement; 2), 3), and 4) exceed the percentages for same Carnegie class public institutions in the given year

Progress: 1) 2009-2010: 532 activities conducted by 39 academic departments and 22 administrative units; 66% of reported activities involved only faculty or staff; 4,784 students were estimated to have been involved in reported activities (next measurement is spring 2012); 2), 3), & 4): NSSE (2010-11) first-year: CCSU (42%, 75%, 37%); Carnegie (47%, 79%, 38%); seniors: CCSU (37%, 64%, 41%); Carnegie (44%, 75%, 49%)
Students as Professionals & Citizens

Enabling Activities:

- Institute curriculum development grants for community engagement.
- Appoint coordinator of community engagement initiatives.
- Offer faculty development in community engagement activities.
- Publicize community engagement projects.
- Establish Community Engagement Advisory Committee, including representatives from community-based organizations.
- Propose instituting a “C” designation for courses that focus on community engagement.
- Provide for informal community learning environments where purposeful programming and community standards assist and encourage students.
- Propose minor in community engagement.
- Expand programming and support for Community Central.
Students as Professionals & Citizens

**Objective 3.3.** Identify and respond to state workforce and professional development needs through credit and non-credit course offerings and programs.

**Reference to Previous Strategic Plans:** ASP 04. 6.1, 6.2, 6.3  
FSP 99. 1.6, 1.9, 2.5, 3.2, 5.5

**ExCom Member:** Provost

**Assessment Tool:** Continuing Education Annual Report DHE Approved curricula

**Baseline:** 418 students in non-credit courses; 25 non-credit courses & conferences (2005-06); 0 Engineering programs; 1 Nursing program — degree completion (2004-05)

**Goal:** 1,000 students in non-credit courses; 50 non-credit courses & conferences; 3 Engineering programs; 2 Nursing programs, including a BSN

**Progress:** 1,293 students in non-credit courses; 30 non-credit courses & conferences; 3 Engineering programs; 2 Nursing programs, including a BSN (2010-11)

**Enabling Activities:**

- Hire Director of Continuing Education to identify needs and opportunities and to develop programs.
- Encourage entrepreneurial activity in all units.
- Promote increased collaboration between Continuing Education and ITBD.
- Increase online course offerings for nontraditional audiences.
- Explore unmet needs for continuing education in the region
- Monitor workforce needs and shortages in CT.
- Identify and pursue opportunities for program development, including certificates and CEUs.
- Approve programs and enroll students in aeronautical and precision manufacturing programs in mechanical engineering programs.
- Recruit and support students in engineering programs.
- Recruit and support students in BSN program.
- Engage actively in statewide “social enterprise” initiative to support CT-based businesses with a commitment to support local community.
This objective combines objective 3.2 and 3.3 in the original 2008 plan at the recommendation of the University Planning and Budget Committee and the Faculty Senate. The President indicated approval of this change in July 2010. All indicators from the previous objectives have been integrated into this new objective. Subsequent objectives for Goal 3 have been re-numbered accordingly.
Students as Professionals & Citizens

Objective 3.4. Increase opportunity for on-campus work for students.

Reference to Previous Strategic Plans: FPP 01. 4.1, 4.2 FSP 99. 4.5

ExCom Member: All

Assessment Tool: Student-Employee Roster (CCSU and Bookstore)

Baseline: Average 887 (2005-06)

Goal: 1,000

Progress: Average 1,017 (2010-11)

Enabling Activities:

• Increase efforts to recruit work study students for office jobs.
• Maintain budget in both Recreation and SA/LD to allow for adequate staffing levels.
• Continue to provide an opportunity for work study students to continue to work in Health Service.
• Expand graduate assistantships and maintain internship program in student support areas.
• Student labor has been increased in Police department to provide students with work experience in customer service and assistive activities.
• Continue development of student labor force and funding in the departments of Mail Services, Receiving and Access and Security.
Students as Professionals & Citizens

Objective 3.5. Create and build a magnet high school with the mission of 100% post-secondary participation for graduates.

Reference to Previous Strategic Plans: ASP 04. 6.4
ExCom Member: Provost
Assessment Tool: Evidence of State Approved Plan

Baseline:

Goal: Facility completion and opening.

Progress: Discussions between CCSU, CREC, and the CT SDE are ongoing, despite current lack of funding which, if continued, would make building a magnet school on campus nearly impossible.

Enabling Activities:
- Convene conversations with officials from CCSU, CREC and the CT SDE that focus on submitting applications for magnet school building funds.
- Provide technical assistance to the New Britain School District vis-à-vis the creation of a thematic middle school (The Global Collegiate Academy) to build working relations that would serve as the platform for the development of the magnet school.
- Secure approval from Board of Regents.
- Coordinate efforts with districts and state.
- Meet with administrators of other magnet schools.
- Explore partnership with Capitol Region Education Council in developing and managing magnet school.
Students as Professionals & Citizens

Objective 3.6. Increase the acquisition, support, and upkeep for instrumentation, software, and technology needed for the professional development of students.

Reference to Previous Strategic Plans:

ExCom Member: Provost, CIO, CFO

Assessment Tool: National Survey of Student Engagement (Senior mean score versus mean score for Carnegie Peers)

1) To what extent does your institution emphasize using computers in academic work?

2) To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the area of using computing and information technology?

3) EDUCAUSE Center for Applied Research (ECAR), questions for first-year and seniors are being identified.

Baseline: 1) 3.34 2) 3.13 (2006-07)

Goal: 1) 3.44 2) 3.19

Progress: 1) 3.37 2) 3.21 (2010-11) 3) results anticipated in 2011-12

Enabling Activities:

• Maintain state bond funding for technology.
• Maintain/increase CIO/IT budget allocations.
• Maintain student-accessible IT resources in such quantity and state of availability to allow all students the ability to learn and practice the IT-based skills delivered during their academic advancement at the university.
• Maintain IT staff levels to provide the personnel needed to assist students in the use of the IT resources available to assist their academic advancement at the university.
• Create an Academic IT plan to identify the direction to be followed for acquiring and implementing the most beneficial technologies to support the academic mission of the university.
Students as Professionals & Citizens

- Encourage academic departments to develop a list of IT skills that are expected in their given discipline, and to stipulate how a student may expect to acquire those skills during his/her years at the university.
- Analyze ECAR study data (2011) as benchmark for CCSU policy decisions.
Students as Professionals & Citizens

Objective 3.7. Ensure students have appropriate proficiencies for IT-based tasks.

Reference to Previous Strategic Plans:

ExCom Member: Provost

Assessment Tool: National Survey of Student Engagement (NSSE)

Baseline: 78% of seniors indicated CCSU contributed quite a bit or very much to their use of computing and information technology (2006-07)

Goal: 80% (national average in 2006-07)

Progress: 79% (2010-11)

Enabling Activities:

• Have academic departments conduct inventory of appropriate IT proficiencies for students in their programs.
• Promote integration and assessment of appropriate IT activities in major curricula.
• Identify “Information Literacy” as a goal of General Education and promote its integration and assessment across the curriculum.
Faculty & Staff Satisfaction & Success

Objective 4.1. Initiate a dialogue that can lead to a redefinition and redistribution of faculty work including reassigned time for research-active faculty.

Reference to Previous Strategic Plans: ASP 04. 5.1, 5.3, 11.1, 12.1

ExCom Member: Provost

Assessment Tool: Minutes of meeting held

Baseline: General discussions only

Goal: Full development of equitable plan

Progress: Data provided for workload study by NERCHE (2009-10)

Enabling Activities:
• Encourage discussion of OIRA study of reassigned time.
• Encourage deans to stimulate departmental plans for research reassigned time.
• Appoint committee to study and recommend strategies for increasing reassigned time.
Faculty & Staff Satisfaction & Success

Objective 4.2. Improve faculty and staff satisfaction.

Reference to Previous Strategic Plans: ASP 04. 10.2 FPP 01. 6.1

ExCom Member: CHRO, CDO

Assessment Tool: Noel-Levitz College Employee Satisfaction Survey

Baseline: 59% of faculty and staff who are satisfied or very satisfied with their employment at CCSU (2006-07)

Goal: 100%

Progress: 70% (2010-11)

Enabling Activities:
• Performance Excellence Award for staff.
• Employee Appreciation Week every April.
• Merit Award Recognition Ceremony for SUOAF members.
• Service Awards and Retiree Recognition Ceremonies.
• Tuition waiver for clerical employees.
• Flextime agreement for SUOAF employees.
• Increase training opportunities for all staff.
• Improve Employee Assistance Benefits.
• Events to celebrate the diversity of CCSU.
• Increase supervisory training.
• Implement suggestions from 2nd phase of Equity Study, including creation of committee from each academic school to brainstorm on ways to recognize faculty.
Objective 4.3. Increase internal resources to support faculty scholarship and creative activity.

Reference to Previous Strategic Plans: ASP 04. 5.1, 7.2  FPP 01. 1.1, 3.3

ExCom Member: Provost & CFO

Assessment Tool: Faculty travel and other support resulting from the creation of the Deans’ Scholarly Excellence Funds and the Center for Teaching Excellence and Leadership Development.

Baseline: $905,648 (June 30, 2005)

Goal: $2,000,000

Progress: $1,641,045 (June 30, 2011)

Enabling Activities:
• Continue to fund Dean’s Scholarly Excellence Fund.
• Institute small grants programs to encourage scholarship that supports strategic initiatives (e.g., community engagement, instructional technology, etc.).
• Pursue opportunities to support faculty scholarship and creative activity through development.
Objective 4.4. Increase external funding received through grants and contracts.

Reference to Previous Strategic Plans: ASP 04. 5.1  FPP 01. 1.1, 3.3
ExCom Member: Provost

Assessment Tool: Actual Grant and Contract expenditures per the Financial statements.

Baseline: $2,343,090. (Year Ended June 30, 2005)
Goal: $5,000,000
Progress: $4,086,529

Enabling Activities:
- Publicize services of Grants and Funded Research Office.
- Publicize opportunities for external funding.
- Showcase faculty scholarship and creative activity.
- Pursue school-based fundraising to support faculty research and scholarship.
**Objective 4.5.** Provide faculty and staff with the technology, support, and professional development necessary to work efficiently.

**Reference to Previous Strategic Plans:** ExCom Member: CIO, CFO, Provost

**Assessment Tool:** Noel Levitz College Employee Satisfaction Survey (CESS); Item 41: “The institution does a good job evaluating its physical and technological resources and implements these items into the institution’s master plan,” and Item 42: “The institution has adopted policies regarding computing reliability, integrity, and security of data.” Hardware and software purchases from operating and bond funds.

**Baseline:** 2007-2008 Survey Results
Item 41: Very satisfied + satisfied = 33%;
Item 42: Very satisfied + satisfied = 63% (2007-08);
$310,434 (Year ended June 30, 2005)

**Goal:** Very satisfied + satisfied = 70%

**Progress:** Item 41\(^1\): Completely Agree + Somewhat Agree = 52%
Items 42\(^1\): Completely Agree+ Somewhat Agree = 74% (2010-11)
$1,209,663 (June 30, 2011)

**Enabling Activities:**
- Develop the physical facilities comprising the Instructional Design and Technology Resource Center to provide a professional and welcoming environment for instructional design training and assistance.
- Develop/acquire the human resources staff of the Instructional Design and Technology Resource Center to best serve the instructional needs of the faculty.
- Maintain/expand ongoing training/instruction opportunities including the “Expert in Residence” series and “Tech Talk” series of presentation.
- Maintain currency of software versions and licensing.
- Maintain/increase CIO/IT budget allocations at or above FY 2009 standard.
- Sponsor professional development activities on instructional technologies.

\(^1\)CESS changed survey questions in fall 2010 from how satisfied/dissatisfied are you to do you agree/disagree with the statement.
Faculty & Staff Satisfaction & Success

Objective 4.6. Maintain a life-cycle funding model to ensure adequate technology refresh to allow the University to meet its academic and administrative technology needs.

Reference to Previous Strategic Plans:
ExCom Member: CIO, CFO

Assessment Tool: Percentage of computers refreshed within one calendar year beyond the third anniversary of purchase.

Baseline: 90% (2005-06)

Goal: 100%

Progress: 85% (2009-10). Due to budget reductions, the policy goal was changed from 3-year refresh cycle to every 4 years: In 2010-11, 335/1500 computers refreshed. State bond funding was not available during the fiscal year, 2010-11 but has been distributed at end of fiscal year for use in 2011-12.

Enabling Activities:
• Monitor the effectiveness of the new 4-year refresh cycle.
• Maintain adequate state bond funding for technology (see above).
• Maintain/increase CIO/IT budget allocations.
• Maintain sufficient human resources. Budgetary resources were prioritized to privilege training over professional development. Should additional resources become available, professional development opportunities will be funded.
**Global Awareness & Diversity**

**Objective 5.1. Increase the diversity of students, faculty and staff.**

**Reference to Previous Strategic Plans:** ASP 04. 1.3, 10.3  FPP 01. 5.1, 5.2  FSP 99. 4.10

**ExCom Member:** All, Chief Diversity Officer

**Assessment Tool:** Human Resources employment records and student records.

**Baseline:** Percent of FT faculty from minority race/ethnicity groups: 17.8% (Fall 2005); percent of FT staff from minority race/ethnicity groups: 20.4% (Fall 2005); percent of students from minority race/ethnicity groups: 17.4% (Fall 2005)

**Goal:** Continuous progress

**Progress:** Percent of FT faculty from minority race/ethnicity groups\(^1,2\): 20.5% (Fall 2010); Percent of FT staff from minority race/ethnicity groups\(^1,2\): 22.8% (Fall 2010); Percent of students from minority race/ethnicity groups\(^1,2\): 22.4% (Fall 2010)

**Enabling Activities:**
- Foster a campus climate of tolerance and diversity that will be welcoming of all people regardless of race, ethnicity, religion, national origin, gender, sexual orientation or disability status.
- Educate students toward appreciation for diversity and “multicultural competence.”
- Commit additional resources to student financial aid through the Dean’s Scholarships focused efforts on recruitment of underrepresented groups.
- Market programs aggressively overseas, via the use of agents, client and family referrals, and periodic international recruitment trips by the IELP director.
- The Offices of Diversity and Equity and Human Resources will jointly train all search committees on search procedures, including equal opportunity principles and affirmative action goals.
- Implement formal mentoring program approved by Faculty Senate for all new faculty as part of new promotion and tenure guidelines.
Global Awareness & Diversity

• Require search committees to utilize the procedures outlined in the Hiring and Search Manual in order to standardize advertising, improve the diversity of the candidate pools, and follow best practices for recruitment and retention. Create dedicated HR website pages for prospective applicants with the theme “Great Things Happen Here,” highlighting diversity and cultural benefits on campus and in local area.
• Review and update minimum qualifications for administrative positions to ensure that artificial barriers do not exist.
• Expand mentoring of minority students through Africana and Latino centers.
• Enhance mentoring of students in EOP program with assistance of graduate assistants who will work with students beyond their first year.
• Continue efforts of MOSAIC Center to enhance students’ awareness and understanding of diversity and cultural pluralism.
• Actively recruit diverse students from underrepresented groups for Resident Assistant positions.
• Expand mentoring of minority new hires through the Minority Recruitment and Retention Committee (MRRC – Faculty) and the Minority Recruitment and Mentoring Committee (MRMC – Administrators).
• Increase the ratio of minority faculty and staff on search committees.
• Encourage MRRC and MRMC to plan and execute aggressive sustainable recruitment efforts with use of committee resources.
• Continue to sponsor events such as the Women in Business: A Life’s Journey to broaden the understanding of the importance of diversity on campus.
• Continue to support and contribute to events such as the Second Annual Modern Language Departments Cultural Awareness Day and International Awareness weekend to enhance awareness of cultural events and diversity.

1 Federal Race/Ethnicity definitions changed in Fall 2010 and these numbers may not be comparable to previous years.
2 Non-Resident Alien students, faculty and staff are included in the minority counts.
Global Awareness & Diversity

Objective 5.2. Increase the number of courses that integrate an international component.

Reference to Previous Strategic Plans: ASP 04. 7.1, 7.2

ExCom Member: Provost & CDO

Assessment Tool: The number of undergraduates who take at least one course each year with an international component.

Baseline: 6,038 (2005-06)

Goal: 7,000

Progress: 6,154 (2010-11)

Enabling Activities:
- Implement recommendations of ACE Internationalization laboratory.
- Promote faculty development in internationalization.
- Publicize pedagogical and curricular innovations.
Objective 5.3. Increase faculty and student participation in international teaching and research experiences.

Reference to Previous Strategic Plans: ASP 04. 5.1, 7.1, 7.2  FSP 99. 4.5
ExCom Member: Provost & CDO
Assessment Tool: CIE Report
Baseline: 172 enrolled in courses abroad; 48 in study abroad; 220 total (2005-06)
Goal: 1,000 enrolled in courses abroad; 300 in study abroad; 1,300 total
Progress: 412 enrolled in courses abroad; 79 in study abroad; 491 total (2010-11)

Enabling Activities:
• Expand financial support for student & faculty travel.
• Expand systemic role for CIE under new leadership.
• Increase number of CIE classroom visits to promote all types of Study Abroad.
• Negotiate new bilateral exchange agreements to expand affordable study abroad opportunities.
• Recruit additional faculty to lead short-term course abroad programs.
• Revise/enhance the Study Abroad website to make it more attractive and functional.
• Request one-time funds to produce enhanced Study Abroad catalog.
• Establish a course articulation agreement between departments and overseas partners to provide for more efficient and effective credit transfer.
• Establish International Education Advisory Committee.
• Develop an official certification program at the graduate level in Global Education Leadership and Literacy.
• Review possibility of expanding for-credit instructional programs in China and Jamaica.
• Expand housing for international students.
• Implement and host “International Education Resources in Connecticut” website to promote increased study abroad and international exchanges among institutions in the CSU System and the Hartford Higher Education Consortium.
• CDO will share diversity related information and perspectives with the Provost.
Objective 5.4. Provide training for faculty and staff to aid in understanding cultural, social, personality and learning differences.

Reference to Previous Strategic Plans: ASP 04. 7.1, 10.3

ExCom Member: Chief Human Resources Officer, Chief Diversity Officer

Assessment Tool: Number of additional/new training and professional development activities provided. Increase in number of faculty and staff participating in training and professional development activities (in-house and out).

Baseline: 458 faculty and staff (29%) attended training (2006-07)

Goal: Participation by 50% of faculty and staff each year

Progress: 482 faculty and staff (30%) attended training (2010-11)

Enabling Activities:
• Continue offering workshops emphasizing diversity conducted for all employees.
• Mandatory diversity training should be completed by all new staff.
• New staff and administrators receive safe zone stickers and DVDs at New Employee Orientation.
• Increase the frequency of diversity training offered to staff and students.
• Numerous workshops on diversity will be held throughout the year.
• Update and disseminate procedures for requesting accommodations under the ADA to all faculty and staff.
• The Office of Diversity and Equity (ODE) will sponsor National Disability Awareness month activities.
• Annual sexual harassment prevention training.
• Offer sexual harassment prevention training to students as well as employees.
• Establish a clearinghouse for all diversity-related training in order to reduce overlap, ensure continuity, and adequately track performance.
• Develop online sexual harassment prevention, diversity, and other training modules for easy access by all faculty and staff.
• Identify and train appropriate staff and faculty to develop and deliver relevant training.
• Develop and implement Sexual Assault policy and protocol for all faculty and staff.
**Financial Support**

**Objective 6.1. Increase the number of full-time faculty.**

**Reference to Previous Strategic Plans:** FPP 01. 3.1, 3.3

**ExCom Member:** Provost & CFO

**Assessment Tool:** Change in number of full- and part-time positions in official University position count.

**Baseline:** Full-time 409 (2004)

**Goal:** Continuous progress

**Progress:** Full-time 440 (Fall 2010)

**Enabling Activities:**
- Continue to add institutional resources when available and to lobby for additional state funding for new positions.
- Increase clinical faculty to bring the Health Service to adequate staffing pattern to meet the health care needs of student population.
**Financial Support**

**Objective 6.2.** Reduce the ratio of credit hours taught by part-time relative to full-time faculty.

**Reference to Previous Strategic Plans:** FPP 01. 3.1

**ExCom Member:** Provost & CFO

**Assessment Tool:** Official Fall Enrollment Report

**Baseline:** 67% taught by full-time faculty (2005-06)

**Goal:** 75%

**Progress:** 64.9% (2010-11)

**Enabling Activities:**
- Support efforts to secure legislative approval for new faculty positions.
- Promote and reward efforts in departments to reduce sections taught by part-time faculty.
Financial Support

Objective 6.3. Increase the number and amount of annual gifts.

Reference to Previous Strategic Plans: ASP 04. 9.1, 9.2, 9.3  FPP 01. 5.1
ExCom Member: VPIA
Assessment Tool: Audit report
Baseline: 4,257 total donors; $1,373,155 total giving (FY 2005)
Goal: 5,000 total donors; $2,000,000 total giving
Progress: 3,830 total donors; $3,598,736 total giving (FY 2011)

Enabling Activities:
• Reconceptualize and refocus University fundraising objectives and goals. Specifically establish University and unit-specific fundraising priorities and link such priorities to financial targets.
• Improve the University's overall fundraising efforts, focusing on increasing the total number of donors.
• Achieve a 13% alumni participation rate in annual giving.
• Evaluate the University's cost to raise a dollar, paying particular attention to the cost/benefit associated with the University's annual appeal.
• Continue to develop measurable objectives for the functions of IA, particularly Advancement Services (e.g., stewardship processes and activities), Alumni Affairs (e.g., events and individual visits), Development (i.e., calls, visits, asks, and closes), and Marketing and Communications (e.g., web usage, clippings, publications).
• Continue to advance relationships with Alumni Association Board of Directors and CCSU Foundation, Inc. Board of Directors and engage members in value-added activities for the University.
• Increase faculty participation in the process of engaging alumni and friends of the University.
• Continue the migration to and integration of Institutional Advancement's new donor relationship management system.
• Continue to develop targeted programs and services to engage alumni in University activities.
• Improve the effectiveness of Advancement Services in such critical areas as (a) prospect research, (b) event follow-up, (c) stewardship, (d) technological infrastructure, (e) direct marketing, and (f) gift processing.
Financial Support

- Expand collaborative efforts between Alumni Affairs and Student Affairs to establish new events and improve existing opportunities for alumni–student engagement.
- Integrate the Office of Marketing and Communications with the efforts of Alumni and Development. Specifically make use of the CCSU website to improve online giving, communicate with alumni via various social networking sites, and enhance awareness of the University.
- Develop and implement an aggressive strategic communications plan for the University using multiple vehicles. The goal will be to increase quality stories (in-depth features about our faculty, students, and programs), increase the range of outlets featuring stories about CCSU, and increase the general coverage.
**Financial Support**

**Objective 6.4. Increase the value of endowment.**

**Reference to Previous Strategic Plans:** ASP 04. 9.2, 9.3  FPP 01. 5.2  

**ExCom Member:** VPIA  

**Assessment Tool:** Audit report  

**Baseline:** $18,415,314 (FY 2005)  

**Goal:** $40,000,000  

**Progress:** $33,400,000 (June 30, 2011, preliminary); value as of 7/15/11: $35,671,610  

**Enabling Activities:**  
- Reconceptualize and refocus University fundraising objectives and goals. Specifically establish University and unit-specific fundraising priorities and link such priorities to financial targets.  
- Assign prospects capable of gifts of $100,000 or more to President on a case-by-case basis.  
- Develop a specific caseload of at least 25 major gift prospects capable of donations of $50,000 or more for the Vice President and the Director of Institutional Advancement.  
- Develop a specific caseload of at least 50 major gift prospects capable of contributions of $5,000 or more for each Major Gifts Associate.  
- Identify, cultivate, solicit, and steward restricted and unrestricted gifts from various individuals, corporations, and foundations.  
- With the assistance of The Stelter Company, continue to improve our approach to planned giving.  
- Improve the University’s overall fundraising efforts, focusing on increasing the total number of donors.  
- Continue the migration to and integration of Institutional Advancement’s new donor relationship management system.  
- Communicate with all fund owners during the fiscal year, providing a detailed financial update as well as exploring plans for the future.
Environmentally Sound Facilities

Objective 7.1. Increase the square footage of academic space for classrooms, laboratories, faculty offices, library and research, and student support.

Reference to Previous Strategic Plans: ASP 04. 5.1  FSP 99. 1.1, 3.5
ExCom Member: CAO
Assessment Tool: Space inventory
Goal: 1,160,225 GSF
Progress: 918,855 GSF (2010-11)

Enabling Activities:
• New Classroom/Office Building totaling 75,055 (GSF). Construction will commence this fall and is anticipated to be complete in the Summer 2013. CSU received legislative approval for selection of architect/engineering consultant and is awaiting contract approval. Construction is estimated to take three years from completion of design and bond approval.
• Engineering Lab totaling approximately 4,600 sq. ft. is currently under construction.
• Library addition totaling 161,980 GSF.
Environmentally Sound Facilities

Objective 7.2. Increase the square footage of space for student support services.

Reference to Previous Strategic Plans:
ExCom Member: CAO & VPSA
Assessment Tool: Space inventory
Baseline: 1,786,706 GSF (2007-2008)
Goal: 1,816,786 GSF
Progress: 1,785,676 (2010-11)

Enabling Activities:
• Construction complete three years from date of bond approval.
• Renovate/expand Willard and DiLoreto Halls totaling 30,080 (GSF) of increased space for student support services.
• Renovate dining facilities in Memorial Hall.
• Commence process for laying the groundwork for the construction of a New Northeast Dining Facility of approximately 22,000 GSF to serve approximately 1,400 resident students.
• Redirect approximately 3,400 square feet of space in Memorial Hall to Student Affairs for co-curricular activities.
**Environmentally Sound Facilities**

**Objective 7.3.** Increase the number of students accommodated in residence halls and square footage of residence hall space.

**Reference to Previous Strategic Plans:** FSP 99. 1.3  
**ExCom Member:** VPSA, & CAO  
**Assessment Tool:** Space inventory  
**Baseline:** 2,144 beds (2007-2008)  
**Goal:** 3,144 beds (January 2014)  
**Progress:** 2,195 (2010-11)  

**Enabling Activities:**  
- CSUS has authorized University designated fund balances for an RFP (request for proposal) for design/build options for this building to expedite the overall project process.  
- New Residence Hall to be located next to the Student Center Parking Garage is currently in design and will include approximately 630 beds, a fitness facility and multi-purpose space.
Environmentally Sound Facilities

Objective 7.4. Create campus transportation and parking system which interfaces with public transportation.

Reference to Previous Strategic Plans:

ExCom Member: CAO

Assessment Tool: Construction of project.

Baseline: CCSU is using an established bus line that stops on campus, Westfarms Mall, and Hartford.

Goal: To incorporate the proposed New Britain-Hartford busway in current bus service.

Progress: Public information meetings and hearings continue (2010-11)

Enabling Activities:
• Build a 1,000-space parking garage and bus stop adjacent to the East Campus infrastructure.
• Complete Environmental phase.
• Initiate DOT CCSU access phase.
• Create a campus bus system to connect main campus with the New Britain to Hartford dedicated busway.
• Initiate study to provide enclosed parking for car-poolers and evaluate parking across the campus.
Environmentally Sound Facilities

**Objective 7.5. Improve both outdoor and indoor space for co-curricular activities.**

**Reference to Previous Strategic Plans:** FSP 99. 1.2

**ExCom Member:** CAO, VPSA

**Assessment Tool:** Space inventory and renovation list

**Baseline:** Existing facilities (2005)

**Goal:** Increase outdoor recreational space and include artificial turf and track and expand indoor space.

**Progress:** New recreation field: 2.468 acres; Beecher fitness facility: 2,141 asf; Sam May fitness facility: 1,568 (2009-10). Soccer bleachers, baseball bleachers and track have been completed (2010-11)

**Enabling Activities:**
- Complete multi-phase outdoor project: softball field, baseball field; stadium; soccer field; recreation facilities.
- Obtain room for counseling groups and student leadership development.
- Improve game room by adding networked gaming systems.
- Enhance game room tournament activities.
- Reconfigure/renovate first floor space in Memorial Hall to provide more space for co-curricular activities.
- Significantly increase recreation space.
**Environmentally Sound Facilities**

**Objective 7.6.** Develop and implement a plan resulting in energy use reduction, recycling, and green space preservation.

**Reference to Previous Strategic Plans:** FSP 99. 1.2

**ExCom Member:** CAO

**Assessment Tool:** Campus benchmarks for recycling, energy savings, and water. Consumption is measured by: Recycling; Energy; Tipping receipts; Electrical-Square D Power Logic; Oil-Gallon metering; Green space; Gas-cubic feet metering; Present land inventory; Water-New Britain water metering

**Baseline:** (2007-08)
- Percentage of trash recycled: 28%
- Campus buildings w/white paper recycling bins: 95%
- Electricity used (Gigawatts): 29.13
- Oil used (gallons): 25,000
- Natural gas used (millions of cubic feet): 171.5
- Water used (millions of gallons): 53.15
- Green space (acres): 15

**Goal:**
- Percentage of trash recycled: 75%
- Campus buildings with white paper recycling bins: 100%
- Electricity used (Gigawatts): 28
- Oil used (gallons): 23,000
- Natural gas used (millions of cubic feet): 160
- Water used (millions of gallons): 52
- Green space (acres): 24

**Progress:** 2010-11
- Percentage of trash that is recycled: 37%
- Campus buildings w/white paper recycling bins: 100%
- Electricity used (Gigawatts): 27
- Oil used (gallons): 824.6
- Natural gas used (millions of cubic feet): 206.4*
- Water used (millions of gallons): 46.7
- Green space (acres): 15

*Energy Center natural gas service not curtailed during 2010-11, requiring limited use of oil

**Enabling Activities:**
- Participate in RecycleMania competition.
- Continue to relight campus classrooms and parking areas.
Environmentally Sound Facilities

- Continue to replace three-gallon flush toilets with 1.6-gallon.
- Participation in the CT RCx Pilot Extension program.
- Continue to involve resident students in sustainability initiatives.
- Involve all students in sustainability initiatives.
- Pilot project using chemical free cleaning system in select campus buildings.
- Continue to conduct sustainability tours of the campus for the campus community and other professionals.
- Commence study for implementation of single stream recycling on campus.
- Maintain bicycle fleet for staff usage.
- Investigate the use of Zip cars to reduce car usage and assist with carpooling efforts and reduce student needs for vehicles.
- Continue to participate in the EPA Football Recycling Challenge.
- Develop campus arboretum.
- Actively pursue fuel cell acquisition within the next six months, which will reduce the University’s dependence on the grid and dramatically assist us in meeting the goals of our Climate Action Plan.
- Investigate opportunities available to encourage carpooling at the University by staff and students.
- Install water retention system for the New Academic Building to reduce surface water runoff.