

Self Study for Reaccreditation

Prepared for the New England Commission of Higher Education

Spring 2021



EASTERN CONNECTICUT STATE UNIVERSITY

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Institutional Characteristics Form Revised February 2021

This form is to be completed and placed at the beginning of the self-study report:

Date: 02/04/2021

1. Corporate name of institution: **Eastern Connecticut State University**
2. Date institution was chartered or authorized: **1889**
3. Date institution enrolled first students in degree programs: **1889**
4. Date institution awarded first degrees: **1891**
5. Type of control:

Public

- State
- City
- Other
(Specify) _____

Private

- Independent, not-for-profit
- Religious Group
(Name of Church) _____
- Proprietary
- Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? **Connecticut Board of Regents for Higher Education**

7. Level of postsecondary offering (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Less than one year of work | <input type="checkbox"/> First professional degree |
| <input type="checkbox"/> At least one but less than two years | <input checked="" type="checkbox"/> Master's and/or work beyond the first professional degree |
| <input type="checkbox"/> Diploma or certificate programs of at least two but less than four years | <input type="checkbox"/> Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education) |
| <input checked="" type="checkbox"/> Associate degree granting program of at least two years | <input type="checkbox"/> A doctor of philosophy or equivalent degree |
| <input checked="" type="checkbox"/> Four- or five-year baccalaureate degree granting program | <input type="checkbox"/> Other doctoral programs _____ |
| | <input type="checkbox"/> Other (Specify) _____ |

8. Type of undergraduate programs (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Occupational training at the crafts/clerical level (certificate) | <input checked="" type="checkbox"/> Liberal arts and general |
|---|--|

13. **Off-campus Locations.** List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
Groton Site 591 Poquonnock Street Groton, CT	No	No	22.2
Manchester Community College 60 Bidwell Street Manchester, CT	No	No	0
B. Out-of-state Locations			
None			

14. **International Locations:** For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

Name of program(s)	Location	Headcount
None		

15. **Degrees and certificates offered 50% or more electronically:** For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
Accounting	Master’s	Up to 100%	21
Educational Technology	Master’s	Up to 100%	4

16. **Instruction offered through contractual relationships:** For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
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None				
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17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

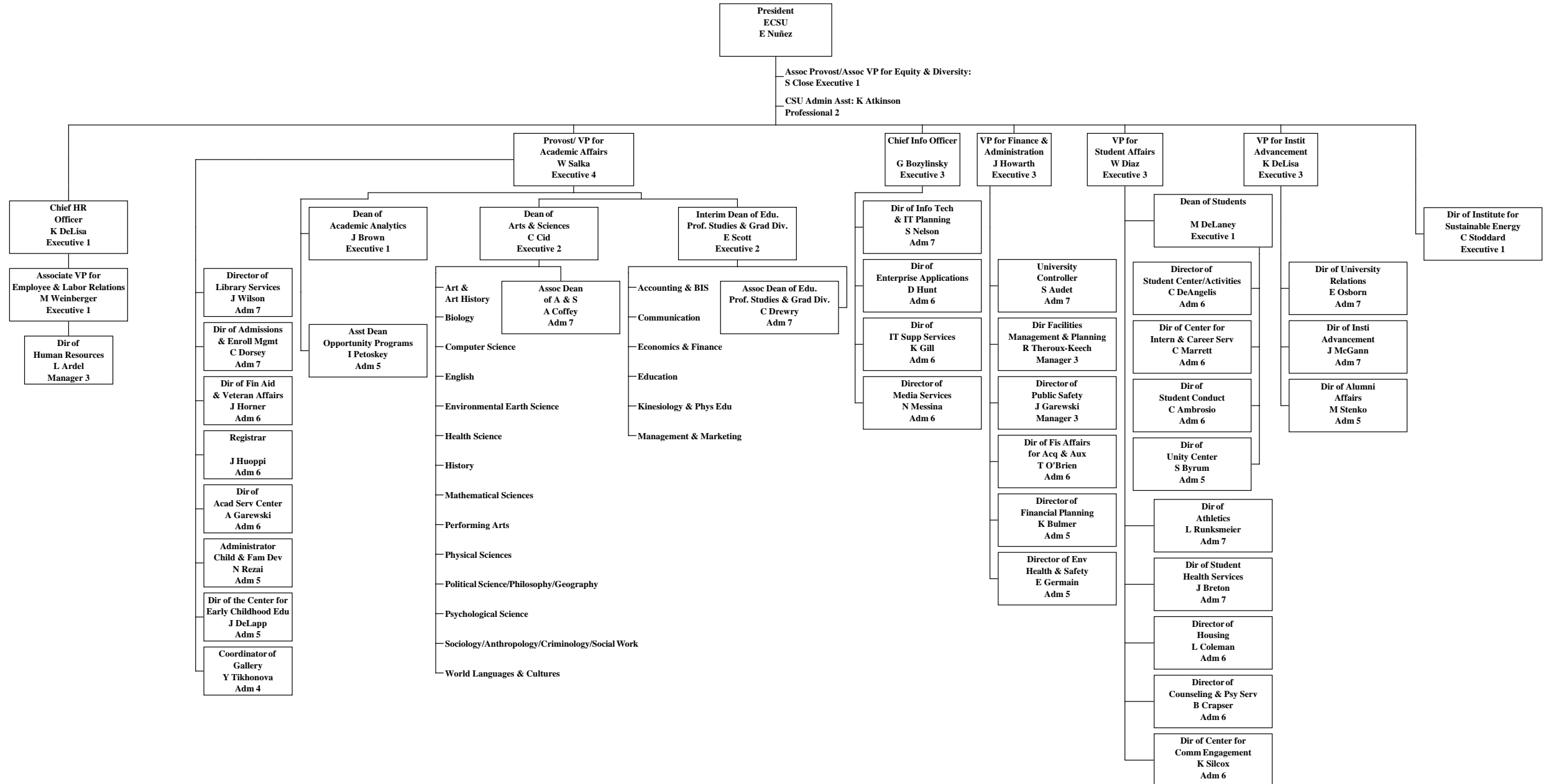
CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Regents	Matt Fleury	Chair, Connecticut Board of Regents for Higher Education	2016
President/CEO	Elsa Núñez	President	2006
Executive Vice President	Vacant		
Chief Academic Officer	William Salka	Provost and Vice President of Academic Affairs	2018
Deans of Schools and Colleges (insert rows as needed)	Carmen Cid	Dean of Arts and Sciences	2005
	Elizabeth Scott	Dean of Education and Professional Studies and the Graduate Division	2018
Chief Financial Officer	James Howarth	Vice President for Finance and Administration	2012
Chief Student Services Officer	Walter Diaz	Vice President of Student Affairs	2017
Planning	Vacant		
Planning and Institutional Research	Jennifer Brown	Dean of Academic Analytics	2019
Assessment	Vacant		
Development	Kenneth DeLisa	VP for Institutional Advancement	2003
Library	Janice Wilson	Director of Library Services	2016
Chief Information Officer	Garry Bozylinsky	Chief Information Officer	2016
Continuing Education			
Grants/Research			
Admissions	Christopher Dorsey	Director of Admissions and Enrollment Management	2014
Registrar	Jennifer Huoppi	Registrar	2013
Financial Aid	Jennifer Horner	Director of Financial Aid	2015
Public Relations	Edward Osborn	Director of University Relations	2003
Alumni Association	Michael Stenko	Director of Alumni Affairs	2008

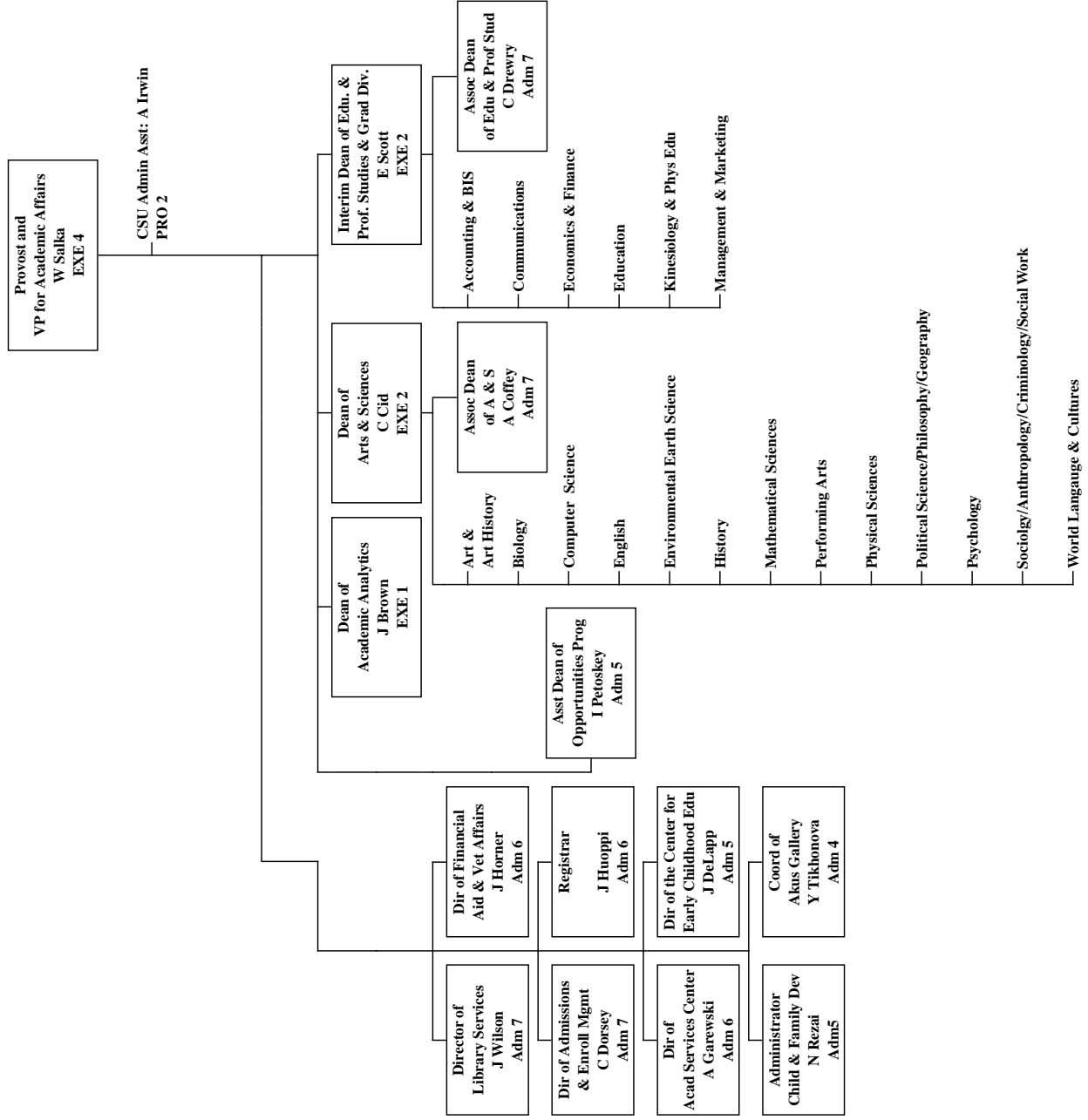
Other			
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18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
 - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

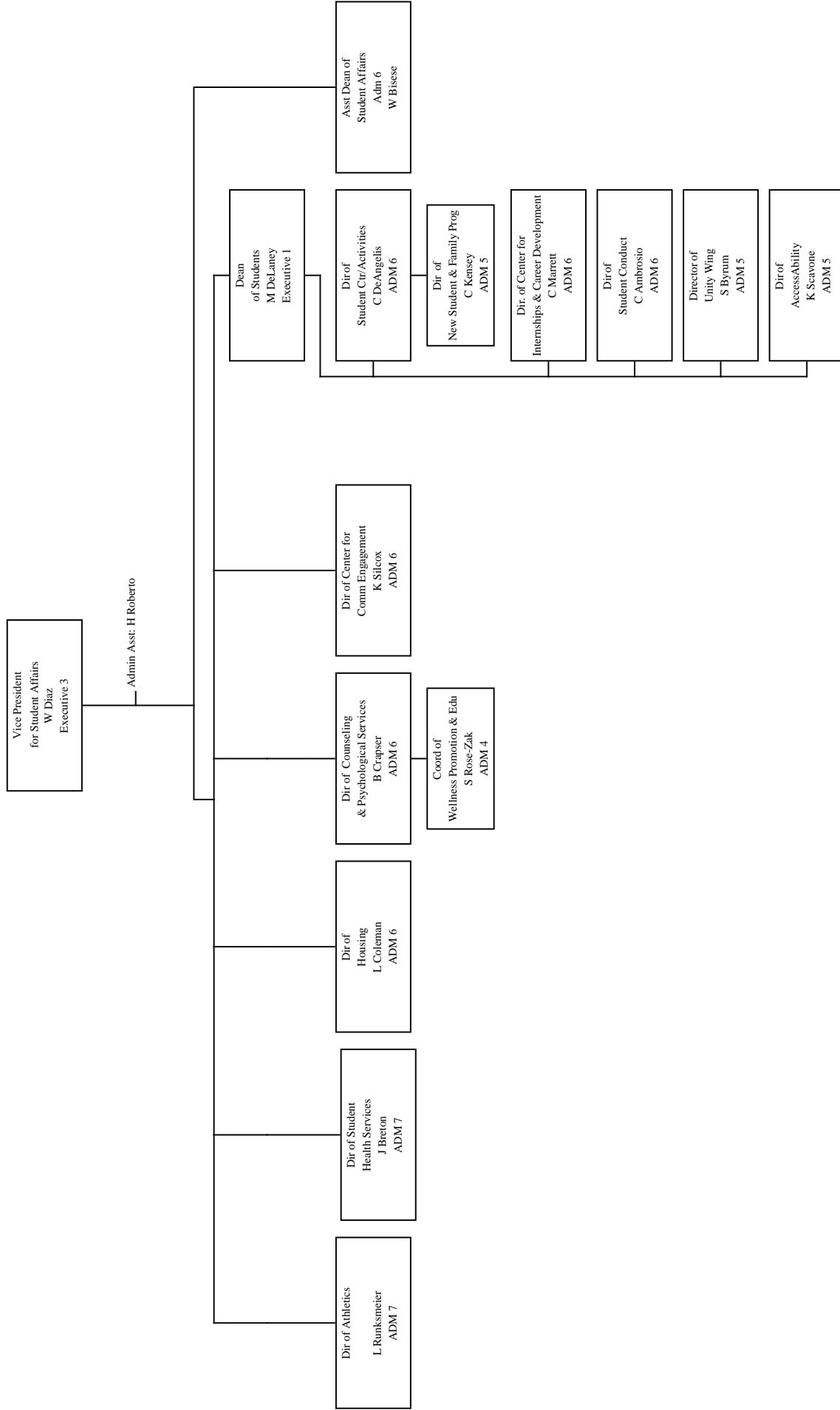
Eastern Connecticut State University
2020-21



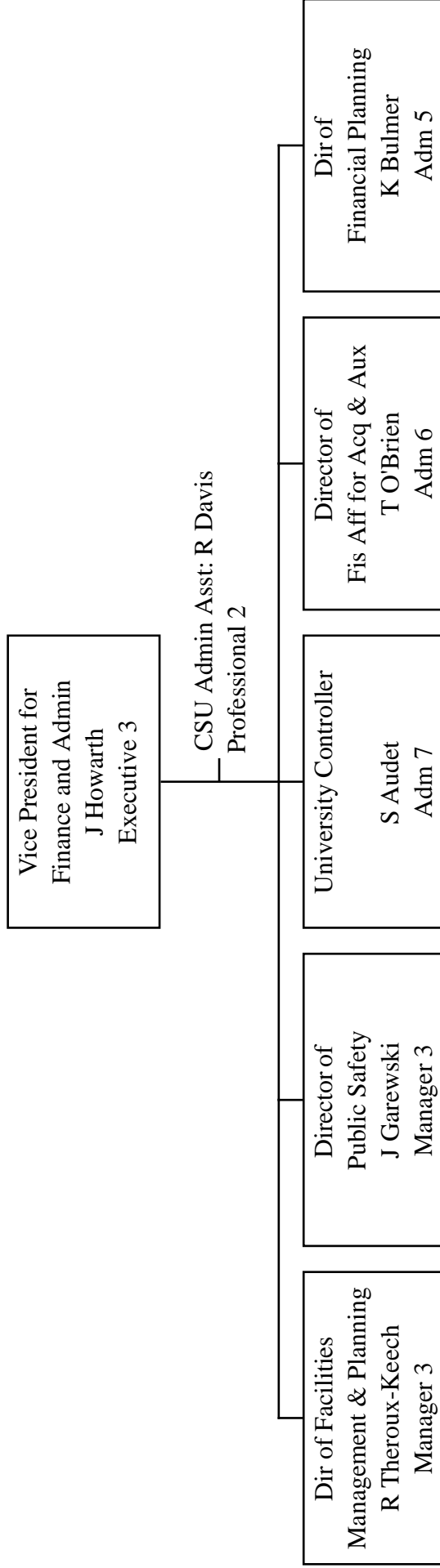
Eastern Connecticut State University
 Provost and Vice President for Academic Affairs
 2020-2021



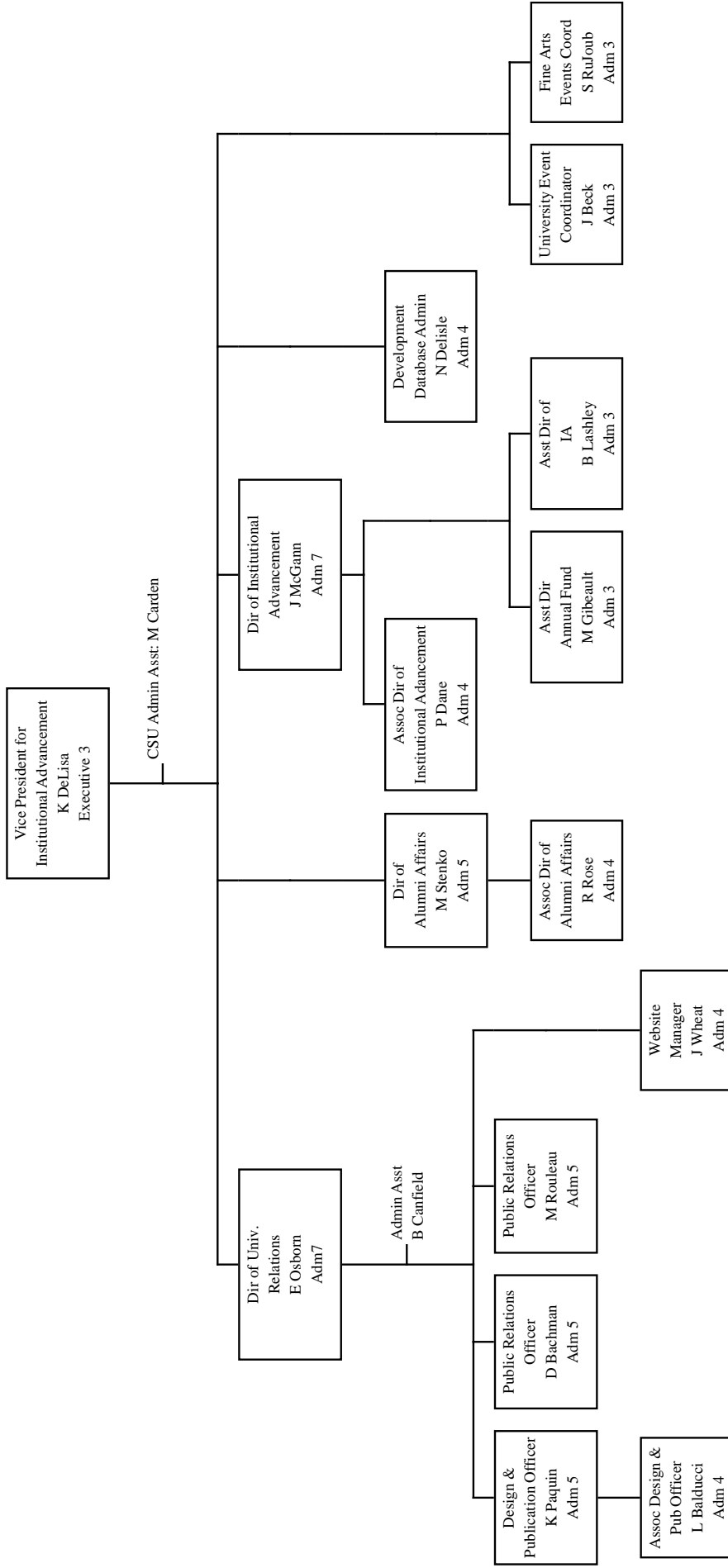
**Eastern Connecticut State University
Vice President for Student Affairs
2020-21**



**Eastern Connecticut State University
Vice President for Finance and Administration
2020-2021**



Eastern Connecticut State University Vice President of Institutional Advancement 2020-2021



19. Record briefly the central elements in the history of the institution:

In 1889 the Connecticut General Assembly established the Willimantic State Normal School and 13 students began preparation to become teachers in classes held on the third floor of the Willimantic Savings Institute. The first male student enrolled in 1893. A new Willimantic State Normal School was constructed in 1895 on six acres of land deeded to the State by the Town of Windham. In 1937 Willimantic State Normal School became Willimantic State Teachers College as the College began offering a four-year curriculum and granting B.A. degrees. Twenty years later the College established its first graduate program — in education. In 1967 Willimantic State College became Eastern Connecticut State College and then was renamed Eastern Connecticut State University in 1983. In 1998 the Connecticut State University Board of Trustees approved Eastern's new mission as Connecticut's public liberal arts university. Elsa Nunez became Eastern's sixth president in 2006.

TABLE OF CIHE ACTIONS

Date of CIHE Letter: December 28, 2015			
Items of Special Attention or Concern	Standards Cited in CIHE Letter	Actions	Self-Study Page Numbers
Implementing the institution's planning process which informs resource allocation	2.1 9.9	<ul style="list-style-type: none"> • 2013 University Strategic Plan assessed and updated for 2020-2025. • The University was able to build reserves in excess of \$30 million. 	<ul style="list-style-type: none"> • Standard Two, pages 4-5, 7. • Standard Seven, pages 63-68.
Meeting institutional goals for undergraduate enrollment, retention, and graduation rates	6.1 6.5 6.8 6.9	<ul style="list-style-type: none"> • New admissions rating and financial aid models • Reorganization of Admissions and Financial Aid offices • Several initiatives to aid in recruiting • Reorganization of the Academic Success Center • Revision of Liberal Arts Core learning outcomes • Enhanced institutional research capacity 	<ul style="list-style-type: none"> • Standard Five, pages 35-36. • Standard Five, page 37, 45-46. • Standard Five, pages 37-38. • Standard Five, pages 44-45. • Standard Four, pages 30-32. • Standard Two, page 7.

<p>Using the results from the assessments of its academic and student support services programs for improvement</p>	<p>2.7 4.49 6.20</p>	<ul style="list-style-type: none"> • Student Learning Outcomes for the Liberal Arts Core were revised to enhance assessment • Assessment Committee established to assist academic programs with developing outcomes and assessment activities. • Annual reports for academic programs require discussion of assessment activities completed and how results are used to improve programs. • Student Affairs Assessment Committee gathers assessment data for all departments in the division and compiles a report annually. 	<ul style="list-style-type: none"> • Standard Four, pages 30-32. • Standard Eight, page 75. • Standard Eight, page 75. • Standard Five, page 43.
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Introduction

The Self-Study Process

Eastern Connecticut State University began preparing for its decennial reaccreditation in the spring of 2018 when President Elsa Núñez appointed two faculty members, Jennifer Brown Chair of the Department of Economics, now Dean of Academic Analytics, and Barbara Liu Chair of the Department of English, to assist the Provost in overseeing the reaccreditation process and serve as co-chairs of the Steering Committee that would write the self-study report. President Núñez announced the formation of the Steering Committee and the beginning of the self-study process via a university-wide email on May 14, 2018.

The Self-Study Steering Committee was comprised of nine faculty, eight staff members, six administrators, and the two co-chairs. Committee members represented various academic departments, campus-wide committees, appropriate administrative and academic offices, and support units. On August 23, 2018, the committee met for the first time to receive their charge from the president, review documents, discuss chapter assignments, and set a tentative schedule. Each Steering Committee member was assigned to one or more Standard sub-committees, and each sub-committee was assigned a chair from among the membership. Provost Salka, the Steering Committee Co-chairs, and several other members of the committee attended a NECHE Self-study workshop in October 2018, in Southbridge, Massachusetts, to become familiar with the reaccreditation process. Jennifer Brown and Jay Zhu (Institutional Research) participated in the NECHE Data First Forms Workshop on January 17, 2019.

On November 2, 2018, the Steering Committee met for a summary of information learned at the NECHE workshop. Subsequently, the co-chairs posted NECHE's Data First forms to a dedicated Steering Committee SharePoint site, as well as Excel templates for reporting other relevant information. The Excel templates provided the text for all sub-points within the standard and spaces for evidence and commentary necessary to develop description, appraisal, and projections relevant to each. Sub-committees were instructed to complete these forms as a first step in developing the narrative for their chapter. The Steering Committee Co-Chairs provided the University community with an overview of the self-study process, its timeline, and the roles of different constituent groups at the January 18, 2019, University Meeting.

Over the next six months, the Standard sub-committee chairs worked with faculty, students, and staff to obtain necessary information, complete the Excel templates, and update them on the SharePoint site. Concurrently, the Office of Planning and Institutional Research entered and updated information in the Data First forms, as well as completing the E-series and S-series forms.

During the summer of 2019, the Provost and co-chairs began formulating drafts of chapters from the material subcommittees had submitted on the templates, circulating drafts among themselves for feedback and revision. Over the following year, as drafts for each standard were completed, they were shared with President Núñez for feedback. After this review, chapters were continued in a revision cycle between the co-chairs, the Provost, and the President. Chapter drafts were also made available to the larger campus community via SharePoint. The campus community, including students, were encouraged to read the drafts, then comment via live open forums held online via Zoom or an anonymous online survey.

A draft of Standards One through Nine was also sent to Chancellor Netzhammer, Visiting Team Chair, at his request at the end of December 2020. Chapters were copy edited in late January 2021 and the final Self-Study report was ready for submission to NECHE and the Visiting Team by February 8, 2021. Third-party comment was solicited through notices in the local newspaper

and on the University’s website beginning in early February 2021.

The highly collaborative process of writing the self-study involved many faculty, staff and students. It occurred as Eastern developed and approved its 2020-2025 Strategic Plan, the Employability Council developed the Employability Plan, and a special committee worked to revise the learning outcomes of the University’s general education program, the Liberal Arts Core. These concurrent initiatives made developing up-to-date descriptions, appraisals, and projections challenging in some key areas, but at the same time, assured that the University community was thoroughly involved in a holistic process of self-assessment and goal setting. The self-reflection required by these processes helped to recommit the University community to its mission and potential as Connecticut’s public liberal arts university.

Self-Study Steering Committee

Jennifer Brown (co-chair)	Dean of Academic Analytics
Barbara Liu (co-chair)	Professor of English
Thomas Balcerski	Associate Professor of History
Garry Bozylinsky	CIO – ITS, Telecommunications, and Planning
Karyl Bulmer	Director of Financial Planning
Alycia Bright-Holland	Associate Professor of Theatre
Caitlin Carenen	Professor of History
Carmen Cid	Dean, School of Arts and Sciences
Maryanne Clifford	Professor of Economics
Stacey Close	Associate Provost/Associate Vice President for Equity and Diversity
LaMar Coleman	Director of Housing and Residential Life
Walter Diaz	Vice President for Student Affairs
Christopher Dorsey	Director of Enrollment Management
Alison Garewski	Director of the Academic Success Center
Martin Mendoza	Associate Professor of Political Science
Barbara Murdoch	Associate Professor of Biology
Edward Osborn	Director of University Relations
David Pellegrini	Professor of Theatre
William Salka	Provost and Vice President for Academic Affairs
Elizabeth Scott	Dean, School of Education, Professional Studies and Graduate Division
Michael Stenko	Director of Alumni Affairs
Sudha Swaminathan	Professor of Education
Patricia Szczys	Professor of Biology
Janice Wilson	Director of Library Services
Jay Zhu	HR Administrator, Office of Planning and Institutional Research

Work Teams

Standard One: Mission and Purposes	
Jennifer Brown	Dean of Academic Analytics
Barbara Liu	Professor of English
Standard Two: Planning and Evaluation	
Barbara Murdoch	Associate Professor of Biology
David Pellegrini	Professor of Theatre
Sudha Swaminathan (chair)	Professor of Education
Standard Three: Organization and Governance	
Stacey Close	Associate Provost/Associate Vice President for Equity and Diversity
Maryanne Clifford	Professor of Economics
William Salka (chair)	Provost and Vice President for Academic Affairs
Standard Four: The Academic Program	
Caitlin Carenen (chair)	Professor of History
Carmen Cid	Dean, School of Arts and Sciences
Martin Mendoza	Associate Professor of Political Science
David Pellegrini	Professor of Theatre
Elizabeth Scott	Dean, School of Education, Professional Studies and Graduate Division
Patricia Szczys	Professor of Biology
Standard Five: Students	
Walter Diaz (chair)	Vice President for Student Affairs
LaMar Coleman	Director of Housing and Residential Life
Christopher Dorsey	Director of Enrollment Management
Alison Garewski	Director of the Academic Success Center
Also contributing to the work of this team are the following individuals affiliated with the Academic Success Center: Jessica Ruddy, Damali Abbensetts, Mark Leszcynski, Corey Rohan, Rita Malenczyk, and Kate Dale	
Standard Six: Teaching, Learning, and Scholarship	
Thomas Balcerski (chair)	Associate Professor of History
Alycia Bright-Holland	Associate Professor of Theatre
Carmen Cid	Dean, School of Arts and Sciences
Elizabeth Scott	Dean, School of Education, Professional Studies and Graduate Division
Patricia Szczys	Professor of Biology
Standard Seven: Institutional Resources	
Garry Bozylinsky	CIO – ITS, Telecommunications, and Planning
Karyl Bulmer (chair)	Director of Financial Planning
Joseph McGann	Director of Institutional Advancement
Michael Stenko	Director of Alumni Affairs
Janice Wilson	Director of Library Services
Standard Eight: Educational Effectiveness	
Maryanne Clifford (chair)	Professor of Economics
David Pellegrini	Professor of Theatre
William Salka	Provost and Vice President for Academic Affairs

Standard Nine: Integrity, Transparency, and Public Disclosure	
Christopher Ambrosio	Director of Student Conduct
Garry Bozylinsky	CIO – ITS, Telecommunications, and Planning
Stacey Close	Associate Provost/Associate Vice President for Equity and Diversity
Edward Osborn (chair)	Director of University Relations
William Salka	Provost and Vice President for Academic Affairs
Elizabeth Scott	Dean, School of Education, Professional Studies and Graduate Division
Michael Stenko	Director of Alumni Affairs
Jay Zhu	HR Administrator, Office of Planning and Institutional Research

Institutional Overview

Eastern Connecticut State University was founded in 1889 as the Willimantic Normal School, which was located on the third floor of the Willimantic Savings Institute. The name was changed to Willimantic State College in 1959, Eastern Connecticut State College in 1966, and Eastern Connecticut State University in 1983. In 1998, the Board of Trustees for the Connecticut State University System approved changing Eastern’s mission to be a public liberal arts institution and the University joined the Council of Public Liberal Arts Colleges in 2004.

When Eastern was last reaccredited in 2010, the University was still working to fully define itself as Connecticut’s only *public* liberal arts institution. While Eastern’s definition of what it means to be a public liberal arts institution will continue to evolve, that identity has become fully accepted both within the university community and throughout the state and region. As the mission statement notes, Eastern Connecticut State University engages students from diverse backgrounds in a transformative, liberal arts learning experience that provides knowledge and skills to lead enriching, purposeful lives.

In the more than twenty years since Eastern adopted its liberal arts mission, it has intentionally limited the number of undergraduates enrolled so as to maintain small class sizes taught primarily by full-time faculty and the feel of a small, residential liberal arts college. In fall 2020, Eastern enrolled 4,475 full and part-time undergraduates, with another 169 graduate students across a handful of professional Masters programs. New student orientation, a required first year seminar, small classes and interactions with full-time faculty who are committed to teaching undergraduates help prepare students for college life.

Areas of Emphasis

In its response to the 2015 5th Year Interim Report, the Commission identified three areas that would require additional emphasis in this self-study: 1) implementing a planning process which informs resource allocation; 2) meeting goals for undergraduate enrollment, retention, and graduation rates; and 3) using the results from the assessments of academic and student support services programs for improvement. Progress in each of these areas will be described in detail throughout the self-study and introduced briefly below.

Implementing a Planning Process that Informs Resource Allocation

Since the 2015 interim report, Eastern has undergone the implementation and assessment of the 2013-2018 Strategic Plan, and gone through a third strategic planning cycle since President Núñez arrived in 2006. The 2020-2025 Strategic Plan was adopted in the spring of 2020. As is discussed in Standard 2, the 2020-2025 Plan carries forward the five objectives from the 2013 Plan, with renewed focus on those initiatives from the previous plan that the Assessment Report

deemed in need of continued attention. The 2020 Plan is also focused on new challenges and opportunities, such as revising the Liberal Arts Core (LAC) so it can be assessed and will better reflect Eastern's mission, provide meaningful faculty development to more effectively teach the student learning outcomes in the LAC, increase the use of data analytics to better inform decisions across the University, and develop a marketing plan to enhance communication with prospective students and alumni.

In a process that is led by the President, the Strategic Plan guides budgetary and resource allocation decisions. Through prudent financial management, the University's reserves had grown to over \$30 million by the end of FY 2019. These reserves proved essential in dealing with unexpected deficits in fiscal years 2020 and 2021 due to the COVID-19 pandemic and related declines in enrollment and students living on campus. Working with the University Senate and the Ad Hoc Budget Committee, Eastern's budget process is transparent and grounded in the University's long tradition of shared governance.

Meeting Goals for Undergraduate Enrollment, Retention, and Graduation Rates

As is described in multiple Standards in this self-study, Eastern has undertaken numerous initiatives to ensure that enrollment, retention, and graduation goals are met. As is described in Standard 5, Eastern has used data analytics to significantly revise its Admissions Rating and Financial Aid model to attract students who best fit the University's mission and are most likely to be successful. As a result of the 2020-2025 Strategic Plan, Eastern has also formed a Marketing Committee, hired a digital marketing firm, and is developing a marketing plan to ensure that finite marketing resources are deployed as effectively as possible.

Several initiatives have also been completed or are underway to improve the operation of the Academic Success Center (ASC), which houses the Advising Center, tutoring, the Math Achievement Center, and the Writing Center. The old system for identifying at-risk students has been replaced with a temporary method while more robust models of student success are being developed. Operations within the Advising Center have been improved and a new initiative, Eastern's Opportunity Programs, has been created to support students from groups that are traditionally at-risk. Equally important has been the expansion of the Office of Planning and Institutional Research (OPIR) with the hiring of a new employee in that office and the creation of the Dean of Academic Analytics position to work in the Provost's Office and oversee OPIR. These new positions, and the talented people who have filled them, have greatly enhanced the University's ability to gather and analyze data on enrollment, retention, and graduation rates to inform initiatives to improve in those areas.

Using Results from Assessments of Academic and Student Support Programs for Improvement

As can be seen in Standard 8, assessment at Eastern has improved significantly since 2015 and the University is well on its way to creating a "culture of assessment" among faculty and staff. In fact, early assessment results of the LAC led to a complete revision of the program that began in early 2019 (discussed in Standard 4). The student learning outcomes in the LAC have been reduced from 100 to five and a committee is working to revise the curriculum to better reflect the Institution's liberal arts mission and ensure that student learning in that program can be effectively assessed. The University Senate's Assessment Committee and the Assessment Coordinator have worked closely with academic departments to develop their assessment plans, and assessment has become an important part of the Annual Report for each major.

At the time that this self-study was being prepared, colleges and universities throughout the country, private as well as public, were faced with the difficult task of adapting to the public health requirements and ongoing uncertainties of COVID-19. The fiscal challenges which have characterized higher education in recent decades have not eased and have been greatly exacerbated by the pandemic. While Eastern has grappled with reductions in state funding, the University has

exercised fiscal prudence over the last decade, building up significant reserves by focusing on its mission, vision, and the roadmap provided by its Strategic Plans to reduce spending where possible and redeploy resources to areas critical to the support and success of the students. Those reserves and that same focused diligence will allow the University to overcome current and future challenges while continuing to meet the needs of its students without interruption or diminish the quality of an Eastern Connecticut State University education.

The COVID-19 Pandemic

The spring 2020 semester began with a sense of optimism and excitement on campus. COFE III, Eastern's strategic planning committee, was drafting the 2020-2025 Strategic Plan and seeking community input; the Liberal Arts Core Learning Outcomes Committee was developing new student learning outcomes and assessment methods for the Liberal Arts Core; the Employability Council was finalizing the Employability Plan; and the NECHE Steering Committee was hard at work on this self-study in advance of Eastern's October 2020 reaccreditation visit. It was during this time of great activity that the media began reporting on a new virus that was spreading across Asia and Europe.

In early March 2020, the President convened her senior staff to begin contingency planning in the event the COVID virus reached Connecticut and safety protocols had to be put in place. The Provost and Deans began meeting to create an academic contingency plan in case classes had to be moved online. On March 11, as the number of positive cases was increasing dramatically across Connecticut, the faculty were informed that all classes would be held online for the week after spring break, March 23 – 27. This gave faculty a little more than a week to prepare for online classes, but the staff in the Center for Instructional Technology held a series of workshops and individual meetings over spring break to help them prepare. Information Technology Services scrambled to acquire laptops and other technology to allow faculty to teach remotely. On March 12, the governor ordered all public universities to close their campuses, move all courses online, vacate the residence halls, and have all non-essential staff work remotely. This order was ultimately extended through the end of the spring semester.

The summer was spent planning to reopen campus for the fall, with the intention of having at least 60 percent of classes in some on ground component. Following CDC and Connecticut Department of Public Health guidelines, classroom capacities were limited to a number that would allow six-foot spacing around each student and the instructor. Facilities staff spent the summer setting up all classrooms to meet these requirements and installed plexiglass barriers in front of lecterns and in laboratories. The fall class schedule was adjusted to ensure that 60 percent of classes were offered in one of three on ground modalities: all on ground, hybrid rotating students, or hybrid rotating classes. All on ground classes were traditional classes where all class sessions were held in a room large enough to allow social distancing. Hybrid rotating students courses had the instructor in the room for each class while one-third or one-half of the students were in class one day while the others participated remotely. Students would rotate between being in class and online each week. Hybrid rotating class courses met all together in a room one day each week and remotely for the other class sessions that week, so that multiple classes rotated through a particular classroom each week. The remaining 40 percent of classes were scheduled to be completely online.

Eastern's campus reopened on August 17, with each office required to limit the number of staff on campus each day to 50 percent of the full office staff. Students began moving into the residence halls on August 23 and had to arrive with a negative COVID test administered in the previous two-week period. Classes began on August 26, with a planned pivot to all online classes and no students on campus after Thanksgiving break. COVID testing protocols were developed by the System

Office and required that a random sample of 25 percent of all residential students be tested each week. Contact tracing was conducted for all positive tests and residential students who needed to quarantine due to a positive test or exposure could either return home or quarantine in a residence hall on campus that had been reserved for this purpose. Positivity rates from on campus testing remained below one percent for most of the semester. On November 24, all residential students left the dorms for the remainder of the semester and all classes were moved online.

As is described throughout this self-study, the COVID pandemic created numerous challenges for Eastern. Vacating the residence halls in the spring of 2020 required the provision of pro-rated refunds for housing and meals, leading to the first use of reserve funds in more than a decade. Faculty and students have had to adapt to a vastly different teaching and learning environment, all while living through a public health crisis. Staff have had to adapt to working remotely with only limited time allowed on campus. Despite these challenges, the Eastern community continued to move forward. The Strategic Plan, new student learning outcomes, and Employability Plan were all vetted and approved through remote meetings. Perhaps most importantly, this self-study was completed. Throughout this crisis, Eastern has relied on its strong commitment to shared governance to persist, and will continue to do so in the future.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	https://www.easternct.edu/about-eastern/mission.html	Endorsed by University Senate February 4, 2020

Mission Statement Published	Website location	Print Publication
University Website	https://www.easternct.edu/about-eastern/mission.html	
Course Catalog	https://www.easternct.edu/academics/university-catalogs.html	
2020 - 2025 Strategic Plan	https://www.easternct.edu/president/documents/strategic-plan-2020.pdf	Available in Print
On Campus		Displayed prominently in several buildings on campus.
On the footer of every page of the University's website.	www.easternct.edu	

Related statements	Website location	Print Publication

Please enter any explanatory notes in the box below

Standard One: Mission and Purposes

DESCRIPTION

Eastern Connecticut State University's designation as the state's only public liberal arts university has been the foundation for its mission, vision, and ongoing self-reflection since 1998. As part of its strategic planning process, Eastern's mission is revisited every five to eight years and assessed with respect to this designation and to the University community's common goals and values. In this tradition, the University's third strategic planning committee, the Committee on the Future of Eastern III (COFE III), embarked on a campus-wide process of revitalizing the institution's mission in the fall of 2019 during the most recent strategic planning cycle. Faculty, students, and staff were engaged in the process through open forums, online surveys, and University Senate meetings to ensure it was inclusive of all community members and stakeholders. Eastern's new mission statement was presented to the University Senate and endorsed by a resolution on February 4, 2020.

Mission Statement

Eastern Connecticut State University engages students from diverse backgrounds in a transformative, liberal arts learning experience that provides knowledge and skills to lead enriching, purposeful lives.

Together, the [mission, vision, and core values statements](#) serve as a touchstone for decision-making throughout the University. From the development of new student learning outcomes (SLOs) to the creation of new courses by individual departments, every decision is weighed in light of the University's mission. Academic programs must reflect annually on how their department's mission and goals relate to Eastern's mission, and, as an example, the [newly defined Liberal Arts Core \(LAC\) outcomes](#) are specifically aimed at bringing to bear the promise of the mission for all students enrolled at the institution. The mission, vision, and core values statements are available on Eastern's website, in the course catalog, and in several other University publications, and its mission statement is displayed prominently across campus to reinforce community awareness of the institution's core identity.

Eastern's institutional purposes are closely tied to its mission. The University remains committed to its responsibilities as a publicly funded institution and to the value of providing an accessible liberal arts education to a wide range of students regardless of socioeconomic status. The University seeks to prepare students to be intellectually engaged and socially responsible, so they leave Eastern with both expanded intellectual horizons and a sense of obligation to the communities in which they live. There is more to this process than simply creating appropriate curricula: Faculty scholarship and creative activity contribute to the intellectual milieu that surrounds students at Eastern, and offices across the institution work to support students and promote the University's larger educational ethos through efforts to involve the entire campus in community service.

APPRAISAL

Eastern's status as the state's public liberal arts university is now well-established; therefore, the University's mission statement can be succinct in stating its central commitments and goals. This conciseness encourages a more focused attention on what is truly at the core of the school's mission.

The extent to which this focused University mission is woven through the campus culture can be seen in many programs and initiatives, from the [Center for Community Engagement](#) to the Arthur L. Johnson [Unity Wing](#), from the [Academic Success Center \(ASC\)](#) to [undergraduate research](#). Beyond academic programs, [Residential Life](#), [Athletics](#), [Student Activities](#), and other cocurricular programs consistently seek to uphold the University's mission. Eastern's response to the COVID-19 pandemic was also driven by its mission. After the University was required to close its campus and move all classes online through the end of the spring 2020 semester, the administration, faculty, and staff were committed to providing as much of an on-the-ground, in-person experience for students in the fall as was safely possible. The administration worked throughout the summer to develop safety protocols, and facilities staff implemented them, ensuring social distancing would be maintained in classrooms, residence halls, and all other campus spaces. Eastern's COVID Team established processes for testing a sample of residential students each week and contact tracing for positive cases. Information Technology Services (ITS) staff purchased and installed technology to allow synchronous hybrid teaching in all classrooms and converted several other large spaces into classrooms that could safely hold larger numbers of students. And faculty attended virtual training sessions and revised their classes to fit a variety of new formats, with the primary goal of ensuring that students remain engaged. After a summer unlike any other, Eastern was able to return to its mission by reopening the residence halls and offering students in more than 60 percent of its classes some form of face-to-face component in the fall of 2020. No other public institution in Connecticut even came close to providing that level of on ground student experience.

Academic departments develop distinct mission statements for their major programs, and the Academic Affairs annual [report template](#) requires that they "provide the mission of the major (or department of the major) and provide a brief description of how it relates to the University's mission." In this way, academic departments articulate and regularly reflect upon the ways in which their programs align with Eastern's mission.

Similar reflection is part of the annual reporting process for offices in the [Division of Student Affairs](#). The division's [Assessment Committee](#) developed a [strategic plan](#) in the 2018-2019 academic year in tandem with the University strategic planning process and has continued to update the plan regularly. The Student Affairs plan includes goals that support the University's mission, such as enhancing and sustaining a culture of inclusion, enabling academic achievement for all students, and promoting engagement and employability. Offices within the division develop their own goals related to these strategic initiatives, and their [annual reports](#) both articulate this relationship and describe the methods and results of their assessments.

Thus, every unit within the University regularly reflects on the ways in which their programs align with and support Eastern's mission. However, for that mission to be completely fulfilled, all members of the community, including faculty, staff, *and students*, must fully understand and buy in to the central principles of a liberal arts education. That is where the difficulty arises. Many people, particularly those with little or no family history of higher education, who comprise a significant proportion of Eastern's students, have a vague or incorrect understanding of what is meant by the "liberal arts." Therefore, it is essential that the University not only repeatedly state its liberal arts mission but also inform current and prospective students, their families, and other constituents of what it means to be liberally educated and why such an education is valuable. To this end, the Provost works with Admissions and University Relations to be sure that the liberal arts mission is both emphasized and made clear in promotional and recruitment materials and that the University's identity as the state's only public liberal arts institution is emphasized in orientations and admissions sessions. It is even the central focus of a digital marketing campaign launched in the fall of 2020.

Concern about the public misunderstanding of liberal education is not unique to Eastern. In fact, the [Association of American Colleges & Universities](#) (AAC&U) has adopted "[advocacy for](#)

[liberal education](#)“ as one of its primary areas of focus, with the “overall goal ... to improve the public standing of liberal education by demonstrating and championing the economic and civic value of a liberal education, its ongoing relevance to students’ career aspirations, and its essential role in equipping students for lifelong learning, civic participation, and personal flourishing.” As a member of AAC&U, Eastern supports this initiative. Furthermore, as a member of the [Council of Public Liberal Arts Colleges](#) (COPLAC), Eastern participates in and is supported by that organization’s efforts to promote liberal arts in higher education.

PROJECTIONS

Periodic review of Eastern’s mission as part of its strategic planning process every five to eight years ensures that the mission remains relevant and clear and is at the center of decision-making processes, including planning, evaluation, and resource allocation. The University plans to continue this schedule of regular review in the future.

Equally important is the annual requirement that all academic departments and offices within the Division of Student Affairs complete an annual report that requires they evaluate and strengthen the connection between their own missions and that of the University, another practice that will continue. Eastern also plans to carry on with its efforts to educate all constituencies about the nature and value of a liberal arts education.

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

	Year approved by governing board	Effective Dates	Website location
Immediately prior Strategic Plan	?	2013-2018	https://www.easternct.edu/president/strategic-planning/strategicplanning.html
Current Strategic Plan		2020-2025	https://www.easternct.edu/president/documents/strategic-plan-2020.pdf
Next Strategic Plan			

Other institution-wide plans*

	Year completed	Effective Dates	Website location
Master plan	2016	2015-2025	https://www.easternct.edu/facilities/documents/Master-Plan-Final-Report-April-2016.pdf
Academic plan			
Financial plan			
Technology plan			
Enrollment plan			
Development plan			
Assessment Plan	2020		https://www.easternct.edu/planning-and-institutional-research/documents/lac-assessment-plan.pdf
Affirmative Action Plan	2020		https://www.easternct.edu/equity-and-diversity/documents/aa-plan.pdf
Employability Plan	2020		https://www.easternct.edu/career/documents/employability-council-report-and-plan-11-23-20.pdf

Plans for major units (e.g., departments, library)*

Library Space Planning	in progress		Available in Virtual Workroom

EVALUATION

Academic program review

Program review system (colleges and departments).
System last updated:
Program review schedule (e.g., every 5 years)

	Website location
	Available in Virtual Workroom
	Available in Virtual Workroom

Sample program review reports (name of unit or program)*

Multiple reports available in workroom

[Available in Virtual Workroom](#)

System to review other functions and units

Program review schedule (every X years or website location of schedule)

Seven Years

Sample program review reports (name of unit or program)

Other significant institutional studies (Name and web location)*

Example: Advising: www.notrealcollege.edu/advising

Date
2014

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

Standard Two: Planning and Evaluation

For almost two decades, Eastern has operated under a regular and systematic process of planning. Each round of strategic planning provides a road map to guide financial, academic, and programmatic decisions, creating specific objectives and benchmarks to pursue. These plans are reviewed, assessed, and re-created every five to eight years. The University’s most recent [2020-2025 Strategic Plan](#) was developed over a two-year period and approved by the University Senate in the spring of 2020. The strategic planning process is overseen by a group of administrators, faculty, and staff who constitute the Committee on the Future of Eastern (COFE). COFE I developed the University’s first comprehensive strategic plan in [2008](#); COFE II developed the [2013 Strategic Plan](#); and the current plan was developed by COFE III.

Long-term projections and mission-centered goals for the University’s campus and facilities are articulated in [master plans](#), which are completed every 10 years. Annual budgets are developed each spring and updated midyear to manage fiscal resources responsibly while working to achieve the goals established by the strategic and master plans. While these plans are University-wide in their reach, numerous units and departments engage in strategic long-term or annual planning for the maintenance and enhancement of their own functions.

While Eastern has a strong tradition of strategic planning, the capacity for systematic, day-to-day planning and evaluation has significantly increased with the expansion of its institutional research capabilities. Specifically, the position of Dean of Academic Analytics was created and filled in January 2019. The dean works directly with the Provost on data analytics and oversees the [Office of Planning and Institutional Research \(OPIR\)](#). Staffing in that office has increased from 0.5 full-time equivalent (FTE) in fall 2018 to 1.5 FTE in spring 2020.

PLANNING: DESCRIPTION

The first step in COFE III’s process was to establish working groups to [assess](#) the extent to which the 2013 Strategic Plan had been implemented. The working groups reviewed the progress made on each sub-initiative and compared it to improvements in the performance measures associated with each objective. The table below shows a sample of the initiatives accomplished for each of the five strategic plan objectives.

Table 2.1: Progress Made on the 2013 Strategic Plan

2013–2018 Strategic Plan Objective	Representative Implementation Accomplishments
1. Maximize the value of an Eastern degree.	Forty-two tenure-track searches in two years; highest percentage of faculty with PhDs in the Connecticut State University (CSU) system; creation of themed housing; increased financial aid support
2. Ensure that programs are relevant, effective, and challenging.	Five new major programs; enhanced graduate program offerings; Master of Science in Accounting revived; increased cocurricular emphasis in student life and cultural events

<p>3. Enhance learning through campus and community engagement in integrative learning experiences.</p>	<p>Expanded support and participation in undergraduate research, including a campus-wide undergraduate research conference called CREATE; WorkHub partnership for corporate internships; substantial involvement in the Windham Public Schools and community</p>
<p>4. Assist students, staff, and faculty in achieving their full potential.</p>	<p>Implemented GradesFirst for improved student support; enhanced advising; created the Office of Professional Development to coordinate staff and faculty training</p>
<p>5. Increase public awareness of Eastern’s unique mission and community.</p>	<p>Launched an online viewbook with 16,000 visitors; implemented an Eastern mobile app; created digital marketing tools</p>

After reviewing these five objectives and their corresponding 102 sub-initiatives, COFE III’s next step was to classify each sub-initiative as “completed,” “implemented and ongoing,” or “needs additional attention.” The committee then turned its focus on the sub-initiatives that were classified as needing more attention and broke into working groups to address each item on the list. This work was done during the fall 2019 semester and involved each working group meeting with stakeholders on and off campus, reviewing best practices in the literature, and making recommendations on how to best complete each initiative. COFE III ultimately decided to maintain the five objectives from the 2013 plan, as the committee concluded that each objective represented worthy aspirations in line with Eastern’s mission and deserved ongoing attention. By the end of the fall 2019 semester, the committee had prioritized 11 Areas of Emphasis and 31 High-Priority Initiatives.

These items were then written into the [2020-2025 Strategic Plan](#), and the performance measures for each objective were revised to ensure continued assessment. The draft 2020 strategic plan was vetted by the community through forums and online surveys throughout the spring 2020 semester and approved by the University Senate in May. This revised plan provides Eastern with a clear road map to guide financial and policy decisions over the next five years. Priorities of note within this plan include revising the LAC; improving the assessment of SLOs across campus; increasing the use of data analytics across all divisions, particularly in Admissions and student success; and creating and implementing a marketing plan to more effectively promote Eastern’s unique mission as a public liberal arts institution.

[Eastern’s master plan](#) was last revised in 2016 in a collaborative process overseen by a Steering Committee and an Advisory Committee composed of the University President; the Connecticut State Colleges & Universities (CSCU) system Vice President for Facilities, Real Estate, and Infrastructure; Eastern’s Director of [Facilities Management and Planning](#), vice presidents, deans, other administrators, faculty, staff, and students. The University engaged consultants, including architects, landscape architects, and civil engineers, to provide necessary expertise. The architectural firm [Perkins & Will](#) facilitated the overall planning process, which involved assessing the University’s existing campus, including access, land use, buildings, circulation, landscape, infrastructure, and energy use; existing and projected enrollments; and the range of academic and other programs in order to understand constraints and frame capital projects to meet the University’s highest priority needs over the following 10 years. Members of the University community were included in the process, as Perkins & Will staff conducted 26 different interviews with various units, and students were invited to share their input through online surveys, map pins,

and photo shares. The primary goal of the resulting master plan is to support Eastern's unique mission as Connecticut's only public liberal arts institution by maximizing the facilities on its residential campus. Other important goals are optimizing the use of existing facilities and prioritizing the need for new buildings and renovations, while also pursuing environmental sustainability in land use, buildings, operations, and energy and other resource use.

The University's annual budgets are developed by the Vice President for [Finance and Administration](#) and the Director of Financial Planning in consultation with the [Ad Hoc Budget Committee](#), which is composed of representatives from all campus bargaining units as well as the University Senate's President, members of the Budget and Resource Allocation Committee, a representative from the Student Government Association (SGA), other administrators, and faculty. Campus-wide representation on the committee ensures transparency in financial decision-making, and support in communicating budget decisions to the wider campus community.

Each year's budget is based in part upon information provided by the [CSCU System Office](#), including Eastern's share of the state appropriations, fringe benefits paid by the state, fringe benefit rates for retirement plans to be paid by the University, and other negotiated employee payments. Additionally, projections on enrollment, housing occupancy, food-service participation, and general operating expenses are provided by relevant vice presidents and incorporated. Departments submit annual budget requests through their division heads, and these requests are then considered in light of the University's strategic plan and mission and available resources.

Most recently, the University has developed an enrollment management team to facilitate more purposeful planning with respect to tuition, financial aid, and student resources. The Admissions, Retention, and Completion (ARC) team was created in the fall of 2018 to develop and implement institution-level strategies to maximize student success from acceptance to completion and beyond. Composed of representatives from [Admissions](#), [Financial Aid](#), [Advising](#), [Student Affairs](#), and the [Office of the Provost](#), the team uses institutional data and analyses of best practices from across higher education to make recommendations to improve recruitment and student success.

Individual departments across the University, both academic and support, engage in additional planning. Units in the Student Affairs Division are required to include an updated operating plan in their [annual assessment reports](#). All academic departments submit annual reports and participate in Academic Program Review (APR) of their majors and minors every seven years. The final stage in this review process requires that departments produce a reflection and goal statement, based on their self-study and the external reviewers' report, which outlines steps to be accomplished over the next seven years. When applicable, departments may also include planning in reports required for program accreditation. More information about APR and academic annual reports can be found below in the Evaluation section for this standard and in Standards Four and Eight.

Planning at all levels is supported by Eastern's [OPIR](#), which is responsible for the development, maintenance, and timely reporting of accurate, unbiased data and information used to support the University's programs, policy initiatives, public outreach, and strategic planning process. The types of research conducted by the OPIR include analyses and breakdowns of existing admissions and enrollment data, as well as surveys of enrolled students. The OPIR stores the data and reports on University SharePoint sites and other common drives for access by faculty and staff. [Integrated Postsecondary Education Data System \(IPEDS\) reports](#) are also made available on the OPIR website.

While the OPIR provides special reports upon request, most units and departments collect and analyze additional data specific to their own functions. The University's WebFocus reporting

tool allows academic departments to generate a number of reports, such as major enrollments, course enrollments, and budget expenditures, that are essential to short and long-term planning.

APPRAISAL

The process of developing a strategic plan and revisiting the University's mission and vision statements is open and democratic. Effective planning is also facilitated by the retention of a few people from each iteration of COFE to continue work on the next strategic plan. This ensures both continuity and freshness of perspective. While this transparent planning process ensures that each strategic plan reflects a near consensus of the entire University community, it can be cumbersome and labor intensive, as diverse views must be solicited in a variety of venues and incorporated into the plan.

The development of the University's master plan was similarly open and democratic. However, given that it was facilitated by outside consultants, the strain on the University's human resources was minimized through the commitment of funding from the CSCU System Office. The resulting master plan calls for increases in nonresidential space needs: a 24 percent increase for the School of Arts and Sciences, 64 percent for the School of Education and Professional Studies, 10 percent for other general classroom space, and 25 percent for support services. This plan was based in large part on projections that maintain undergraduate enrollments at 2016 levels and modest increases in graduate enrollments. However, Connecticut's overall economic outlook has been poor, and support for bond-funded capital projects has declined. Less than 15 percent of CSCU system projects requested in April 2019 were funded, and the new sports center called for in the master plan was among those not approved. Based on these realities, it seems likely that the University will have difficulty implementing new large capital projects in the master plan. Renovations and smaller projects to ensure manageable levels of deferred maintenance are expected to continue, however.

The University's annual budgets are also developed through a democratic and open process using the Ad Hoc Budget Committee. While the University was successful in building up its reserves to \$30.6 million in fiscal 2019, the COVID-19 crisis and resulting closure of campus residence halls and other facilities in the spring of 2020 resulted in a \$4.7 million deficit for fiscal 2020 (see Table 7.3 in Standard Seven). State appropriations for the institution have remained fairly level since fiscal 2010, with a decrease in funding of 1.9 percent between fiscal 2010 and fiscal 2020. The amount paid by the state in terms of fringe benefits, meanwhile, has increased 87.2 percent (see Table 7.4 in Standard Seven).

While individual academic departments engage in planning in a variety of ways, required [annual reports](#) provide the most consistent mechanism for doing so. Unfortunately, not all departments include future plans in their annual reports, in large part because they have not been required to do so, and there continues to be a lack of clarity about the specific purposes and uses of these reports. This may be a lost opportunity to ensure ongoing short-term planning at the department level. The seven-year cycle of APR, however, does ensure that academic departments engage in long-term planning based on careful self-assessment and outside review.

Eastern has intentionally invested in improving data analytics capabilities in an effort to ensure data are available to better inform decision-making across campus. The new position of Dean of Academic Analytics works closely with the Provost to collect and analyze data to support decisions in a host of areas, including enrollment management, future enrollment projections and demand for new programs, and the assignment of tenure-track faculty lines. The dean is also responsible for supervising the OPIR, where staffing has increased from 0.5 FTE to 1.5 FTE. This new structure ensures that high-quality data are available to decision-makers in a timely manner and has greatly enhanced the administration's ability to improve operations through planning and evaluation.

EVALUATION: DESCRIPTION

Evaluation is embedded in Eastern's culture so that all units remain focused on achieving the University's mission. Implementation of each strategic plan is overseen by COFE, and each plan is assessed regularly throughout implementation and when the plan is completed. During implementation, progress reports are shared with the University community and made [publicly available](#). Assessment of the 2008-2013 Strategic Plan revealed that 92 percent of the initiatives had been completed, while COFE III's [assessment](#) of the 2013 Strategic Plan found that 56 percent of its initiatives had been completed. The remaining initiatives were categorized as high priority and moved into the 2020-2025 Strategic Plan.

Eastern's commitment to academic excellence has resulted in increasing attention to the regular and systematic assessment of all academic programs. As was noted earlier, academic departments are required to submit annual reports, which must articulate specific learning goals and outcomes for their majors, describe assessment activities completed in the prior year, share the results of those assessments, and describe how the departments used assessment results to improve their curricula. Additionally, the standard template that academic departments are required to use for annual reports requires that they reflect on retention and graduation rates for their majors and compare those rates to University averages, while also describing plans for improvement. Departments are supported in their assessment activities through workshops and other resources offered by the Assessment Coordinator and the [Assessment Committee](#). The Provost's Office also provides funds to support academic departments that wish to use external assessment tools, such as those provided by the Educational Testing Service.

All academic departments also participate in APR of their majors and minors every seven years. The APR process is overseen by the University Senate's Academic Program Review Committee and includes holistic program self-assessment, internal review, and a minimum of two external reviewers. Each program is assessed in five major areas: curriculum, course instruction, program culture, program faculty, and program resources. Each of these five major areas is further broken down into sub-sections that address issues such as diversity, retention, assessment, global perspectives, advising, and support staff and resources. The final stage in the APR process requires that departments produce a reflection and goal statement outlining steps to be accomplished in the next seven years based on areas of strength and challenges revealed in the review. Two departments underwent Exemplary Program Reviews as part of the APR process: Environmental Earth Science in 2012-2013 and Psychology in 2013-2014. As a result, both were awarded Exemplary Program designations and an annual budget of \$22,500 to spend in a way that enhanced experiential learning for students in their majors. Both departments used these budgets to support undergraduate research. Due to budget constraints, however, the Exemplary Program Review process was not offered to departments undergoing review after 2013-2014.

Two majors, [Social Work](#) and [Education](#), undergo additional scrutiny as part of an accreditation process in which they must document and measure their effectiveness according to standards set by their accrediting body. The Education program is accredited by the [National Council for Accreditation of Teacher Education \(NCATE\)](#), and the Social Work program is accredited by the [Council on Social Work Education \(CSWE\)](#). These processes cover all aspects of relevant content knowledge, the effectiveness of students in the field and in licensure exams, and the impact of Eastern's alumni in their field. For more on the assessment of academic programs, including the LAC required of all students, see Standards Four and Eight. For information on the assessment of faculty, see Standard Six.

Eastern's effectiveness in achieving its educational mission is not the exclusive purview of academic departments; it is also promoted by other offices across campus. Most of these support offices submit annual reports that discuss how goals for the year have been met and the plans to

improve student services going forward. Submission of these annual reports is required of all offices in Student Affairs. A primary example is Housing and Residential Life, where residence hall directors and resident assistants (RAs) provide numerous educational programs and other support for students; its annual report includes data on the number of such programs, student attendance, and surveys of student satisfaction. For more on student support services, see Standard Five.

APPRAISAL

The assessment of Eastern's strategic plans is conducted by COFE both during implementation and at the conclusion of the plan. The committee meets regularly throughout implementation to review the progress being made on each initiative, and when implementation of the plan has ended, the committee evaluates the overall success of the plan, identifying where initiatives have been institutionalized and no longer need focused attention—allowing the next strategic planning process to address new challenges and opportunities.

The assessment of academic programs has been improving, both regarding the number of programs conducting regular assessment activities and the rigor and quality of those activities, with more work still to come. This improvement is due in large part to the efforts of the Assessment Coordinator, who has worked closely with the Provost to produce and implement annual assessment plans for the LAC. This work has also been enhanced by support from the Davis Educational Foundation, which provided resources to create the Critical Thinking Task Force as well as faculty development for teaching and assessing critical thinking in the LAC. The Davis Education Foundation's initial grant of \$200,000 was awarded to Eastern in 2017, and an additional grant of \$245,000 was awarded in 2020 to expand the assessment to cover the entire LAC.

Assessments within academic departments have also been supported by the Assessment Coordinator, and assessment work across those departments has improved since the annual report was revised in 2016 to require that departments report on their assessment activities and changes they have made as a result of their findings. Five academic programs have taken advantage of funds offered through the Provost's Office to purchase external standardized tests to assess their majors. These tests allow these programs to compare their students' results against students at other institutions. For a more detailed discussion of the assessment of academic programs, see Standard Eight. For more on other units that contribute to Eastern's educational mission by regularly reporting on the success of their programs, see Standard Five.

Prior to the 2018-2019 academic year, academic departments that were due for an APR would routinely seek deferrals, with these requests typically granted by the Academic Program Review Committee and the Provost. This produced a backlog in departments that needed to undergo review. In the fall of 2018, the new Provost made clear that deferrals would no longer be the norm and would only be granted in extreme cases. As a result, nine majors were reviewed during the 2018-2019 academic year, up from the normal three or four. This change corrected the backlog, but the Academic Program Review Committee will need to spread these programs out so that all nine are not up for review again in 2025-2026. One complaint of departments seeking deferrals is that the APR template is outdated, so the process of undergoing the self-study is not helpful to the department or administration in both understanding the academic program or planning for improvement.

Five majors were up for review in 2019-2020, with external reviewers scheduled to visit campus that spring. Due to the COVID shutdown, only one major, Music, was able to host reviewers and complete the process. The remaining four have scheduled virtual visits for their external reviewers during the 2020-2021 academic year.

PROJECTIONS

The Eastern community realizes the importance of systematic planning and evaluation to improve the quality of the educational experience it provides. The 2020-2025 Strategic Plan is focused, in part, on improving assessment across the entire curriculum and better using data analytics to plan new initiatives and assess their impact. To emphasize the importance of assessment, the Division of Academic Affairs will continue to require evidence of effective assessment activities in annual reports from academic departments. The annual reports have also been revised to ensure academic departments develop and evaluate future plans by examining the curricular guidelines established by each discipline's national association. Beginning with the spring of 2021, academic departments will be required to more clearly articulate their assessment plans using a template developed by the Assessment Committee and guided by the newly created [Assessment Handbook](#). While the primary purpose of the template and handbook is to assist departments in improving their program assessments, they will also help standardize the language of assessment at Eastern and help departments think more systematically about how their assessment design and results can lead to improvement of their curricula. The annual report will also be revised to include the department's plan to ensure that the new SLOs in the LAC are embedded throughout their programs, and that each department implements the Employability Plan.

To increase the effectiveness of the Assessment Committee, the University Senate is working to revise the committee's bylaws to strengthen its charge and the role it plays in supporting assessment in academic departments and the LAC. While that is being done, the Provost created an Assessment Task Force, independent of the Assessment Committee, in the spring of 2020 to conduct assessment of the LAC and oversee faculty development to support teaching and assessing the SLOs in that curriculum. This initiative is being funded by the most recent Davis Educational Foundation grant.

Priority Area No. 1 in the 2020-2025 Strategic Plan seeks to promote processes to review and revise curriculum as disciplines and employer needs change. As part of the implementation of the plan, COFE III will work with the Academic Program Review Committee to revise the APR template so that departmental self-studies and reviewer input are more relevant to Eastern's mission and strategic priorities. This issue will be discussed in greater detail in Standard Four.

As the University continues to move toward increased data-driven decision-making, the OPIR will continue to play a central role. Priorities include the creation of a data warehouse, the application of data analytics to better model student success, and an assessment of advising and other support services. While the institution is constrained in terms of new financial resources, existing resources will be reallocated where possible to support these high-priority OPIR projects.

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

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe

Name of the sponsoring entity

Connecticut Board of Regents for Higher Education

Website location of documentation of relationship

<http://www.ct.edu/cscu>

Governing Board

By-laws

Website location

<http://www.ct.edu/regents/bylaws>

Board members' names and affiliations

<http://www.ct.edu/regents/members>

Board committees *

Website location or document name for meeting minutes

Academic and Student Affairs

<http://www.ct.edu/regents/minutes>

Audit

<http://www.ct.edu/regents/minutes>

Finance and Infrastructure

<http://www.ct.edu/regents/minutes>

Human Resources and Administration

<http://www.ct.edu/regents/minutes>

Executive

<http://www.ct.edu/regents/minutes>

Special Committee on Collective Bargaining

<http://www.ct.edu/regents/minutes>

Major institutional faculty committees or governance

Website location or document name for meeting minutes

Ad Hoc Budget Committee

<https://www.easternct.edu/fiscal-affairs/ad-hoc/minutes.html>

Major institutional student committees or governance

Website location or document name for meeting minutes

Student Government Association

<https://www.easternct.edu/student-activities/student-government-association.html>

Other major institutional committees or governance

Website location or document name for meeting minutes

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

Standard 3: Organization and Governance
(Locations and Modalities)

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

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior (FY2018)	1 year prior (FY 2019)	Current year (FY 2020)
?	Willimantic, CT/USA	1889	5305	5260	4959
?					
?					
?	N/A				

- ?
 - ?
 - ?
 - ?
 - ?
 - ?
- Main campus
Other principal campuses
Branch campuses (US)
Other instructional locations (US)
Branch campuses (overseas)
Other instructional locations (overseas)

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY2018)	1 year prior (FY 2019)	Current year (FY 2020)
	2		33	41	47
	11		375	345	397

- ?
- Distance Learning Programs
Programs 50-99% on-line
Programs 100% on-line
Correspondence Education
Low-Residency Programs
Competency-based Programs
Dual Enrollment Programs
Contractual Arrangements involving the award of credit

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

Please enter any explanatory notes in the box below

12 month enrollments are reported for each year. Data for academic year 2019-20 are reported for FY20. FY 2020 is reported as the current year as complete enrollment numbers will not be available for FY 2021 until Summer 2021. While Eastern has two off-site locations at which students can take classes, neither of them provide a location where a student can complete "50% or more of a degree or Title IV eligible certificate".

Standard Three: Organization and Governance

DESCRIPTION

The organizational structure at Eastern lends itself to substantial cooperation among each level of governance. Administration, faculty, staff, and students maintain a close working relationship that is collaborative and allows the institution to evolve in the pursuit of its mission. The basic internal organizational design and governance structure currently in place has been well-established for several decades (see organizational charts). However, the Board of Regents (BOR) for Higher Education, which oversees the [CSCU](#), of which Eastern is a part, has gone through significant changes within the past 10 years. These changes include the merging of the four Connecticut state universities with the 12 community colleges and Charter Oak State College to create the CSCU system, along with the creation of the BOR to oversee that system. Several documents establish the different roles of the BOR, administration, faculty, and staff in shared governance: [Connecticut General Statutes](#) (CGS) (Chapters [178](#), [185](#), and [185b](#)); the [BOR bylaws](#); the University's Collective Bargaining Agreements (CBAs) (available on the [Human Resources website](#)); and the University Senate's [constitution](#) and [bylaws](#).

Board of Regents for Higher Education

Since the institution's last self-study, there has been a reorganization of the state's governance structure for higher education. This included the consolidation of the state's universities, community colleges, and Charter Oak State College (an online institution) into one system known collectively as CSCU. Eastern is one of four state universities within this system of 17 independently accredited institutions that operate under the aegis of the BOR. The University of Connecticut operates under its own system.

The [BOR](#) is composed of 15 voting and six nonvoting, ex officio members. Of the voting members, nine, including the Chairperson, are appointed by the Governor; four are appointed by legislative leadership; and two are representatives from the BOR's Student Advisory Committee. The membership of the BOR is required to "reflect the state's geographic, racial and ethnic diversity" ([CGS 10a-1](#)), and it includes alumni, faculty, students, community members, and public servants. While in service on the BOR, members are not allowed to be affiliated with a board of trustees for any independent institution of higher education or for the University of Connecticut. Members are also not allowed to be employed by any public agency or be an elected state official. New members appointed to the BOR are vetted before their installation—completing background checks, submitting to interviews, and receiving legislative approval after public hearings. Members are required to comply with the provisions of the [Code of Ethics for Public Officials](#) detailed in the CGS and are charged with serving the public good rather than personal interest or gain.

Connecticut General Statutes and BOR [bylaws](#), [policies](#), and procedures provide a detailed framework for the system's organizational structure and its educational charge. This includes the relationships among the BOR and the administration, faculty, and staff at each institution. BOR policies and procedures are made available to the public and incorporate state statutes and regulations, CBAs for faculty and other staff, and personnel policies and procedures for nonunion, management and confidential employees.

The BOR dispatches its duties as the system's governing body by 1) establishing financial aid policies, 2) setting tuition and fees for each institution, 3) reviewing, licensing, and accrediting academic programs, and 4) selecting campus presidents in collaboration with institutional stakeholders and reviewing the performance of those presidents. The lines of communication and authority are clear among campus leaders, the CSCU System Office, and the BOR when it comes to

major initiatives, policies, academic programs, and budgets. Major initiatives and the annual budget are developed by campus stakeholders and reviewed by staff at the CSU System Office before consideration by the relevant BOR committee and approval by the full board. There are five [standing committees of the BOR](#): Executive; Academic & Student Affairs; Audit; Finance and Infrastructure; and Human Resources and Administration. The BOR is advised by two additional ongoing committees: the Student Advisory Committee and the [Faculty Advisory Committee](#), as well as a Special Committee on Collective Bargaining, which is convened as needed. Additionally, the CSU system executive staff includes a [Chief Financial Officer \(CFO\)](#) charged with regularly reviewing internal, state, and federal audits. The [BOR's Audit Committee](#) works with the CFO to manage financial risk, with further information on compliance and internal control provided by the CSU Chief Information Officer (CIO) and legal counsel. The BOR's bylaws, as well as its policies, resolutions, committee agendas, and minutes, are published regularly on the [CSU system website](#).

The BOR is responsible for regularly assessing its own effectiveness. The various committees, including the Executive Committee, regularly discuss effectiveness as part of their oversight responsibilities, and the entire BOR participates in retreats scheduled periodically for this purpose. For ongoing professional development, BOR members regularly receive up-to-date information about current issues in higher education through workshops and conferences to remain current on issues affecting their positions and fiduciary responsibilities. Experts on relevant topics may also make presentations directly to the BOR. The BOR's oversight of its constituent institutions is facilitated by the CSU System Office and President. The CSU System Office staff also assist the BOR by providing information needed to meet their leadership goals and obligations, such as reports and meeting agendas, as well as facilitating the orientation of newly appointed BOR members. Furthermore, the CSU President conducts performance evaluations of CSU presidents upon receipt of their annual reports and shares that information with the BOR. Until recently, Mark Ojakian held the position of President of the system. Dr. Jane McBride Gates was appointed interim president upon President Ojakian's retirement on January 1, 2021. The [search for a new system president](#) is currently underway.

Institutional

Eastern has been led by [Dr. Elsa M. Núñez](#) since her appointment as the University's sixth President in 2006. The President is assisted in the administration of the University by a senior management team consisting of a [Provost and Vice President for Academic Affairs](#), a [Vice President for Finance and Administration](#), a [Vice President for Student Affairs](#), a [Vice President for Institutional Advancement](#), a Chief Human Resources Officer, a CIO, and an Associate Provost/Associate Vice President for [Equity and Diversity](#). In all matters affecting the University's mission and the quality and nature of its academic programs, governance is shared between the administration and the [University Senate](#) and is guided by the University's [strategic plan](#). The administration, the University Senate, and the Senate's [standing](#) and [at-large](#) committees share responsibility for University policy in areas such as curriculum; degree requirements; academic standards; assessment; academic freedom; tenure, promotion, and continuing appointment; budgeting; planning; and organizational structure.

The University Senate consists of members drawn from the instructional faculty, the administrative faculty, the [SGA](#), and the administration. There is one representative from each academic department—including one for the library and counseling faculty and one for the Athletics faculty—as well as three senior administrative officers, the President (who holds a nonvoting seat), five representatives from the administrative faculty, four at-large members elected from the instructional and administrative faculty, and three students selected by the SGA. The Senate presents its decisions in the form of bills and resolutions. Once passed by the Senate, bills require the

approval of the President to become University policy.

The Senate elects and oversees [standing committees](#), each of which studies and proposes to the Senate policies within their jurisdictional areas. The University's current standing committees are the Academic Affairs Committee, the Academic Program Review Committee, the Budget and Resource Allocation Committee, the Curriculum Committee, the First Year Program Committee, the Liberal Arts Program Committee, the Liberal Arts Work Committee, the Organization Committee, the Personnel Policies Committee, the Student Academic Advising Committee, the Support Services Committee, and the University Assessment Committee. The membership of these committees includes designated seats for faculty representatives from both schools, as well as seats for administrative faculty. In addition, the SGA appoints a student representative to most standing committees, and other staff serve as ex officio members where appropriate. For example, the Registrar serves on numerous committees in an advisory role.

The Senate meets on the first and third Tuesday of each month during the fall and spring semesters, with the Senate Executive Committee meeting on alternate Tuesdays. Each standing committee gives a report during each Senate meeting, as does the President, each vice president, and both academic deans. Questions may be asked by anyone present after each report.

The economic recession in 2008 created significant fiscal challenges for the state of Connecticut, which have persisted. In response to the initial crisis, the President created the [Ad Hoc Budget Committee](#), and it continues to operate today. This committee consists of the President and all vice presidents, the President of the University Senate, all members of the Senate's Budget and Resource Allocation Committee, and the leadership of all the collective bargaining units on campus. This committee meets each fall semester to discuss budget allocations in the current and next fiscal years and meets each spring semester to discuss the proposed budget for the upcoming fiscal year. Each member of the committee is expected to convey this budget information to their constituents to provide additional transparency during challenging fiscal times.

Policies relating to matters of educational programs and other appropriate academic concerns are established through the University Senate. Members of the University community may raise concerns related to these policies, which, once brought to the attention of the Senate Executive Committee, are typically referred to one of the standing committees for investigation. The standing committee consults with interested parties within the faculty and administration and accepts input from any member of the University community. If the standing committee feels a policy change is appropriate, it can submit a bill to the Senate for approval. It is, thus, the standing committees of the Senate that monitor the University's programs and policies on a wide array of issues.

The University Senate also organizes and oversees [at-large committees](#) that are composed of members selected through institution-wide elections among faculty and staff. The current at-large committees are the Academic Misconduct Committee, the CSU Professorship Awards Advisory Committee, the Diversity and Social Justice Committee, the Faculty Development Committee, the Grade Appeals Committee, the Individualized Major Advisory Committee, the Information Technology Committee, the Mediation Committee, the Promotion & Tenure Committee, the Research Reassigned Time Committee, the Sabbatic Leave Committee, the Termination Hearing Committee, and the University Writing Board. The SGA also appoints a student representative to the Academic Misconduct and Grade Appeal committees.

The Senate periodically evaluates its constitution and bylaws to ensure that the system of governance is mindful of the institutional mission and serves the needs of the organization and its stakeholders. At a minimum, this occurs each time a new faculty CBA is approved to ensure compliance with contract provisions. In recent years, the Senate has updated its committee structure to address changing needs by adding new committees on University Assessment and Diversity and Social Justice in response to strategic planning initiatives. Any proposed changes to the University's

organizational structure and system of governance can be submitted to either the administration or University Senate for consideration.

Transparency and communication are also essential in maintaining a productive relationship between the administration and collective bargaining units on campus. To this end, the President meets individually with the leadership of each union every two weeks during the semester. The President and her cabinet also meet with the leadership from all unions as a group twice a semester.

The University's academic programs are overseen by the Provost, who is the chief academic officer, and are divided between the [School of Arts and Sciences](#) and the [School of Education and Professional Studies](#). Each of the two schools is administered by a dean, who reports to the Provost. Academic departments are housed in either the School of Arts and Sciences or the School of Education and Professional Studies and are represented by chairs. Each department chair, according to the terms of the CSU-American Association of University Professors (AAUP) CBA, is responsible for leading the department in fulfilling its responsibilities in academic and personnel areas and for facilitating the functionality of the department. Interdisciplinary programs are led by program coordinators, who work with a program committee—made up of members from each of the program's participating departments—to design, implement, and assess program curriculum. The program coordinator reports directly to the dean of one of the schools. To facilitate communication and shared governance, department chairs also meet with their respective deans once a month during the semester, and the Provost often attends these meetings to answer questions and discuss major initiatives.

Curriculum design and approval is at the discretion of the faculty, in the form of departments, the University Senate, and relevant Senate standing committees. Major programmatic changes or new programs must be approved by the administration and the BOR to ensure those initiatives are aligned with Eastern's mission and ensure that adequate resources are available to support them.

Eastern's students have their own governance system in the form of the [SGA](#), whose goal is to connect students to faculty, the administration, and one another in order to advance student views and interests. The SGA President meets with the University President every two weeks during the semester. Further, in conjunction with the President's office, the SGA also sponsors two to three President's Breakfasts each semester, where representatives from student clubs and organizations are invited to share information and ideas with the University President and her senior staff. The SGA is also represented in the University Senate and on the BOR Student Advisory Committee, providing students with a voice in institutional governance. (See Standard Five for more information about the SGA.)

APPRAISAL

Board of Regents for Higher Education

The BOR maintains a clear understanding of Eastern's distinctive mission and purpose. In the fall of 1998, the governing body at the time, the Board of Trustees, approved Eastern's mission as the state's public liberal arts institution. The BOR would now need to approve any substantive modifications to Eastern's mission. The flow of information through regular reports from Eastern's campus through the CSCU System Office to the BOR committees allows the BOR to oversee the University's operations in light of its mission.

The current system of committees and councils works well to ensure that information is shared and policies and actions are coordinated appropriately—both among the campuses and between each CSCU campus and the CSCU System Office. The BOR and its committees are advised by councils that are composed of senior staff from each campus and personnel from the CSCU System Office. For example, the Academic Council is led by the Provost of the CSCU system

and consists of the chief academic officers from each CSU and community college. The Academic Council meets monthly to review major curricular changes from each institution and consider system-wide academic policies, and it then makes recommendations to the BOR's Academic & Student Affairs Committee. The BOR's committee structure and consultation with advisory councils serve to involve numerous campus and system office personnel in the drafting and discussion of new policies and the revision of existing policies. Before the BOR delivers its final approval of any policy change, the appropriate committee considers the issue in a public meeting where campus representatives are present.

While the BOR and CSCU System Office are working to consolidate the 12 community colleges into a single institution, no substantive changes have been enacted that would alter the governance structure of the CSUs. Overall, faculty and administrators work well with CSCU System Office staff and the BOR to adopt fiscally responsible budgets and innovative academic programs that advance Eastern's liberal arts mission.

Institutional

Despite significant changes to the governing board and CSCU System Office since the last self-study, the stable internal governance processes at Eastern have meant that these changes have had minimal impact on long-term planning and the day-to-day operations at the University. While the BOR works with each institution to approve tuition, budgets, and major curricular changes, the presidents of each of the four-year institutions maintain considerable autonomy to manage their own affairs and develop their institutions' own distinctive characters. The CSCU System Office did, however, take a leading role during the COVID-19 pandemic in establishing the broad parameters that had to be met before Eastern could reopen its campus to students, faculty, and staff for the fall 2020 semester.

Eastern's organization and governance structure continues to effectively offer opportunities for input from internal stakeholders into University decisions. The strategic plan provides broad direction for the institution, and the University Senate and its committees represent a venue for administrators, faculty, and staff to collaborate on the implementation of each plan. This system of shared governance has served to produce effective policies and innovative programs, including the creation of the interdisciplinary Data Science major; Eastern's Employability Plan, which will involve virtually every office on campus; and new SLOs in the [LAC](#). Perhaps most importantly, the Ad Hoc Budget Committee has ensured that all faculty and staff have a voice in the budget process through the University Senate and each collective bargaining unit on campus. The President and her cabinet's attendance at all Senate meetings as well as regular meetings with the leadership of each collective bargaining unit and the SGA provide regular opportunities for students, faculty, and staff to ask questions and raise issues directly with the administration, further strengthening Eastern's tradition of shared governance, which offers all members of the Eastern community a voice in running the University. In fact, since 2009, Eastern has been named a "Great College to Work For" by *The Chronicle of Higher Education* 10 times, regularly winning honors in collaborative governance, among other areas.

In keeping with its long tradition of shared governance, the University continued to hold all of its meetings virtually during the COVID-19 pandemic in the spring and fall 2020 semesters. The University Senate continued to meet in Zoom, with the President, vice presidents, and all standing committees giving regular reports. Senate standing committees continued to meet to conduct the business of the University, and regular meetings between the administration and the unions were also held. The President and her cabinet held monthly open forums in Zoom during the spring and fall semesters to provide updates on information regarding the pandemic and answer questions from faculty and staff. The Provost met regularly with academic department chairs and held open forums

with the faculty to provide information and answer questions. Throughout the pandemic, the administration remained committed to providing information and soliciting input through forums, email, and the University website.

PROJECTIONS

Eastern will closely monitor any proposed system-wide changes and participate in any decisions that may alter the existing roles of the CSCU System Office or BOR, particularly as the system's new President is expected to take office in July 2021. However, it is likely that the BOR will continue to focus primarily on the community colleges for the foreseeable future. The University expects to continue its strong record of effective shared governance, drawing on its sound relationships with its governing board and those internal organizations, such as the University Senate, that function to establish, monitor, or advise on policies and procedures.

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

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	1	3,700	62					3,763
Main Campus PT	3	400	56					459
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT			22					22
Distance education PT			21					21
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	4	4,100	161	0	0	0	0	4,265
Total FTE	1.40	3,845.93	106.25					3,953.58
Enter FTE definition:	credits/15	credits/15	credits/12					
Degrees Awarded, Most Recent Year	4	1,123	90					1,217

Notes:

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

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

Please enter any explanatory notes in the box below

Enrollment based on Fall 2020 data; degree awarded between 7/1/19-6/30/20, students who earned multiple degrees were counted multiple times.

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

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

Degree Level/ Location & Modality	Title IV-Eligible Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT		12		12	3,785	3,797
Main Campus PT		368		368	480	848
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	0	380	0	380		380
Total FTE		120.90		120.90		120.90
Enter FTE definition: Certificates Awarded, Most Recent Year						

Notes:

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

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

Please enter any explanatory notes in the box below

Based on Fall 2020 enrollment data

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

Number of credits*	3 Years Prior (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Next Year Forward (goal) (Fall 2021)

For Fall Term, as of Census Date

Certificate (add more rows as needed)

?					
Total	0	0	0	0	0

Associate (add more rows as needed)

?	60	2	3	4	3
?					
Total	2	3	3	4	3

Baccalaureate (add more rows as needed)

?	Accounting	120	162	142	130	131	135
	Anthropology					2	3
	Art	120		156	137	119	125
	Biochemistry	120	40	39	32	29	30
	Biology	120	271	289	247	197	200
	Business Administration	120	471	419	333	363	365
	Business Information Systems	120	50	64	55	54	55
	Communication	120	293	297	273	255	260
	Computer Science	120	224	216	219	190	200
	Criminology	120	165	245	298	258	265
	Early Childhood Education	120	55	41	32	33	35
	Economics	120	45	38	37	30	32
	Elementary Education	120	51	51	46	33	35
	English	120	248	241	214	197	200
	Environmental Earth Science	120	92	82	77	70	72
	Exploratory	120	288	224	259	225	230
	Finance	120	93	82	83	76	78
	General Studies	120	175	189	137	64	55
	Health Sciences	120	277	305	325	319	325

History	120	86	81	81	79	80
History and Social Science	120	66	71	67	55	60
Individualized	120	4	7	7	2	3
Labor Relations/Human Resour Mgt	120	35	37	23	29	30
Liberal Studies	120	79	63	74	81	83
Mathematics	120	125	142	130	102	110
Music	120	46	58	48	57	60
New Media Studies	120	77	91	93	91	95
Philosophy	120	13	11	13	9	10
Physical Education	120	97	93	103	89	95
Political Science	120	85	91	92	87	90
Pre-Early Childhood Education	120	108	82	90	88	90
Pre-Education	120					
Pre-Elementary Education	120	174	165	145	152	155
Pre-Secondary Educ Certifictn	120	118	117	109	96	100
Pre-Social Work	120	98	87	82	92	95
Psychology	120	460	467	469	454	465
Social Work	120	102	100	102	100	102
Sociology	120	173	167	142	122	125
Spanish	120	31	31	30	28	30
Sport & Leisure Management	120	166	140	132	134	135
Sport Management	120					
Theatre	120	57	67	76	65	70
Visual Arts	120	146	3	1	-	-
Women's and Gender Studies	120	10	15	9	10	10
Undeclared	120					
Total		5,356	5,306	5,052	4,667	4,793

Total Undergraduate 5,358 5,309 5,055 4,671 4,796

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Students with multiple majors are counted multiple times

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

For Fall Term, as of Census Date

?
?

Number of credits*	3 Years Prior (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Next Year Forward (goal) (Fall 2021)
--------------------	---------------------------	---------------------------	--------------------------	--------------------------	--------------------------------------

Master's (add more rows as needed)

Accounting	30	19	25	31	32	35
Early Childhood Education	30	28	25	27	25	28
Educational Studies	30	6	6	18	14	16
Elementary Education	30	49	37	23	26	30
Educational Technology	30	5	4	6	11	11
Reading/Language Arts	30	1				
Organizational Management	30	32	29	24	22	25
Secondary Education	30	37	38	22	29	35
Total	171	164	151	159	180	

Doctorate (add more rows as needed)

Total	0	0	0	0	0	0

First Professional (add more rows as needed)

Total	0	0	0	0	0	0

Other; specify (add more rows as needed)

Total	0	0	0	0	0	0
Total Graduate	171	164	151	159	180	

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

Data represents matriculated students only.

**Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)**

Credit Hours Generated By Department or Comparable Academic Unit

?	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
?	(FY 2017)	(FY2018)	(FY 2019)	(FY 2020)	(FY 2021)

Undergraduate (add more rows as needed)

?		7,474	7,220	7,167	6,753	7,000
	Art and Art History	7,474	7,220	7,167	6,753	7,000
	Biology	8,408	7,793	7,707	8,799	8,500
	Business Administration	16,707	15,698	14,474	13,374	13,500
	Communication	6,508	6,176	6,182	5,961	6,000
	Computer Science	3,616	3,784	4,069	3,999	4,200
	Economics	4,496	4,059	3,797	3,729	3,800
	Education	4,574	4,382	3,984	3,741	3,800
	English	10,351	10,141	10,423	8,955	9,000
	Environmental Earth Science	4,828	4,310	4,636	4,773	4,800
	Health Science	1,248	3,266	4,124	4,752	5,000
	History	6,422	5,519	5,334	4,794	5,000
	Kinesiology & Physical Education	7,569	7,449	7,211	8,397	8,400
	Mathematical Science	10,098	10,514	10,426	7,662	8,000
	Performing Arts	6,335	6,182	6,721	7,836	8,000
	Physical Sciences	4,782	3,495	3,284	5,025	5,000
	Poli Science, Philosophy & Geo	4,581	4,338	4,658	4,275	4,400
	Psychology	10,249	10,217	9,725	9,783	10,000
	Sociology, Anthro & Social Work	10,454	11,277	12,328	11,849	13,000
	World Languages & Cultures	2,235	2,286	2,370	2,514	2,500
	First Year Program	3,671	3,360	3,361	3,741	3,800
	Honors Program	395	500	430	510	500
	Total	135,001	131,966	132,411	131,222	134,200

Graduate (add more rows as needed)

	Business Administration	661	703	787	822	840
	Communication	33	0	9	45	50
	Economics	33	33	72	66	70
	Education	2,200	2,409	2,333	2,445	2,500
	Psychology	33	27	57	48	50
	Total	2,960	3,172	3,258	3,426	3,510

Standard Four: The Academic Program

DESCRIPTION

Eastern's [academic programs](#) are consistent with its mission as the state's only public liberal arts institution. The University offers 40 bachelor's-level undergraduate majors through 20 [academic departments](#), ranging from standard disciplinary offerings like Biology, English, and History to new majors in Health Sciences, Data Science, and New Media Studies. In addition, the University offers 60 minors (including 15 minors in interdisciplinary fields), more than 60 concentrations, eight teaching certification programs, an Associate of Science in General Studies, and [master's degree programs](#) in Accounting, Education, and Organizational Management. The University also provides students with the opportunity to design an [individualized major](#) to pursue an interdisciplinary course of study at the undergraduate level.

The undergraduate program of study offered at Eastern requires 120 total credits, including 46 credits from the [LAC curriculum](#). The remaining credits are divided between major requirements and minor requirements or electives. In order to obtain a bachelor's degree, students must achieve an overall grade point average (GPA) of at least 2.0, complete the LAC curriculum, meet the requirements for an academic major, successfully complete all three levels of the [University Writing Program](#), earn at least 60 credit hours in courses at the 200-level or above—with at least 30 credits at the 300 or 400 level—and satisfy the foreign language requirement. To ensure the quality of the degree awarded from Eastern, students must complete at least 15 credits toward an associate degree and 30 credits toward a bachelor's degree at the University.

Learning goals and requirements for specific programs are published on academic department or program websites. Additionally, all curricular and other requirements, such as minimum GPA requirements, are updated annually in the [University Catalog](#) and on department websites. Through these venues, students are made aware of their program's structure and expected learning outcomes. Faculty in each major develop learning outcomes and other requirements that reflect the knowledge, skills, and methods of inquiry that are expected of students in that discipline. Each major is also expected to incorporate the common learning outcomes of the LAC, which were adopted in the spring of 2020. For example, the [Biology department posts learning outcomes](#) that expect students will demonstrate a knowledge of the core subfields of Biology through oral and written assignments and comprehensive exams. Biology majors are expected to develop competence in techniques used in field and laboratory work, including data management and analysis. Finally, majors are expected to explain how Biology and its methods of study are integrated into a multidisciplinary context.

The University-wide SLOs contained in the LAC were revised during the 2019-2020 academic year ([University Senate Bill 19/20-07](#)). This revision significantly reduced the number of learning outcomes expected for all students from an untenable 100 to a more manageable list of five. As a result of this process, the LAC now focuses on the following learning outcomes for all students: critical thinking, communication, creativity, ethical reasoning, and quantitative literacy. The learning outcomes in the LAC are foundational to those of each major or program, though most departments add discipline-specific learning outcomes as well. The LAC learning outcomes were also incorporated into Eastern's [Employability Plan](#), a two-year project led by the Employability Council. One of the central goals of the Employability Plan is to have all academic departments embed the LAC learning outcomes into their major curricula to ensure students have additional opportunities to develop these skills and are able to articulate what they have learned after they graduate. Thus, the learning outcomes in the LAC represent the common skills that all students should possess upon graduation, in addition to discipline-specific skills. Student achievement of

these outcomes is measured annually through an assessment of the LAC and in each major. Departmental assessment is monitored by the Senate's Assessment Committee and by the deans and Provost through [annual reports](#) to ensure quality across all programs.

Each major and minor is designed to provide a coherent progression through the discipline or area. Breadth is ensured by requiring students take courses in multiple subdisciplines, with most majors also requiring greater focus in one concentration or area to provide depth. The LAC and most majors also require a capstone experience where students are expected to synthesize the content knowledge, skills, and methods of inquiry they have developed throughout their academic career.

Consistency across academic programs is ensured through the annual report, which requires departments to reflect on the goals of their majors and describe how they relate to the University's mission as well as discuss planned and implemented curriculum updates to demonstrate how their curricula is aligned with any recommendations from their disciplines' national organizations. Each academic program must also undergo an APR every seven years, which requires input from at least two external reviewers. Both of these processes require each academic department to regularly reflect on its curriculum to ensure it is meeting the standards of the University and is aligned with Eastern's mission and current strategic plan. The results of this work are used by the administration to allocate resources—supporting programs that are doing well and assisting programs that need additional resources to improve.

Assuring Academic Quality

Eastern exercises academic oversight through the cooperative efforts of the administration, the University Senate and its committees, and academic department chairs and faculty in those departments. New programs and the modification of existing programs are initiated by faculty within the relevant department, then reviewed by the appropriate dean and Senate committees before approval by the University Senate. New majors and any minor requiring more than 18 credits must also be approved by the Provost and the BOR to ensure that the new program fits within Eastern's mission and there are sufficient resources and student demand to support the program. Assessing demand for new academic programs has been aided by Eastern's subscription to Burning Glass since the spring of 2019. Burning Glass is a software package that aggregates information from job advertisements posted across the state of Connecticut, the New England region, and the nation. This product not only provides data on the number of jobs available in particular fields but also the specific skills most requested within those ads. The software has provided a wealth of information for departments that are exploring new programs or revising their existing curricula to ensure that students are developing the skills they will need to be successful in their fields.

Significant changes to any major or minor that involve altering more than 15 credits in the program must also go through this full review process. When a program undergoes significant changes, students who were enrolled prior to the changes are given two options: They may either continue under the program's requirements as they were written in the University Catalog that was in effect when the student matriculated or they may follow the revised program. If a program is eliminated, the University must inform the BOR and present a teach-out plan that outlines how any existing students within the program will be able to fulfill the program's requirements.

New courses within a major are proposed by a faculty member within that major for departmental review and approval. If approved, the course is submitted to the Curriculum Committee of the University Senate. Once approved at the Curriculum Committee level, the course is listed in the committee's minutes for approval by the full Senate. New courses proposed for the First Year Program, the LAC, or the University Writing Program must be approved by the oversight

committees for those programs before going to the Curriculum Committee and moving through the rest of the approval process.

All academic programs are housed in departments in either the [School of Arts and Sciences](#) or the [School of Education and Professional Studies](#). These programs are administered by chairpersons elected by the faculty in the department and approved by the dean and Provost. For interdisciplinary programs, the program coordinator takes on this role. Departmental faculty and advisory council members for interdisciplinary programs are responsible for the development of the curriculum and program structure, SLOs, and assessment. Faculty members evaluate the needs of their departments and convey those needs to the administration through two formal mechanisms: APR and the annual report.

All academic programs undergo APR every seven years. This review includes a self-study evaluated by the University's Academic Program Review Committee and a site visit by a team of at least two external reviewers composed of faculty from similar institutions. A list of potential external reviewers is proposed by the department under review, and two reviewers are chosen by the Provost. The Academic Program Review Committee is composed of five members from the full-time instructional faculty and one member from the full-time administrative staff, all of whom are elected by the University Senate. The review process is guided by the framework in Senate Bill [14/15-07](#), which requires that the department assess programmatic structure, curriculum, and learning outcomes as well as evaluate resource availability and use. The APR process requires each academic department to reflect on the appropriateness of its curriculum for the field of study and prompts the department to analyze the results of regular assessments. It also provides departments with the opportunity to demonstrate performance related to the following criteria: 1) excellence in curriculum, 2) transformative learning through teaching, 3) program culture, 4) faculty development in teaching, research, and professional activity, and 5) the availability and use of program resources such as staff, facilities, and equipment. Completed self-studies are given to the appropriate dean and the Provost and sent to the external reviewers in advance of their visit. External reviewers are also provided with a rubric, included in SB14/15-07, and are compensated for their work. While on campus, the reviewers meet with department faculty, students in the major, the dean, Provost, and members of the Academic Program Review Committee. About two weeks after the campus visit, the reviewers submit their report to the department, dean, and Provost. This report notes the strengths and weaknesses of each program and makes recommendations for improvement. This self-assessment loop is closed when the department meets with the Provost to discuss the department's goals and the resources needed to improve the program over the next five years. Since the 2014-2015 academic year, 20 undergraduate major programs and six undergraduate minor programs have gone through the APR process.

In addition, every department submits to their dean and the Provost an [annual report](#) that addresses enrollment, student retention, graduation rates, student performance with respect to articulated learning outcomes, integrative and experiential learning, faculty scholarship, alumni development and networking, and programmatic goals for the coming academic year. Perhaps most importantly, the annual report requires each department to identify the SLOs taught throughout the major and the application of those skills in courses at all levels. Departments are also required to explain how these skills are embedded in specific courses. Annual reports encourage departments to focus attention on the skills, abilities, and habits of mind that students need to develop in order to be successful in their chosen field. The process also encourages departments to continually revise their curricula, pedagogy, and course offerings in light of their assessment results and to ensure their curricula is aligned with standards established by the disciplines' national organizations. More information on programmatic and University-level assessment procedures is provided in Standard Eight.

Where appropriate, Eastern's programs also pursue discipline-related external accreditation. Specifically, the Education program is accredited by the NCATE, with the most recent accreditation date being April 2017 and upcoming reaccreditation scheduled for the fall of 2021. The Social Work program is accredited by the CSWE, with the most recent accreditation in June 2013 and reaccreditation scheduled for the spring of 2021.

[The First Year Program](#) is administered by a director appointed by the Provost from among the faculty and by the Senate-elected First Year Program Committee (FYPC), which is composed of both faculty and staff. The FYPC advises the director on the administration of the First Year Program and is concerned with procedures and policies relating to its curriculum. These concerns include course design, implementation, and the assessment of FYI 100, the First Year Introduction course required for all freshmen. This course is designed to give first-time, full-time students a rich and comprehensive introduction to academics, campus life, and the liberal arts philosophy at Eastern. The FYPC is also responsible for evaluating and approving new and existing sections of FYI 100.

The LAC, which functions as Eastern's General Education program, is administered by a program coordinator appointed by the Provost. The LAC coordinator works with the Senate-elected Liberal Arts Program Committee to oversee the procedures and policies of the program, including the approval and oversight of courses within each tier and category. The coordinator works with the Assessment Coordinator and the Assessment Task Force to refine and implement the [Assessment Plan](#) annually and reports to the University Senate and the Provost on findings from the assessment process with recommendations on how LAC faculty can improve their courses.

The University Writing Program is administered by a program director and the University Writing Board, a cross-disciplinary committee that is elected by the whole faculty. The University Writing Board evaluates and approves all University Writing Program procedures, policies, and curricula. Courses proposed for inclusion in the University Writing Program are evaluated on the integration of stage-specific requirements. The University Writing Board also performs annual assessments of student writing at the freshman level and uses the results to update curriculum and pedagogical requirements in courses participating in the program.

The [University Honors Program](#) is overseen by a faculty director with assistance from the Honors Council, which is composed of six teaching faculty from a variety of academic disciplines. The director of the Honors Program oversees course scheduling, acts as an academic advisor to all first-year students in the program, and evaluates and approves proposals for sections of all honors courses, including the required first-year seminar course, all colloquia, and all directed honors research. The director is also tasked with conducting program assessments and leads the Honors Council in the evaluation of applicants to the program, thesis proposals, and honors theses. Either the director or an Honors Council member serves as the second reader on each thesis proposal and thesis to ensure the standards of the Honors Program are met.

The Bachelor of General Studies (BGS) and Associate of Science in General Studies programs are housed in the School of Education and Professional Studies and overseen by an inter-school committee of faculty led by a faculty coordinator. Both BGS programs are intended to be opportunities for continuing study for nontraditional students who are seeking career advancement by obtaining a college degree. Advising and other support for BGS students are provided by faculty committee members and the Advising Center. The BGS faculty committee, working with the Advising Center, evaluates all program applications, reviews student transcripts for applicable transfer credit, and evaluates and approves credits applied through the [Credit for Lifelong Learning \(CLL\)](#) program.

Eastern does rely on a third party for off-campus classroom space through an agreement with the Child & Family Agency of Southeastern Connecticut, which rents classroom space for

evening and weekend classes at the agency's off-site location in Groton, Connecticut. The [Groton site](#) is about 30 miles to the south of campus. Eastern also shares access to some software platforms with the CSCU System Office but maintains its own ITS.

Except for appropriate language courses in the Department of World Languages and Culture, all instruction at Eastern is conducted in English. Successful completion of a degree thus requires proficiency in English. Eastern's undergraduate admissions requirements for international students include a minimum score of 550 on the Test of English as a Foreign Language, or 213 on the computer-based test. Moreover, all students must demonstrate their facility in written English by completing Eastern's three-stage University Writing Program requirements.

Undergraduate Degree Programs

Eastern has continued to expand its academic programs in line with its mission as a public liberal arts university. Department faculty design major programs aligned with the content and methodologies in their respective fields. Major programs at Eastern range from 33 to 72 credits; all degree programs require a progression from introductory to advanced coursework, and most include a capstone experience in which students synthesize what they have learned throughout the course of their studies. All University programs and their requirements are disseminated in the University Catalog, which is updated annually, and every academic department maintains a homepage where program requirements are clearly stated. All undergraduate students, regardless of major, are required to complete the LAC (see General Education below). During their first year, full-time students also complete an [Eastern in 4](#) plan, in which they outline the courses they will take as they progress through their major, the LAC, possible minors, and any planned electives.

Students have the option to develop an individualized major typically comprising a combination of courses from across two different disciplines, allowing them to customize their education according to their career interests. At the student's request, each relevant department appoints faculty advisors who coordinate with their respective deans for an individualized plan of study, which must be approved by the dean and the Individualized Major Committee. This programmatic flexibility allows students to acquire proper skills in combined fields of study, typically in line with a particular career path.

The revised learning outcomes in the LAC are focused on the essential skills that all Eastern graduates should possess upon completion of their degrees. It is expected that these skills will be scaffolded throughout the revised LAC curriculum, a revision process that started in the spring of 2020. These skills will also be embedded in the curriculum of each major, ensuring that they will be reinforced from the perspective of each discipline. Assessment of student mastery in these skills will continue so that results are continuously used to improve the curricula in both the LAC and all majors. (See Standard Eight for more details.)

General Education

Eastern's LAC provides a coherent curriculum with the necessary breadth, depth, continuity, and sequential progression for a public liberal arts university. However, as will be discussed in the Appraisal section of this standard, Eastern's LAC has proven unworkable and is being revised. This revision process has been merged with the work of the Employability Council so that these two significant initiatives are aligned and can be effectively implemented.

The current LAC follows three guiding principles—engagement, integration, and independence—and seeks to enable students to accomplish several goals ranging from productively engaging in multiple modes of thinking to fostering curiosity and a passion for learning. The 46-credit program has three tiers. Tier I requires students to explore the Arts and Humanities, Historical Perspectives, Social Sciences, Mathematics, and the Natural Sciences as disciplines, as well

as complete the required First Year Program course (FYI 100) and a College Writing course. Tier I courses focus on the development of critical and analytical modes of thinking as the central learning objective. In Tier II, students are required to synthesize and apply, in five areas, the knowledge they gained in their Tier I classes. The five areas of focus in Tier II are Applied Information Technology, Creative Expressions, Cultural Perspectives, Individuals and Societies, and Natural Sciences. Tiers I and II include offerings that focus on the subject matter and methodologies of the disciplines as well as their relationships to one another. Tier III requires that students reflect on and draw connections among the elements of their entire liberal arts education in an upper-level capstone course, usually within their major. Eastern's LAC requirements seek to ensure that all students not only take courses from a range of disciplines but also synthesize what they have learned through independent inquiry at an advanced level. The thrust of this program is to guide students as they develop both intellectual and social independence. As of the fall 2019 semester, 317 courses were offered in the LAC. Courses range from Introduction to Modern World History as a Tier I Historical Perspectives course, to Psychology of Gender as a Tier II Individuals and Societies course, to Political Economy of Labor Relations as a Tier III Liberal Arts Experience capstone.

In addition to the LAC, all bachelor's degree-seeking students must complete the University's three-stage Writing Program. Stage I is the College Writing component of the LAC (met by English 100 or English 100P), and Stages II and III comprise writing-intensive or writing-enhanced courses within the student's major. This structure is designed to help students learn how writing shapes and aids thinking; to understand the discursive cultures and conventions of their disciplines; and, through practice and revision, to confront their insecurities about writing in order to become better, more confident writers in the careers they will enter when they graduate.

Students are also required to use information resources and information technology in most of their major and LAC courses as part of a specific focus on information literacy and the development of independent inquiry skills. Information literacy skills are also emphasized across the curriculum. Specifically, all freshmen are required to attend library orientation within their first semester to learn information literacy skills and take the mandatory First Year Program course, FYI 100, which includes a series of peer mentor-led sessions on using critical technology tools. Also, most sections of the required first-year writing course (ENG 100 or ENG 100P) include library sessions that introduce students to scholarly databases and the evaluation of sources. A further discussion of information and technological literacy, including programs offered by Eastern's library, can be found in Standard Seven.

The Major or Concentration

Whereas the LAC was intended to give students a substantial and coherent introduction to the broad areas of human knowledge, its theories, and its methods of inquiry, each student also pursues an academic major requiring in-depth study in at least one disciplinary or interdisciplinary area. As is required by state regulations, all Education majors must complete a second major in a discipline that relates to the content they aspire to teach.

The University currently has 40 undergraduate majors and 60 minors, including nine majors that have been approved since its 2010 reaccreditation: Anthropology, Criminology, Data Science, Finance, Health Sciences, Liberal Studies, New Media Studies, Philosophy, and Women's and Gender Studies. The addition of these majors was part of the 2013 Strategic Plan's initiative to seek the development of academic programs that meet the evolving interests of students and the demands of the global economy. The creation of each of these majors required only minimal initial investment of resources, as faculty were already on hand to staff each program. As each major grows, additional faculty are hired to meet demand.

Each major or concentration within a major has clearly articulated learning outcomes that can be found on the department’s website. These learning outcomes reflect the outcomes in the LAC but also include discipline-specific outcomes derived from the unique character of that discipline or concentration. The curriculum within each major or concentration is designed to teach students both the content and methodologies of each discipline as the student moves from introductory to upper-level courses. Aptitude in the skills embedded in the learning outcomes is scaffolded throughout the major, allowing students to develop and ultimately master those skills.

Graduate Degree Programs

Eastern offers eight master’s level graduate degrees in Education and Business, and in the fall of 2020, it enrolled 170 students (84 full-time and 86 part-time), of which 159 matriculated (see Data First Form 4.4 and Table 4.1 below). Among these programs, the institution’s Master in Educational Studies is the newest, while Eastern’s Master in Reading Language Arts is in the process of being discontinued.

The University’s graduate programs are professionally oriented and designed and operated by professionally experienced faculty members who make scholarly contributions appropriate for their respective fields. The graduate programs have been designed with cohesion and the flow from one course to another in mind. The Education and Accounting programs have clear expectations of undergraduate-level preparation needed for progression into the graduate-level courses. Because many graduate students apply immediately following the completion of an undergraduate degree, the courses in Eastern’s graduate programs are designed and sequenced to build upon undergraduate-level work. Conversely, courses in the Organizational Management program are designed with the expectation that students bring to bear several years of experience as practitioners. All programs are geared for working adults but also allow for full-time students to complete them in one year. See the table below and Data First Form (DFE) 4.4 for matriculated graduate student enrollments over the past four years.

Table 4.1: Matriculated Graduate Student Enrollments, 2017 to 2020

Program	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Accounting	19	25	31	32
Organizational Management	32	29	24	22
Education				
Early Childhood Education	28	25	27	25
Educational Studies	0	6	18	14
Educational Technology	5	4	6	11
Elementary Education	49	37	23	26
Reading Language Arts	1	0	0	0
Secondary Education	37	38	22	29
Total	171	164	151	159

In [Education, graduate degree programs](#) are offered in Early Childhood Education, [Educational Studies](#) (with strands in Dual Language Learners, Early Childhood Education, English

Language Arts, Reading Language Arts, and STEM), [Educational Technology](#) (a completely online program), Elementary Education, and Secondary Education. Three of these programs lead to certification: Early Childhood Education, Elementary Education, and Secondary Education. The purpose of the Educational Technology and Educational Studies programs is to allow experienced teachers or other K–12 personnel to advance their subject matter and pedagogical knowledge, thereby satisfying the expectations of the National Board for Professional Teaching Standards. The strands of the Educational Studies program share common, foundational courses but differ in discipline-specific content and pedagogy courses.

Programs in teacher education are designed, in part, to satisfy the requirements of the NCATE, meet the standards of professional associations, and meet state certification regulations. The University's Education Department and Kinesiology and Physical Education Department gather and analyze data for continuous program improvement on an annual basis in the following areas: program admission and retention data, multiple measures on the effectiveness of teacher candidates, satisfaction of employers and alumni, satisfaction of program completers, graduation rates, the ability of completers to meet licensing and other state requirements, the ability of completers to be hired in education positions for which they have prepared, and student loan default rates. These data, in addition to NCATE's annual reports and other recent accreditation documents, are made available to the public on Eastern's School of Education and Professional Studies [website](#).

In Business, a master's level program is offered in Accounting, and an interdisciplinary master's program is offered in Organizational Management. The [Master in Accounting](#) is designed to prepare students for the Certified Public Accountant (CPA) exam and licensure by providing the 30 additional credits of advanced-level courses required in Connecticut. Learning outcomes for the Accounting program are drawn from the American Institute of Certified Public Accountants. This program has recently converted to the synchronous online delivery of all courses, where the content is delivered over Webex from a room equipped to capture the in-class environment. Local students are given the option to attend in person as often as they want or participate in class sessions remotely.

Eastern's interdisciplinary [Master in Organizational Management](#) is designed for the development of mid-career professionals who have become supervisors and managers and need to develop their awareness and understanding of industry-level best practices, field-specific theories, and the skills associated with their evolving responsibilities. The design of this program requires students to draw upon work experience to understand management theory at a more advanced level than is possible for traditional undergraduate students.

Because the Accounting and Education master's degrees are geared toward professional exams or certification, a research component is not required. However, Educational Technology students must submit a portfolio of work upon completion of the program. The Organizational Management master's degree, on the other hand, emphasizes the ability to locate or commission relevant research and use findings in an organizational context. Further, a thesis option is available for Organizational Management students depending on their interest in research-based careers. Those students who choose not to complete a thesis must pass a comprehensive examination at the conclusion of the program.

All graduate programs are overseen by the Dean of the School of Education and Professional Studies and the [Graduate Division](#). The dean evaluates and approves graduate program structure, curriculum, assessment, and accreditation and manages program admissions and dismissals. Admission to Eastern's Accounting, Organizational Management, and Educational Technology master's programs require at least a 2.7 undergraduate GPA, and the Early Childhood Education, Educational Studies, Elementary Education, and Secondary Education programs require an undergraduate GPA of at least 3.0. Applicants must also submit recommendations from

academic or professional references. In special circumstances, students may be admitted provisionally to allow them to demonstrate the appropriate qualifications. All graduate programs require the completion of at least 30 graduate-level credits, and the grading system for graduate-level courses defines higher-level performance as “expected,” with no credit awarded for grades below a C. The Provost, in consultation with the dean, allocates resources in the form of funding, faculty lines, and physical space, as necessary, for the support of these programs.

Transfer Credit

Credit transfer policies are in place to ensure a smooth transition for transfer students. The University participates in the CSCU system’s Transfer and Articulation Policy (TAP) to provide a seamless transition for students from one of the state’s 12 community colleges. TAP agreements have been approved for 16 majors at Eastern. The TAP program guarantees that if a student completes the approved set of courses at a Connecticut community college, determined by their chosen field of study, their credits will transfer such that they will need to take no more than 60 additional credits to earn a bachelor’s degree at Eastern. Faculty and staff throughout the CSCU system, including those at the affected community colleges, review and approve any changes to a TAP agreement. Once approved, these changes are published online on the appropriate college and university websites, as well as on the [CSCU system website](#).

Faculty in each academic program review and approve the transfer equivalency of existing courses. The Admissions Office supervises the process and criteria for reviewing transfer transcripts, as is stated on the Admissions and Advising Center websites. Continuing students may take classes at other colleges and universities as long as 1) courses approved for transfer have been taken for credit with an earned grade of C- or higher, 2) the college or university is accredited, and 3) junior- and senior-level courses are taken at a four-year institution. Further, a course-equivalency tool is available on the Advising Center [website](#) to allow continuing students to determine course options at other colleges and universities that are equivalent to specific courses at Eastern.

In the case of graduate programs, Eastern’s Graduate Transfer Credit Policy stipulates that no more than six credits may be transferred from other institutions. Transfer credit may be approved by the Dean of the Graduate Division when 1) graduate courses have been completed at an accredited institution, 2) courses to be transferred carry a grade of B or higher, and 3) the courses to be transferred are related to the student’s program at Eastern. Overall, Eastern’s transfer credit policies were developed with the integrity of its curriculum, programming, and mission as the central focus. However, the University strives to remove any unnecessary barriers to the acceptance of transfer credit through its participation in the TAP program, its transfer credit approval process, and its ongoing transfer advising structure.

Integrity in the Award of Academic Credit

Eastern’s undergraduate and graduate degrees follow the practices common to American institutions of higher education in terms of both program length and content. Eastern functions under a semester system; therefore, classes are structured to meet for 15 hours for each credit, whether on-ground, online, or as a Global Field Course. Students receiving credit for study abroad, internships, and independent study are evaluated by relevant supervising faculty members and any program-related, external supervisors. In all courses, students are provided with comprehensive syllabi and clearly stated grading procedures. All courses require a minimum number of one contact hour for every credit with the instructor of record, and the course content must be sufficient to require two hours of work outside the classroom for every hour inside the classroom.

The University’s criteria for awarding academic credit, as outlined in the University Catalog, continues to be consistent with NECHE policy, and course content is comparable to professional

society guidelines for the field of study. Through the Curriculum Committee, course content is evaluated to ensure it is commensurate with the course's academic level and established learning outcomes. All course design, including independent studies, internships, and Global Field Courses, is performed by faculty members with expertise in their fields and overseen by the appropriate academic dean and the University's Curriculum Committee. The evaluation of student learning is based on SLOs established within each major or the LAC, which are stated in the syllabus for each course.

Undergraduate majors' credit requirements range from 33 to 72 credits across all programs. Even in the case of the most credit-heavy majors, the total number of credits required, including the 46 credits required for the LAC, do not exceed 120 credits and can be completed in four years. Requirements for each degree and the LAC are published on the University website, in the University Catalog, and in other outlets. Students are expected to work with their faculty and professional advisors to keep their [Eastern in 4](#) plans up-to-date to ensure they remain on track to graduate in four years. The evaluation of each student's academic progress is conducted by the Registrar every semester, with degree audits available at any time through Degree Works to indicate any requirements still needed for degree completion. To ensure students can take the required courses, deans monitor students' progress and project demand for the courses needed to complete degree and LAC requirements. The only exception to the 120-credit graduation requirement can occur with Education majors, as they are required, per Connecticut Department of Education requirements, to also major in a second discipline. Advisors work with Education majors to select a second major that can realistically be completed within 120 credits.

Eastern also offers select courses at local high schools in accordance with the National Alliance of Concurrent Enrollment Partnerships guidelines for concurrent programs. According to the agreement reached between the BOR and the AAUP in 2016, department chairs or their designees must supervise high school faculty who are teaching dual enrollment courses, and Eastern faculty are compensated for this work. Accordingly, dual enrollment courses and syllabi are reviewed by designated faculty members annually to ensure the curriculum is consistent with University coursework. Any changes to coursework in dual enrollment courses are reviewed and must be approved by the appropriate discipline's department faculty.

During the summer and winter sessions, Eastern offers some courses on a concentrated timetable. For the summer session, this includes on-ground courses offered during two five-week sessions, as well as condensed courses offered during two-week, three-week, and Saturdays-only sessions. Online courses are also available during the summer and winter sessions. For the winter session, Eastern offers a two-week, on-ground session and online course options. All condensed courses are subject to the same standards as other courses, including faculty contact hours and proportional time for the completion of work outside the classroom. These courses are offered under the supervision of an academic department and are taught by faculty who regularly teach at the University.

Eastern continues to offer a limited number of online courses for both undergraduate and graduate programs, with only one fully online, asynchronous program, the Master in Educational Technology, and one synchronous online program, the Master in Accounting. In the fall of 2010, 1.6 percent of total course sections were online and the combined number of sections that were online-only or hybrid made up 2.5 percent of the total course sections. Since then, procedures to manage both the number and quality of online courses have been institutionalized, and in the fall of 2019, Eastern offered only 18 online-only sections, 15 sections of on-ground hybrid and online hybrid sections, with 923 sections of traditional classroom lectures or seminars offered. This means that online or partially online course instruction was limited to 3.5 percent of the total course sections offered that semester, including graduate courses. These numbers do not include laboratories,

internships, practicum, independent studies, student teaching, studio work, and thesis supervision, all of which are conducted in the traditional on-ground format. (See DFF 6.16 for additional information on online and hybrid sections offered by academic year.) Current University policy, as established and refined by a series of Senate bills, requires that programs limit their online course offerings so that no student may complete an undergraduate major, certificate, or degree program with 50 percent or more of the credit hours taken online. Furthermore, this policy prohibits first-year students from taking online courses during their fall and spring semesters, while limiting online courses during the fall and spring semesters to classes within the LAC categories of Tier II: Natural Science and Tier II: Cultural Perspectives. Under [SB 17/18-05](#), no other online courses are permitted during the fall and spring semesters unless approved by the appropriate dean to meet specific educational objectives.

These policies were temporarily suspended in March 2020, when Eastern moved all courses online in response to the COVID-19 crisis. The University reopened in the fall of 2020 with 60 percent of courses using some on-ground format. To adhere to COVID safety protocols and reduce density on campus, Eastern offered courses in four different modalities. Some smaller classes were offered in the traditional on-ground format in spaces large enough to hold the instructor and all students at one time. About 40 percent of courses were offered completely online. The remaining classes were in either the hybrid rotating-students model or the hybrid rotating-class model. Under the rotating-students model, the instructor was in the classroom for every class session, with about one-third of the students also in the room. The remaining students participated in that class session online. Each student would rotate on-ground or online depending on their assigned days to ensure the number of people in the room for any class session did not exceed the COVID cap for that room. Under the rotating-class model, the entire class would meet on-ground for one session in a large space, then online for the next session. For example, an FYI 100 class that met on Tuesdays and Thursdays might meet in the Proscenium Theatre, which could accommodate 25 students, on Tuesdays and meet online for the Thursday session while a different class met in the theatre. All instructional spaces were equipped with cameras and boundary microphones to allow for synchronous online instruction, particularly under the rotating-students model. Once it is safe to return to normal on-ground classes, the existing policies that limit online offerings will be reinstated.

To further ensure the quality of online instruction, before offering a course online, departments are required to submit a proposal to the Curriculum Committee articulating how course elements align with best practices in online education, including those articulated by Quality Matters, the Western Interstate Commission for Higher Education's Cooperative for Educational Technologies, and the Instructional Technology Council. Additionally, SB 17/18-05 includes an explicit statement that all courses and course sections classified as online learning must adhere to the New England Commission of Higher Education's "Guidelines for the Evaluation of Distance Education (On-line Learning)." The bill also outlines professional development requirements and support available from Eastern's Center for Instructional Technology (CIT) for faculty offering online courses. These requirements further ensure the utilization of best practices, including frequency of student-faculty interaction in online courses. To ensure that academic credit is earned through the participation of the registered student and not a third party, the University adopted the [CSCU Policy Statement on Student Use of University Computer Systems and Networks](#). This statement specifies that unauthorized uses for students include, but are not limited to, "sharing one's own computer account with others or using another person's accounts." This policy is made available in the [Student Handbook](#). Eastern also participates in the National Council for State Authorization Reciprocity Agreements through the state of Connecticut to ensure uniform treatment of students taking online courses regardless of the state where the student resides.

In all of their work, students are subject to the University's [Academic Misconduct Policy](#). This policy was created to provide a mechanism for dealing with cases of academic misconduct involving plagiarism or academic cheating of any kind and is outlined in the Student Handbook and on the [Academic Misconduct website](#). Students are made aware of this policy early and often, beginning with freshman orientation and continuing throughout their academic careers, with regular presentations made by RAs and standard statements of academic integrity placed in the syllabi of most courses.

Students coming to Eastern with significant work experience or professional certification in specific disciplines may apply for [CLL](#). This program, which engages faculty in the life experience review process, is overseen by the School of Education and Professional Studies. Only matriculated students are eligible to be considered for these credits. CLL options include College-Level Examination Program testing, DANTES Subject Standardized Tests, and the Reverse Internship. All Reverse Internship applicants must be at least 25 years old and have five or more years of significant work experience in fields related to their coursework at Eastern; they may also be required to attend a noncredit portfolio preparation workshop. Reverse Internship credits are awarded based on the recommendation of the BGS Faculty Committee, which evaluates portfolios prepared by students with respect to their life experience in order to determine the appropriate equivalent academic credit. A maximum of 60 CLL credits for all types of nontraditional learning may be awarded to any individual student. Upon the recommendation of the BGS Faculty Committee, the Registrar applies credits to the student's transcript in the same manner that transfer credits are applied.

Current University [policy](#) stipulates that students who do not maintain a cumulative GPA of 2.0 will be placed on academic probation or dismissed from the University. A student who fails to attain the required GPA during the probationary semester is subject to dismissal. Students are reminded that the academic dean has the prerogative to dismiss any student who is not making sufficient progress toward a degree. The dean also can require a student to attend part-time (rather than full-time) or revise their academic plan. Students placed on academic probation are required to participate in the [Academic Support and Assistance Program](#) (ASAP), administered by the Advising Center, and must meet with their assigned probation counselor to review program requirements, course selection, credit loads, and other relevant information. This policy is stated in the University Catalog and on the Registrar's website.

Eastern has a well-defined readmission process for those students who wish to return to the institution. Readmission is subject to review of the applicant's history at Eastern, and students may be referred to specific offices on campus to help in their transition back to college life. Students who previously attempted less than 60 credits of college-level work during their initial matriculation at Eastern, earned a 2.0 cumulative GPA or less during that time period, and separated from the institution for at least three academic years can benefit from the institution's Fresh Start Policy. Under this policy, a student's prior academic performance is treated like that of a transfer student. Prior to admission under this program, students need to demonstrate evidence of academic or professional achievement since leaving Eastern. The policies and procedures related to readmissions are made available in the University Catalog and [online](#).

APPRAISAL

Eastern offers a diverse array of 40 undergraduate majors to 4,475 students (see DFF 5.2) in fields appropriate for a public liberal arts institution, and students in all majors can complete their degrees without exceeding 120 credits. All students are enrolled at the main campus (see DFF 4.1 and 4.2), and while a small number of students have taken a portion of their courses at one of the off-site locations in recent years, no off-site location offers 50 percent or more of a degree program or certificate (see DFF 3.2).

The requirements of each academic program can be found on the program's website and in the University Catalog. To ensure that students understand all program requirements, Eastern has moved to an annual catalog with Curriculum Committee deadlines that require any curriculum changes to take effect at the beginning of the following academic year. This change will ensure more consistent advising policies for current, incoming, and transfer students.

Because of the importance of providing clear information about program requirements and other information in a user-friendly digital format, Eastern makes every effort to post all pertinent information on the University website. For many years, the site had an inefficient search engine and design, making it difficult for members of the University community to find information on policies and procedures and making things even more difficult for prospective students. As a result, Eastern launched a new website in 2019, with the intention of providing clear, helpful, and engaging information to prospective students through both desktop computers and mobile devices. Assessing the effectiveness of the new website and adjusting how information is presented is an ongoing process.

Academic programs are systematically reviewed through the annual reports each May and the APR every seven years. Annual reports require departments to ensure their curricula reflect standards set by the national organization in that discipline and use assessment data to make improvements. The APR requires a more in-depth examination of each academic program, including substantive input from external reviewers. The APR had slowed in recent years, with numerous programs requesting and being granted deferrals, creating a backlog. This practice ended in the 2019-2020 academic year, with all requests for deferrals now denied by the Provost, except in truly extreme circumstances. The annual report and APR processes will continue to evolve; for example, the Senate bill establishing the APR criteria will be revised to implement Priority Area No. 1 in the 2020-2025 Strategic Plan, which seeks to "Promote processes to review and revise curriculum as disciplines and employer needs change." Several academic departments house majors that are out-of-date, and they need to review their programs to ensure that SLOs are embedded throughout the curriculum and students are developing the skills they need to be competitive in the 21st century economy.

In the fall of 2016, Eastern launched an initiative to encourage departments that had not already done so to develop and implement an assessment plan based on departmental SLOs. The annual report requires each department to report the assessment activities undertaken in that academic year and any changes that have been made to the program as a result of that assessment. To date, all departments have established SLOs and most have assessment plans evaluating the effectiveness of their curricula in providing students with the fundamental and specialized skills relevant to their fields. Departments use this information to improve their curricula and pedagogy. Despite the progress many departments on campus have made in terms of assessment, there are still several that are struggling with this process, and the University Assessment Committee is being restructured so it can provide more effective support. The Assessment Coordinator and the Assessment Committee created an [Assessment Handbook](#) and Academic Department Assessment Plan Template to further assist departments. Assessment can also be improved through the dissemination of results from the University Writing Program assessments. The University Writing Board currently assesses writing at the freshman level, but until the spring of 2020, those results were not shared with the Assessment Coordinator, the University Assessment Committee, or the broader campus community. Given that courses in Stages II and III of the University Writing Program are taught by the academic departments, faculty teaching those writing-intensive courses need to know student strengths and weaknesses to alter their courses accordingly. (More on assessments in Standard Eight.)

Eastern's LAC was implemented in the fall of 2008 after a three-year process to move from a general education distribution requirement to a series of core courses that better reflected a liberal arts mission. Unfortunately, this program was developed without consideration of how it would be assessed, largely because assessment was not a priority at Eastern in the mid-2000s. The LAC that was adopted more than a decade ago was coherent and did expose students to significant breadth across the arts and humanities, sciences, and social sciences. However, it was clearly too substantive, as it contained no fewer than 100 SLOs across 23 distinct categories and 46 credits.

The LAC was scaffolded into three tiers, with the intention of using Tier I courses to provide a foundation for more advanced learning. Specifically, students were expected to build foundational knowledge of methods and concepts in Tier I, synthesize their learning and apply this knowledge in Tier II, and conclude their liberal arts education in Tier III with a capstone course. Within this structure, Tier I contained an additional nine categories and Tier II an additional five. Essentially, the LAC was designed to provide each student's liberal arts training almost exclusively through this program, with little required of the curricula in the majors. The one exception was four SLOs that were to be integrated across the LAC and major curricula: communication, critical thinking, ethics, and information literacy.

This very ambitious program has proven impossible to implement and assess for two primary reasons. First is the sheer number of SLOs contained within the program (see Table 4.2 below). The second problem is that most LAC courses are simply major courses that have been adapted to fit within a particular LAC tier and category. In many of these cases, instructors continue to focus on discipline-based content that students in the major will need in upper-level courses, giving less or no attention to the SLOs that are expected to be taught in that tier and category. In this sense, the LAC more closely resembles the distribution-based general education model it was meant to replace. Further, where departments have created courses solely to serve the LAC, those courses tend to be taught by part-time faculty, not full-time faculty, who presumably have a deeper understanding of Eastern's liberal arts mission. Thus, while Eastern's LAC ensures all students are exposed to an adequate breadth of courses across the arts and humanities, the sciences, and the social sciences, the University is unable to substantiate the claims it makes regarding each graduate's abilities in relation to each of the 100 SLOs. Further, it is unlikely that the program contains sufficient rigor to achieve those goals.

The beginning of the end for this LAC came in the spring of 2016 when Eastern began to develop a plan to assess the program. Eastern had submitted its interim fifth-year report to what was then NEASC in 2015 and received the Commission's response. The response indicated, among other things, that Eastern needed to better use the results from the assessment of its academic programs for improvement. This response prompted increased attention to assessment, particularly of the LAC, which had not been assessed during its then-seven-year existence. As a result, the University Assessment Committee was created as a standing committee of the Senate. Because the total number of SLOs within the program was overwhelming, the committee decided to begin with the four SLOs that were to be integrated across both the LAC and major curricula, while also working with the academic departments to ensure they were conducting assessment within their programs. As will be discussed in greater length in Standard Eight, a persistent theme that arose from the assessment efforts from academic years 2016-2017 through 2018-2019 was that these core SLOs could not be assessed because most instructors in LAC courses were not designing assignments that allowed students to demonstrate their achievement of those outcomes. Essentially, it was very difficult to assess whether students were achieving any of these outcomes because so few courses required students to demonstrate their development of these skills in a measurable way.

Table 4.2: Student Learning Outcomes in the Liberal Arts Core

LAC Section	Subcategory	# of SLOs
Core Abilities of the LAC	None	8
Integrated Across LAC and Majors		4
	Oral, Visual, Written Communication	4
	Critical Thinking	Never established
	Ethics	4
	Information Literacy	8
Tier I: Methods and Concepts		6
	First Year Program	3
	College Writing	6
	Arts and Humanities: Arts in Context	6
	Arts and Humanities: Literature and Thought	3
	Health and Wellness	4
	Historical Perspectives	5
	Mathematics	5
	Natural Sciences	3
	Social Sciences	4
Tier II: Synthesis and Application		3
	Applied Information Technology	4
	Arts and Humanities: Creative Expressions	4
	Cultural Perspectives	4
	Individuals and Societies	4
	Natural Sciences	4
Tier III: Independent Inquiry	None	4
Total		100

As Eastern struggled to assess just four of the 100 SLOs in the LAC, the President decided that a revision of the program was needed. In the spring of 2019, the Liberal Arts Core Learning Outcomes Revision Committee (LAFLOR) was created and charged with three tasks to complete over the 2019-2020 academic year: narrow the number of core SLOs that applied to all students from 100 to a more manageable number of four to six, clearly define each outcome and its

components, and develop an assessment plan for each outcome, including assessment tools. In the spring of 2020, the University Senate approved a new set of LAC core learning outcomes: critical thinking, communication, creativity, ethical reasoning, and quantitative literacy. During this revision, LACLOR worked closely with the Employability Council to ensure that the employability competencies embedded in the Employability Plan were the same as the SLOs in the LAC. This would prevent the need for faculty to incorporate two sets of skills in their courses and avoid confusion among students. The Employability Plan that was approved by the University Senate in the fall of 2020 lists the LAC learning outcomes as the employability competencies that departments will embed in their curricula.

The next step is to revise the structure of the LAC to ensure that these outcomes are deeply embedded within LAC courses and are effectively assessed. This process began in the spring of 2020, when LACLOR was reconstituted as the Committee on the Liberal Arts Core (COLAC) and charged with developing a new curriculum for the LAC to ensure that all courses within the program are focused primarily on the core SLOs. To ensure that the new SLOs are effectively taught throughout the LAC, Eastern received a two-year grant of \$245,000 from the Davis Educational Foundation. This grant will provide significant support in implementing Priority Area No. 2 in the 2020-2025 Strategic Plan, which calls for supporting faculty development in teaching. The grant will be used in the 2020-2021 and 2021-2022 academic years to create an Early Adopter program to train faculty to effectively embed the new SLOs into their courses. The faculty in the Early Adopter program will lead future workshops to ensure peer-to-peer dissemination of effective teaching methods across the faculty. This faculty development will include a focus on developing assignments that can be systematically assessed, creating a meaningful and sustainable culture of assessment of the new learning outcomes.

The BGS program has also undergone significant revision in the past two years. This program was developed as an option for nontraditional students seeking a degree, yet it was discovered that the number of traditional students declaring this major had dramatically increased. The number of graduates with this major had grown to 361 in 2018, making BGS the second-largest major in terms of graduates at the institution. The popularity of this major was most pronounced among traditional students who encountered hurdles that made completion of a discipline-based major difficult. To reverse this trend, the BGS program was removed from the Office of Continuing Studies and Enhanced Learning and placed in the School of Education and Professional Studies, where it is overseen by a faculty committee; the Assistant Dean position in Continuing Studies that had overseen the program was then eliminated. Professional advisors in the Advising Center now work with traditional students who are struggling to complete a program to find more appropriate majors, preventing most of these students from defaulting into the BGS major. As of the fall of 2020, the number of BGS majors had shrunk to 64. This number is expected to continue to decline as students who are currently in the major are advised into other majors or graduate and traditional students are discouraged from declaring BGS as a major.

Additional focus has been centered on the First Year Program, which is vital to the ongoing success of first-time, full-time students. In particular, the University analyzed student performance and retention as it relates to engagement in FYI 100, a required First Year Program course for freshmen. The results of this analysis showed that students failing or withdrawing from this course are retained at significantly lower rates than other students, prompting added attention to student engagement and success in this course. One point of concern has been that the program has struggled to recruit enough full-time faculty to teach FYI 100 in recent years. This has resulted in a heavy reliance on adjunct instructors. For example, in the fall 2018 semester, only 47.5 percent (19 out of 40) of FYI 100 sections were taught by full-time faculty members. As FYI 100 is intended to be each first-year student's gateway into the LAC, the University has worked to improve full-time

faculty participation in the program through programmatic initiatives funded by a Davis Educational Foundation grant during the 2017-2018 through 2019-2020 academic years. Grant goals included, among other things, new faculty training in critical thinking pedagogy, assignment design, and course assessment. One key finding of this assessment was that students had difficulty discerning the quality of various sources of information. This finding led to changes in the library-led session in FYI 100. This session, which was previously a lesson on how to evaluate web-based resources, became a lesson on comparing the differences in the quality of information made available in newspaper articles, magazine articles, scholarly articles, and various online sources in order to determine when it is appropriate to use each type of source. It is expected that the FYI 100 course will be transformed into a more traditional First Year Seminar as part of the LAC revision that will occur over the next few years.

In recent years, Eastern has experienced a decrease in undergraduate enrollment, with 5,035 degree-seeking undergraduate students enrolled in the fall of 2010 compared with 4,104 degree-seeking undergraduate students enrolled in the fall of 2020 (see DFF 4.1). This decrease of 18.5 percent is the result of changing demographics in the region and increased competition across institutions of higher education, renewing the importance of focused messaging regarding the liberal arts mission that makes Eastern unique among the four CSU institutions. The campus community's work to update the mission of the University to more succinctly express its core values (described in more detail in Standard One) can help to cultivate increased focus in this area. Additionally, the process of revising the LAC and its learning outcomes will provide additional focus with respect to internal messaging among all stakeholders so as to improve student performance related to the LAC SLOs as well as increase each community member's understanding of their meaning.

Eastern has also experienced variation in enrollment in its graduate programs (see DFF 4.4). The 2020-2025 Strategic Plan calls for greater assessment of these programs, which is needed, and systematic efforts to ensure the curricula are keeping pace with rapidly changing workforce needs and evolving technology. (Standard Five provides additional discussion regarding enrollment trends.)

PROJECTIONS

In the 2020-2025 Strategic Plan, Priority Area No. 1 calls for Eastern to promote processes to review and revise curricula as disciplines and employer needs change. To promote this process, the annual report and APR templates will be revised to encourage academic departments to use Burning Glass software to ensure their discipline-specific SLOs are those that employers are seeking, implement the Employability Plan, and embed the new LAC SLOs into their curriculum. As LACLOR has transitioned to COLAC, attention has turned to proposing a new curriculum for the LAC, including a revised First Year Seminar to replace FYI 100. This curriculum will be primarily focused on ensuring that students are achieving the new LAC learning outcomes and there is a robust assessment program to measure that achievement. Faculty development in teaching these outcomes is scheduled to begin in the summer of 2021 as the Davis Educational Foundation grant is implemented. The Graduate Division will also review all graduate programs to ensure the curricula is relevant to today's economy and that courses are offered in the modality that meets student demand.

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

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

?

Credit Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Current Year (FY 2021)	Goal (specify year) (FY 2022)
Freshmen - Undergraduate	?					
Completed Applications	?	5839	5,566	5,589	5,182	5,000
Applications Accepted	?	3604	3,668	3,543	3,612	3,600
Applicants Enrolled	?	925	973	874	841	900
% Accepted of Applied		61.7%	65.9%	63.4%	69.7%	72.0%
% Enrolled of Accepted		25.7%	26.5%	24.7%	23.3%	25.0%
Percent Change Year over Year						
Completed Applications		0.4%	-4.7%	0.4%	-7.3%	-3.5%
Applications Accepted		0.4%	1.8%	-3.4%	1.9%	-0.3%
Applicants Enrolled		1.0%	5.2%	-10.2%	-3.8%	7.0%
Average of statistical indicator of aptitude of enrollees: (define below)	?					
Transfers - Undergraduate	?					
Completed Applications		901	804	741	638	600
Applications Accepted		708	637	567	511	500
Applications Enrolled		414	401	338	311	300
% Accepted of Applied		78.6%	79.2%	76.5%	80.1%	83.3%
% Enrolled of Accepted		58.5%	63.0%	59.6%	60.9%	60.0%
Master's Degree	?					
Completed Applications		60	81	67	75	80
Applications Accepted		45	49	44	55	60
Applications Enrolled		36	40	35	45	50
% Accepted of Applied		75.0%	60.5%	65.7%	73.3%	75.0%
% Enrolled of Accepted		80.0%	81.6%	79.5%	81.8%	83.3%
First Professional Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-

Please enter any explanatory notes in the box below

For Graduate Admissions, a large number of applications are submitted for the spring and summer terms. These applications are not reflected in the Fall-only application numbers.

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

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

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Current Year (FY 2021)	Goal (specify year) (FY 2022)
UNDERGRADUATE						
First Year	Full-Time Headcount	1,189	1,248	1,115	1,057	1,200
	Part-Time Headcount	417	347	389	384	400
	Total Headcount	1,606	1,595	1,504	1,441	1,600
	Total FTE	1,324	1,365	1,250	1,179	1,300
Second Year	Full-Time Headcount	1,111	1,012	991	876	900
	Part-Time Headcount	42	35	35	45	50
	Total Headcount	1,153	1,047	1,026	921	950
	Total FTE	1,129	1,031	1,010	889	940
Third Year	Full-Time Headcount	1,056	1,084	1,012	956	1,000
	Part-Time Headcount	115	112	74	87	90
	Total Headcount	1,171	1,196	1,086	1,043	1,090
	Total FTE	1,103	1,129	1,051	998	1,050
Fourth Year	Full-Time Headcount	854	903	945	824	900
	Part-Time Headcount	289	270	239	246	250
	Total Headcount	1,143	1,173	1,184	1,070	1,150
	Total FTE	957	991	1,026	900	940
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	4,210	4,247	4,063	3,713	4,000
	Part-Time Headcount	863	764	737	762	790
	Total Headcount	5,073	5,011	4,800	4,475	4,790
	Total FTE	4,513	4,516	4,337	3,965	4,230
	% Change FTE Undergraduate	na	0.1%	-4.0%	-8.6%	
GRADUATE						
	Full-Time Headcount	93	84	80	84	90
	Part-Time Headcount	116	103	90	85	90
	Total Headcount	209	187	170	169	180
	Total FTE	125	113	103	109	120
	% Change FTE Graduate	na	-9.4%	-8.8%	0.4%	
GRAND TOTAL						
	Grand Total Headcount	5,282	5,198	4,970	4,644	4,970
	Grand Total FTE	4,638	4,629	4,440	4,074	4,350
	% Change Grand Total FTE	na	-0.2%	-4.1%	-8.2%	

Please enter any explanatory notes in the box below

Graduate FTE is based on 12 credit hours, auditing students excluded. Fall enrollment during the fiscal year is reported, e.g., Fall 2020 enrollement is reported for FY 2021.

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

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

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

[About Eastern - Eastern \(easternct.edu\)](http://About-Eastern-Eastern.easternct.edu)

? Three-year Cohort Default Rate

? Three-year Loan repayment rate
(from College Scorecard)

(FY 2015)	(FY 2016)	(FY 2017)
5.70%	6.70%	7.30%
66.70%	69%	70%

4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)
\$34,628,807	\$35,080,752	\$35,069,746	\$37,184,994	\$31,642,915	\$26,155,072	\$26,650,000
\$6,571,409	\$6,545,133	\$7,330,925	\$7,695,044	\$7,165,533	\$6,267,227.00	\$6,500,000.00
\$27,864,471	\$28,390,924	\$27,565,202	\$29,318,144	\$24,286,760	\$19,739,681.00	\$20,000,000.00
\$192,927	\$144,695	\$173,619	\$171,806	\$190,622	\$148,164.00	\$150,000.00
\$661,162	\$1,173,109	\$1,726,396	\$1,540,809	\$1,641,872	\$1,914,327.00	\$1,600,000.00
\$8,363,882	\$8,913,623	\$10,910,758	\$11,777,139	\$11,902,253	\$12,047,858.00	\$12,000,000.00
\$8,363,882	\$8,913,623	\$10,910,758	\$11,777,139	\$11,902,253	\$12,047,858.00	\$12,000,000.00
\$0	\$0	\$0	\$0	\$0	\$0.00	\$0.00
\$6,281,489	\$7,571,063	\$7,766,909	\$8,719,187	\$9,983,861	\$7,678,360.00	\$8,000,000.00
\$854,504	\$1,918,403	\$3,067,249	\$4,219,923	\$4,814,287	\$4,026,479.00	\$4,200,000.00
\$5,426,984	\$5,652,660	\$4,699,659	\$4,499,264	\$5,169,574	\$3,651,881.00	\$3,800,000.00

? Student Financial Aid

Total Federal Aid	\$34,628,807	\$35,080,752	\$35,069,746	\$37,184,994	\$31,642,915	\$26,155,072	\$26,650,000
Grants	\$6,571,409	\$6,545,133	\$7,330,925	\$7,695,044	\$7,165,533	\$6,267,227.00	\$6,500,000.00
Loans	\$27,864,471	\$28,390,924	\$27,565,202	\$29,318,144	\$24,286,760	\$19,739,681.00	\$20,000,000.00
Work Study	\$192,927	\$144,695	\$173,619	\$171,806	\$190,622	\$148,164.00	\$150,000.00
Total State Aid	\$661,162	\$1,173,109	\$1,726,396	\$1,540,809	\$1,641,872	\$1,914,327.00	\$1,600,000.00
Total Institutional Aid	\$8,363,882	\$8,913,623	\$10,910,758	\$11,777,139	\$11,902,253	\$12,047,858.00	\$12,000,000.00
Grants	\$8,363,882	\$8,913,623	\$10,910,758	\$11,777,139	\$11,902,253	\$12,047,858.00	\$12,000,000.00
Loans	\$0	\$0	\$0	\$0	\$0	\$0.00	\$0.00
Total Private Aid	\$6,281,489	\$7,571,063	\$7,766,909	\$8,719,187	\$9,983,861	\$7,678,360.00	\$8,000,000.00
Grants	\$854,504	\$1,918,403	\$3,067,249	\$4,219,923	\$4,814,287	\$4,026,479.00	\$4,200,000.00
Loans	\$5,426,984	\$5,652,660	\$4,699,659	\$4,499,264	\$5,169,574	\$3,651,881.00	\$3,800,000.00

Student Debt

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

Undergraduates	77%	73%	75%	74%	72%	n/a	71%
Graduates	56%	66%	62%	56%	72%	n/a	68%
First professional students							

For students with debt:

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

Undergraduates	\$31,494	\$32,279	\$31,961	\$30,489	\$32,510	n/a	\$30,000
Graduates	\$30,030	\$34,371	\$35,194	\$39,987	\$35,946	n/a	\$34,000
First professional students							

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

Undergraduates	\$17,325	\$18,241	\$18,473	\$18,053	n/a	n/a	n/a
Graduate Students	\$27,106	\$23,834	\$24,875	\$43,868	n/a	n/a	n/a
First professional students							

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

English as a Second/Other Language	n/a	n/a	n/a	n/a	n/a	n/a
English (reading, writing, communication skills)	n/a	n/a	n/a	n/a	n/a	n/a
Math	n/a	n/a	n/a	n/a	n/a	n/a
Other	n/a	n/a	n/a	n/a	n/a	n/a

Please enter any explanatory notes in the box below

Figures are for all undergraduate and graduate students regardless of credit load or residency. Federal loan figures include the PLUS. Student Debt includes all loans (federal, PLUS, and private, etc...) paid in the year of graduation and any year prior. The Federal SEOG portion of grants and federal work-study include the 25% match from the institution in years required. State aid includes funds from all states. Institutional grants are inclusive of foundation funds and merit scholarships. Private scholarships are listed under Private Aid Grants. The three-year Loan Repayment Rate, as defined by College Scorecard, is based on the "Fraction of repayment cohort who are not in default, and with loan balances that have declined three years since entering repayment, excluding enrolled and military deferment from calculation. (rolling averages)". Average debt for students leaving the institution without a degree is calculated as all loan types paid in the last year of matriculation, and any year prior, for students matriculated during the reporting year that neither graduated nor matriculated the following year. Any graduate student that was also an Eastern undergraduate will have all undergraduate debt included in average amount of debt.

**Standard 5: Students
(Student Diversity)**

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

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information		Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed						
Male		2,127	1,370	344		
Female		3,025	2,227	494		
Graduate Admissions information						
		Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed						
Male		36	35	23		
Female		100	90	66		
Undergraduate Enrollment information		Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
Category of Students (e.g., male/female); add more rows as needed						
Male		1,551	323	1,874	1,643	2,006
Female		2,162	439	2,601	2,323	2,784
	Total	3,713	762	4,475	3,965	4,790
Nonresident Alien		24	5	29		31
Hispanic/Latino		484	84	568		608
American Indian or Alaska Native		5	5	10		11
Asian		100	40			0
Black or African American		337	54	391		419
Native Hawaiian or Other Pacific Islander		3	1	4		4

	2,362	506	2,868	3,070	
White					
Two or more races	138	21	159	170	
Race and ethnicity unknown	260	46	306	328	
Total	3,713	762	4,475	4,790	
First Generation	1,192	109	1,301	1,393	
Graduate Enrollment information					
	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
Category of Students (e.g., male/female); add more rows as needed					
Male	29	23	52	35	57
Female	55	63	118	74	123
Total	84	86	170	109	180
Nonresident Alien	2	0	2		2
Hispanic/Latino	6	10	16		17
American Indian or Alaska Native	0	0	0		0
Asian	3	0	3		3
Black or African American	2	2	4		4
Native Hawaiian or Other Pacific Islander	0	0	0		0
White	68	66	134		142
Two or more races	3	4	7		7
Race and ethnicity unknown	0	4	4		4
Total	84	86	170		180

Please enter any explanatory notes in the box below

Based on Fall 2020 data. Undergraduate admissions information are based on first time, full time students; graduation admissions information are based on all first time students.

Standard 5: Students
(Co-Curricular Activities and Opportunities for Student Leadership)

	AY17	AY18	AY19	AY20
Center for Community Engagement: Student Participation/Event Registration				
Female	728	633	644	682
Male	347	254	254	200
Not Provided	3	3	.	.
Total	1078	890	898	882
Nonresident Alien	0	0	0	8
Hispanic/Latino	216	212	90	121
American Indian or Alaska Native	1	0	0	0
Asian	41	52	53	22
Black or African American	139	127	127	93
Native Hawaiian or Other Pacific Islander	1	1	1	0
White	590	452	458	442
Two or more races	41	25	149	23
Race and ethnicity unknown	49	21	20	173
Total	1,078	890	898	882

	AY17	AY18	AY19	AY20
Center for Community Engagement: Volunteer Frequency				
Total Unique Volunteers	993	785	1027	834
Volunteers at One-Time Events	788	528	658	444
Volunteers at Recurring Events	417	419	584	560
Total Hours Served	21,411	23,258	27,561	25,996
Average Hours Served	21.56	29.63	26.84	31.17

CCE Community Student Participation/ Event Registration data collected based on registration for all events for the academic year with duplicates removed. Volunteer Frequency data is collected based on actual event attendance.

Standard Five: Students

A key element of Eastern's mission as a public liberal arts university is to enroll and retain a student body of both first-time and transfer students that is representative of the state's diverse population and capable of success at the University. Eastern offers undergraduate programs in a range of [majors](#), along with several [master's degree programs](#) in Education, Accounting, and Organizational Management.

In the fall of 2020, Eastern's total enrollment was 4,644. Undergraduates represented 96.4 percent of that population, with 84.6 percent of undergraduates enrolled full-time (see DFF 5.2). First-generation college students constituted 29.1 percent of the undergraduate population. Further, 41.9 percent of undergraduates were male, and 58.1 percent were female. Of those for whom race/ethnicity is known, 31.6 percent identified as non-white (Black/African American, Hispanic/Latino, American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, or of two or more races, see DFF 5.4). This is a significant increase from 2010, when students of color made up only 16 percent of the student population. According to the [U.S. Census Bureau](#), the non-white and/or Hispanic/Latino population of Connecticut is 33.1 percent.

ADMISSIONS: DESCRIPTION

The recruitment initiatives of Eastern's [Office of Admissions](#) include a variety of on-campus efforts and off-campus outreach. As a liberal arts institution, Eastern seeks to recruit a diverse group of students who wish to be active learners and go beyond a narrow focus on their majors to develop the skills contained in the [LAC SLOs](#). As a public institution, Eastern provides a high-quality, affordable education primarily for state residents who will go on to make a contribution to Connecticut's workforce. On-campus recruitment events include one large open house each fall, attracting approximately 1,000 prospective students and their families; two Admitted Student Decision Days in the spring, with approximately 500 total students attending; and year-round [campus tours](#) that include a 30-minute presentation by an Admissions counselor. The open house features an Academic and Support Services Fair to highlight majors, minors, and student support offices, as well as campus tours led by student ambassadors. The Admitted Student Decision Days offer mock classes with Eastern faculty and sessions on Housing, Financial Aid, Internships and Career Development, Advising and Academic Support, and Orientation. In response to COVID-19, the Decision Day in the spring of 2020 was moved online, with recorded mock classes, presentations from student support offices, and welcoming messages posted on the Admissions' website for prospective students to view. Likewise, the [fall open house](#) was replaced with a similar online program, with each academic department recording an introduction to their major.

A core commitment within [Eastern's mission](#) is to engage and support students from diverse backgrounds. Therefore, Eastern adheres to an Affirmative Action Policy and does not discriminate on the basis of age, race, gender, religion, economic background, sexual orientation, demographics, or physical or learning challenges in its admissions process. In order to attract students from diverse backgrounds, Admissions staff visit approximately 300 high schools in Connecticut, the Northeast, and beyond. Viewbooks are mailed to all prospective students and customized based on each student's major of interest and residency. To better showcase the campus, a step-by-step [virtual tour](#) was launched in 2014; it currently includes 25 stops, 24 videos, 78 panoramas, and 275 photos. In 2019 alone, Eastern's virtual tour had 8,400 visitors from 47 states and 40 foreign countries, who spent an average of nine minutes on the site.

Furthermore, Admissions uses two programs designed specifically to reach Connecticut students of color. Project Awareness brings students from districts with a high percentage of

minority students for a campus tour and lunch in the dining hall during the school day. College Knowledge is a three-day program for fifth- through ninth-grade students from targeted middle schools that teaches them about the benefits and opportunities of attending college and provides information about how they can prepare. Further, the University's Summer Transition at Eastern Program/Contract Admissions Program ([STEP/CAP](#)) provides an opportunity to enroll minority students who did not meet Eastern's admissions requirements. The [STEP/CAP](#) summer bridge program requires successful completion of a six-week, on-campus summer session before admission for the fall semester. The summer program provides students with two required LAC courses and additional workshops to help prepare them for success at Eastern. Students who complete the summer program are provided individualized academic support throughout the remainder of their academic career, including mandatory study and tutoring sessions throughout their first year. Applicants are selected for the program based on a thorough review of high school records and an assessment of college readiness through a personal interview.

The STEP/CAP program is part of the [University Opportunity Programs](#), a larger initiative to support students from underserved or unique populations, which is overseen by the Office of Continuing Studies and Enhanced Learning. Other programs included in this initiative are Achievement First and Promise Scholars (both for students from Hartford and New Haven), Higher Edge, students on academic probation, first-generation students, and [The Dream.US's Opportunity Scholarship program](#). Eastern was selected as one of two original partner colleges for the Dream.US program, which allows Deferred Action for Childhood Arrivals (DACA) students who are from a "lock-out" state—where undocumented students effectively have no access to higher education—to enroll at Eastern at no cost to the student. The Opportunity Scholars program began in the fall of 2016, with 91 percent of the first cohort graduating four years later in May 2020. Eastern is now one of four partner colleges and has the highest enrollment of Opportunity Scholars of all partner institutions.

Eastern's criteria for admissions and application processes are described fully on the Admissions website. Students may apply for full- or part-time admission using the Eastern Online Web Application or the Common Application, both of which are available on the website. Applications are reviewed on a rolling basis for admission to the fall or spring semesters.

Eastern seeks not only to recruit a diverse student population but also to ensure that admitted students will be able to succeed; therefore, as described in the University Catalog, Eastern's approach to undergraduate admissions is selective, based on academic performance and professional promise. The University encourages all interested students to apply for admission, and the Admissions staff evaluates all completed applications under a standard set of criteria. A new admissions rating system was developed for the 2019-2020 recruiting cycle, using statistical models developed from previous admissions data to identify variables that were strongly correlated with past student success. The rating considers high school performance, high school quality, and standardized test performance as an initial evaluation of an applicant. The rating system is adjusted for students who decide not to submit SAT or ACT scores, as Eastern's admissions are test-optional. About 20 percent of admitted students apply without submitting test scores each year. Beyond the rating system, student essays and letters of recommendation are used to evaluate student potential, along with trends in the applicant's high school performance and the applicant's unique personal circumstances. This holistic admissions process is intended to ensure that students who are admitted possess the skills and grit needed to succeed at Eastern. Recent improvements in the process should be reflected in improved retention and graduation rates going forward.

The financial aid model was also revised for the 2019-2020 recruiting cycle. When combined with the new admissions rating, this model is designed to better leverage financial aid to recruit students who are most likely to be successful at Eastern. The model uses three levels of merit-based

awards to attract and retain well-qualified students: Presidential Scholars, 1889 Scholars, and Warrior Scholars.

Particularly promising students are also encouraged to apply to the [University Honors Program](#). The Honors Council chooses Honors Scholars based on test scores, GPA, class standing, and an essay in the Honors Program application, as well participation in educational, social, cultural, or other cocurricular activities and a demonstrated desire and capacity to produce quality undergraduate research or creative work. The Honors Program uses a cohort model and enrolls up to 25 first-year students each fall, providing each with a scholarship covering tuition and fees for all four years, as long as GPA and other program requirements are met.

With regard to the University's Graduate programs, admission is overseen by the [Graduate Division](#) housed in the School of Education and Professional Studies. Radio ads, Facebook ads, brochures, websites, open houses, graduate fairs, personal outreach, and targeted recruitment by program staff are used to recruit new graduate students. Applications are accepted continually, with priority deadlines three times a year, and they are reviewed by the appropriate program's faculty before a final decision is made by the dean. The application process and criteria for admission to the various programs are available on the Graduate Division website and in the University Catalog.

APPRAISAL

In the face of a declining number of high school graduates in the state and across New England, the Admissions Office staff has worked hard to maintain enrollments, uphold standards for admission, and increase diversity. The use of the Common Application and other procedural changes have made the application and approval processes more efficient. Implementation of FolderWave application processing software has improved the speed of document processing and application review. As a result, the application process is generally completed within two weeks from the time an applicant submits all required materials. However, finding information about the admissions process and criteria has been problematic in the past. An ongoing issue for many years was the design of Eastern's website, especially for the Office of Admissions, the Office of Financial Aid, and other departments with information important to prospective students. In 2019, a new platform and template for Eastern's website was implemented with the purpose of providing clear and easy-to-locate information to prospective students via both computers and mobile devices. Assessing the effectiveness of this platform and adjusting how information is presented is an ongoing process.

As with most institutions in New England, Eastern has seen a decline in enrollment over the past four years. Table 5.1 shows that total undergraduate enrollment has been declining since the fall of 2016, with more substantial drops in 2019 and 2020 (see DFF 5.2 for trends in credit-seeking undergraduate student enrollment). A similar trend can be seen in the number of credit hours generated by undergraduate students, shown in DFF 4.5. While these decreases are partly due to a drop in incoming first-year students, larger proportional declines have come with transfer students. The latter reflects the declining enrollments that most Connecticut community colleges have seen in recent years. Overall, these trends reflect the increasingly competitive recruiting environment in New England, which is largely a function of a declining number of students graduating from high schools and the large number of educational institutions in the state and region.

Table 5.1: Total Fall Undergraduate Enrollment, 2016 to 2020

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Total Enrollment	5,171 1.5%	5,073 -1.9%	5,013 -1.2%	4,803 -4.2%	4,475 -6.8%
First-Time, Full-Time	995 2.3%	917 -7.8%	966 5.3%	864 -10.6%	838 -3.0%
Transfers, Full-Time	405 -2.2%	414 2.2%	353 -14.7%	305 -13.6%	259 -15.1%

Eastern has undertaken several initiatives in response to these enrollment challenges. Most significant is the adoption of the new admissions rating and financial aid models, with both derived from econometric modeling to better predict student success. After a failed attempt during the 2019-2020 recruiting cycle to automate the financial aid packaging process with respect to the new financial aid model, both the Admissions and Financial Aid offices were reorganized, and three new positions were created: the Director of Enrollment Management, the Associate Director of Financial Aid Operations, and the Director of Compliance, Student Employment, and Veterans Affairs. The Director of Admissions was promoted to the Director of Enrollment Management, where he now oversees both Admissions and Financial Aid. Day-to-day operations of each office are run by associate directors. This new team is working to automate financial aid packaging and improve the overall operations of the Financial Aid Office.

Two new initiatives were approved by the BOR in the fall of 2020. The first involves a partnership with the District of Columbia College Access Program (DC-CAP), a nonprofit organization that helps D.C. high school students get into college and complete their degrees. Under this partnership, each year, DC-CAP will assist in recruiting 25 high school graduates from Washington, D.C., who meet Eastern's admissions requirements. These students will receive a DC-CAP scholarship and institutional aid from Eastern and will enroll as DC-CAP/Eastern Scholars. The first cohort is expected to arrive in the fall of 2021. The second initiative offers a reduced tuition rate to students from New York and New Jersey. At more than \$40,000 a year, the cost of attendance for out-of-state students has become a significant deterrent to recruiting students from outside New England, and New York and New Jersey jointly graduate more than 300,000 high school seniors each year (compared with about 40,000 in Connecticut). In 2014, Eastern entered an agreement with the New England Board of Higher Education (NEBHE) to cap tuition paid by students from the other New England states at 150 percent of in-state tuition. For the 2020-2021 academic year, tuition, fees, and room and board cost \$26,738 for in-state students, \$29,820 for NEBHE students, and \$40,142 for all other out-of-state students. Under the proposal approved by the BOR, New York and New Jersey students will pay the same rates as NEBHE students beginning in the fall of 2021. It is projected that this change will ultimately yield an additional 100 students from those states each year. This projection is based on the fact that the number of students from New England states doubled from 73 to 146 just two years after the NEBHE rate was adopted.

The 2020-2025 Strategic Plan also calls for the creation of a Marketing Committee and a marketing plan. Eastern has historically lacked a coordinated plan for marketing, leaving this task to be handled by several offices and more than a dozen budgets, though primary responsibility was held by University Relations in the Institutional Advancement Division and Admissions in Academic Affairs. The Marketing Committee was created in the summer of 2020 and is co-chaired

by the Provost and the Vice President for Institutional Advancement. Other members include the Director of Enrollment Management, faculty, and Admissions and Student Activities staff. The committee’s first task was to hire a digital marketing firm in August 2020. The committee worked with this firm during the fall to develop a social media campaign to increase the number of applications and the yield of those applicants. The committee is also developing a marketing plan to ensure that marketing money is spent most effectively and that the results of marketing efforts are assessed.

Enrollment in graduate programs has also seen a slight decline in recent years, as is seen in Table 5.2 (see DFF 5.2 for trends in credit-seeking graduate student enrollment). To reverse this trend, the Graduate Division has adopted new recruiting management software and has revised its marketing plan. The Master in Accounting program also offers online synchronous instruction. Further, Objective No. 1 of the 2020-2025 Strategic Plan calls for the evaluation of all graduate programs to ensure the curricula and modes of delivery match student and employer demands.

Table 5.2: Total Enrollment in Graduate Programs, 2017 to 2020

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Graduate Enrollment	209	195	177	170

STUDENT SERVICES AND COCURRICULAR EXPERIENCES: DESCRIPTION

Eastern embraces a fully cocurricular approach to all of its services and experiences, seeking to enhance students’ learning, personal and professional development, and civic responsibility while ensuring that they enjoy campus life and maintain their physical and mental well-being. Accordingly, student services are integrated into the University’s strategic planning process and facilitated through both the [Division of Academic Affairs](#) and the [Division of Student Affairs](#). The 17 offices that comprise the Division of Student Affairs participate in their own strategic planning and annual reporting process that ensures their collaboration in supporting Eastern’s mission. All new incoming students are provided with extensive information about these services at the overnight [Student Orientation, Advising, and Registration](#) (SOAR) program in the summer, the two-day [Warrior Welcome](#) program at the beginning of the fall semester, and the one-day [transfer student orientation](#) sessions in late summer and early January, as well as by various other methods throughout their time at Eastern. Due to COVID-19, SOAR was conducted virtually during the summer of 2020, with live and prerecorded sessions for incoming students.

Every student is assigned a faculty advisor and professional advisor in the Advising Center. Faculty advisors work with students to establish their career goals and identify cocurricular opportunities to achieve those goals. Professional advisors help students understand curricular requirements and connect students to other offices, such as Financial Aid or Counseling and Psychological Services, as needed. Under the Employability Plan adopted in the spring of 2020, half of the academic departments have appointed an Employability Liaison to further guide students toward their career goals. Those departments without a liaison work with the Center for Internships and Career Development to serve in this role.

Once students are enrolled, the admissions ratings are used to sort them into different categories based on their likelihood of being retained at the University. Because the new admissions rating is based on predictive models of student success, it is a good proxy to use while more robust models are being developed. Students categorized as being at high or moderate risk of attrition are subject to more intrusive outreach by the [ASC](#) to connect them with appropriate support offices on

campus. The Opportunity Programs initiative was also created in early 2019 in an attempt to identify and respond to the needs of specific groups of students, such as those in the summer bridge program (STEP/CAP) and first-generation students. Through this initiative, Eastern is attempting to move away from the “one-size-fits-all” model of student support and provide more targeted and equitable support based on the unique needs of different groups of students.

Physical and Mental Health

Eastern is committed to supporting its students’ health and wellness, and these efforts are coordinated jointly through the Office of Student Health (aka [Student Health Services](#), or SHS), [Counseling and Psychological Services](#) (CAPS), and the Office of Wellness Education and Promotion. SHS meets the demand for high-quality student health care through easy access to same-day and next-day appointments as well as urgent walk-in visits. Additionally, SHS works closely with Athletics to screen for and manage the illness and injury of student-athletes.

Resources for students in need of mental health-related information, support, or clinical intervention are provided by [CAPS](#), which offers free individual and group counseling as well as urgent walk-in services for students in crisis. In academic year 2017-2018, CAPS expanded its staff to include two full-time post-graduate fellows and in academic year 2018-2019 hired a faculty member and licensed psychologist to supervise three additional doctoral level trainees. CAPS has provide four to six hours of medication management services each week for the past decade. However, in January 2019 CAPS expanded availability for medication management services by hiring a part-time contracted psychiatrist, doubling the hours offered. These expansions have helped to provide additional coverage to meet increasing student demand for mental health services. [The Student Intervention Team](#) (SIT) also provides a proactive referral procedure to engage students who may be at risk or in crisis.

[The Office of Wellness Education and Promotion](#) (Wellness Office), directed by a licensed professional counselor and certified prevention specialist, works closely with CAPS to provide wellness programing and services to Eastern students, thereby enhancing students’ capacity for academic and personal success. Wellness programs are developed to address the emerging needs of students based on national research on college student success, health, and campus climate and in collaboration with other Student Affairs units and faculty. Furthermore, the Wellness Office takes the lead in alcohol and drug abuse education on campus.

Academic Support

Services that support students’ academic success are coordinated through the ASC in collaboration with academic departments and the Office of AccessAbility Services. Academic and career goals are further supported by the Center for Internships and Career Development. Each office provides information on the services they offer and contact information on their websites, and descriptions of each office can be found in the University Catalog. These offices are also discussed during orientation for first-year and transfer students, and information about each is posted at the Groton site.

Academic Advising services are provided by both professional advisors in the ASC’s [Advising Center](#) and faculty advisors in the student’s major department. This dual advising model is designed to promote persistence and timely graduation while also helping students explore their career options and find the major that best fits their interests. Professional advisors provide one-on-one advising services for all new students, beginning with SOAR and Freshman Preference Registration. The Advising Center also accommodates transfer students with online advising and one-on-one and group advising at feeder community colleges. In the spring of 2020, the Advising Center hired a University assistant to work 19 hours a week, dividing her time among the three

nearest community colleges where most of Eastern's transfer students start their academic careers. This advisor works with community college students to plan their transfer to Eastern and in doing so provides assistance to the understaffed advising offices at those institutions. After the COVID-19 shutdown, this advisor continued to work with community college students remotely, holding over 150 advising meetings with new and prospective transfer students during the spring and fall 2020 semesters.

First-year students work with their professional and faculty advisors to create an [Eastern in 4](#) academic plan. These plans map the courses the student will need to take to complete their major, LAC, and credit requirements to graduate on time. The plans provide a road map for students to graduate in four years while encouraging students to take accountability for their educational plan and timely graduation. Students who have not chosen a major are assigned one of five "[exploratory](#)" [designations](#) in general fields of interest, such as Exploratory STEM, then assigned a faculty advisor in a related department to work with them to choose a major while they explore their options.

The ASC works proactively in several ways to identify students who are experiencing or may experience academic difficulty. First, predictive analytics are used to place students into four groups based on a Risk Assessment Model. Currently, the admissions rating for each student is used while more refined models are developed. Second, during the summer prior to their enrollment, all incoming first-time, full-time students complete a survey sharing any concerns about their transition to college life or academic preparation. This survey allows the professional advisors to identify students who may need intervention in specific areas. Third, instructors may use GradesFirst to alert a student's advisors of any issues the student may be facing. The advisors can then intervene to assist the student before it is too late. If a low GPA results in a student being placed on [academic probation](#), the student is required to participate in [ASAP](#), regularly meeting one-on-one with their professional advisor and attending weekly educational improvement workshops covering such topics as time management, overcoming procrastination, reading textbooks, and managing mental health. Finally, in the spring of 2019, the Opportunity Programs initiative was started to better serve at-risk students. This initiative seeks to identify and serve the unique needs of specific groups of students, including those on academic probation.

Support services specifically related to disabilities are provided through [the Office of AccessAbility Services](#). These services are designed to meet the unique educational needs of students with documented permanent or temporary disabilities. The office provides consultations about services offered at Eastern to prospective students with disabilities prior to their enrollment and hosts workshops to assist students with disabilities in transitioning and adjusting to the college setting. The office also provides faculty members with letters of accommodation on behalf of students and offers testing accommodations, note-taking assistance, audio textbooks, assistive technology, and one-on-one support programs.

[The Center for Internships and Career Development](#) offers an array of services and programming to facilitate student career development, including career coaching, resources such as the Focus2 professional assessment and exploration tool, and assistance with writing résumés and cover letters. Center staff conduct workshops and presentations for academic classes and student groups on a wide range of career-related topics and collaborate with academic departments in assisting students with career preparation. The center also collaborates with Alumni Affairs to plan Career Conversations, where alumni return to campus to speak about career readiness. Additionally, the center facilitates graduate school and career fairs, as well as Talk Tuesdays—recruitment days that give students the opportunity to connect with employers.

Diversity, Equity, and Inclusion

With a growing population of students of color, centers and programs that support diversity, equity, and inclusion are essential to the University's mission. The Arthur L. Johnson Unity Wing in the Student Center houses three centers—the [Intercultural Center](#), the [Women's Center](#), and the [Pride Center](#)—that collaborate to promote visibility, appreciation, and multiculturalism across varied intersections of student populations. These spaces actively prioritize the well-being, safety, and social, academic, and professional success of students from marginalized groups. The Unity Wing also works with the Office of Equity and Diversity to assess student perceptions of the campus climate regarding race and ethnicity.

Similarly, military veterans comprise approximately 4 percent of Eastern's student population, bringing experiences, skills, and mindsets that are often quite different from those of traditional students. Veterans Affairs is located in the Financial Aid Office with staff trained to assist those who served in the military with accessing benefits. Eastern also has a [Veterans Education and Transition Services Center](#), which serves veterans and current military members, helping them to share common experiences and camaraderie while also offering guidance and information about available benefits and campus services.

Financial Aid

[The Office of Financial Aid](#) works to make an Eastern education affordable to students by coordinating aid from federal, state, institutional, and other external sources; continuously seeking ways to make the application and award process easier; and providing information through a variety of means. Through collaboration with the Admissions Office, Financial Aid uses a packaging strategy tailored to fit the unique needs of Eastern's student population and mission, awarding aid based on the results of the Free Application for Federal Student Aid (FAFSA), cost of attendance, and academic performance. Aid eligibility is determined through the FAFSA, with necessary verification facilitated through Inceptia, a third-party agency. Additionally, the Financial Aid Office notifies students of their awards prior to the completion of verification so families are incentivized to complete their financial filings and can make plans accordingly. Extensive information about aid and costs is available on the Financial Aid Office website. The site links to a [Net Price Calculator](#) designed to assist families with early financial planning, and other links in the Applying for Aid dropdown menu provide further resources, including information about filing the FAFSA and understanding the federal verification process. Information about expected student debt upon graduation is included in the [Value](#) section of the University's online viewbook and on the College Score Card site. To help current and accepted students make informed borrowing decisions, individualized federal shopping sheets—which provide the University's cohort default and loan repayment rates—are available through the online self-service site. In addition to finding information online, students may visit the Financial Aid Office for in-person assistance.

Student Organizations, Residential Life, and Athletics

The [Office of Student Activities](#) supports a wide variety of student-centered and student-led social and cocurricular activities on campus. The [Campus Activity Board](#) is a student-driven organization that sponsors more than 60 events each semester to educate and entertain students of all backgrounds and encourage both resident and commuter students to become actively engaged in the University community. The board's student leaders gain experience planning, implementing, and evaluating diverse programs while practicing effective teamwork.

Similarly, the [SGA](#) involves students in campus governance and leadership in support of the student body. The preamble to the SGA constitution stresses the bond among students, faculty, and administrators—an essential feature that is in keeping with the University's mission as a liberal arts

institution. The SGA encourages a club and organization structure that emphasizes activities closely aligned with the University's academic programs and the ideals of civic engagement expressed in its mission.

Beyond the SGA and Campus Activity Board, numerous other student organizations provide opportunities for campus involvement and leadership. Currently, there are 95 active [student organizations](#) with student-led governing boards. These organizations plan events and fundraisers and participate in service opportunities on campus and in the community. The [LEAP into Leadership](#) program, for example, offers students an opportunity to expand their leadership skills through engaging, interactive monthly sessions. LEAP sponsors an annual leadership conference, which is typically attended by about 125 students and includes breakout sessions, interactive presentations, and a keynote speaker. Eastern also hosts a chapter of Omicron Delta Kappa, the national leadership honor society that recognizes and encourages superior leadership and exemplary service to the campus and community.

Student development is also supported by resources and programs coordinated by [the Center for Community Engagement](#) (CCE). The CCE's purpose is to build a culture of civic responsibility and engaged learning on campus by creating sustainable, effective relationships with community partners while providing students with valuable life and work skills. The CCE provides more than 50 weekly and one-time service opportunities, including tutoring and mentoring programs in local schools, juvenile and adult rehabilitation, and programs focused on cultural awareness, hunger and homelessness, and health and wellness.

Furthermore, with 85 percent of freshmen and 58 percent of all full-time undergraduates living on campus, the [Office of Housing and Residential Life](#) is committed to offering students a nurturing, safe, inclusive, and enriching living environment that fosters learning and allows students to grow intellectually and socially. RAs undergo an intensive training program where they not only learn University policies, procedures, and regulations, but also leadership and service skills. This training prepares RAs to act as resources for their residents and plan programs as part of a residential curriculum that exposes students to myriad different experiences and learning opportunities. At the same time, students living in residence halls have the opportunity to become more involved by serving as elected representatives in their Residence Hall Association or the [University Residential Outreach Council](#), the governing body for all residence halls.

By placing its highest priority on the overall quality of the liberal arts educational experience, Eastern's [Department of Intercollegiate Athletics, Intramurals, and Recreation](#) seeks to integrate its programs and goals with academic and developmental objectives to ensure the assimilation of student-athletes into the larger student body. Eastern competes at the NCAA Division III level, so student-athletes do not receive athletic scholarships. The University is committed to overseeing Athletics programs, which are funded through the University's annual budget request and allocation process. The [Student-Athlete Handbook](#), which includes detailed information about requirements for good academic standing, is regularly distributed and also available online. Additionally, new student-athletes participate in an orientation program—including a First-Year Check-in Week in October and April to ensure awareness of academic support resources—and individual meetings in April to discuss career plans.

Student Conduct

Oversight of policies and procedures for student conduct is overseen by the [Office of Student Conduct](#), with the mission of providing students with core values and lessons on how to act as a responsible adult in a community-based living and learning environment. In recent years, the office has moved away from a punitive approach to violations toward a more educational response, with a focus on students taking responsibility for their actions. The office makes a presentation at all

orientation sessions to open a dialogue on the rights and responsibilities of students, the expectations of the Eastern community, and how to live as a respectful, productive member of the local Willimantic community. Fall emails to all students share a link to the [CSCU Student Code of Conduct](#), and the office sponsors a number of events to engage issues of campus climate and community standards at both SOAR and student-athlete orientations.

Student Records

Policies regarding the disclosure of student records, outlined by the Connecticut BOR based on the Family Educational Rights and Privacy Act (FERPA), are outlined in the [Student Handbook](#) and on the [Registrar's Office website](#). A password-required online FERPA privacy waiver process provides an opt-in option for students to share academic, financial, and student affairs records with selected individuals, such as parents. Policies for record retention and disposition are governed by the Office of the Public Records Administrator and Connecticut statute.

APPRAISAL

Eastern's commitment to the development of students intellectually, professionally, and personally through cocurricular activities is bolstered by regular programmatic assessment. All academic departments prepare annual reports summarizing and assessing their activities at the end of each academic year, as do all units within the Division of Student Affairs. Student Affairs reports are compiled into a division-wide report that is subsequently published [online](#). Departments and programs use various instruments, including student surveys, combined with analyses of data—such as usage or participation statistics, retention rates, and satisfaction surveys—to identify student needs, programmatic areas of strength, and goals for innovation and improvement. Data and insights gleaned from these assessments are summarized to support the appraisal that follows.

Health and Wellness

In order to support students' physical and mental health, SHS and CAPS should schedule joint meetings to facilitate regular communication, coordinate office procedures, and collaborate in the delivery of more effective services. However, ties between CAPS and the Office of AccessAbility Services need to be strengthened to facilitate a smoother referral process. Collaboration between CAPS and AccessAbility Services are strong and characterized by a smooth referral process and collaborative programing efforts. Additionally, increased collaboration is needed among SHS, CAPS, and the Wellness Office in order to improve and expand outreach efforts.

SHS recently experienced a reduction in clinical staff, moving from four to three full-time clinicians, but it still averages more than 5,000 student visits per academic year. In 2019-2020, SHS worked with ITS staff to implement a new electronic medical records software system, with the aim of increasing the efficiency of the charting process and thereby allowing more time for student contact. During the COVID-19 pandemic, the director of SHS was instrumental in planning the safety protocols put in place for the fall reopening of campus. SHS staff were able to provide COVID tests as needed in addition to the weekly testing done by an outside contractor. SHS staff also were able to monitor students who were placed in isolation or quarantine to provide medical assistance if needed.

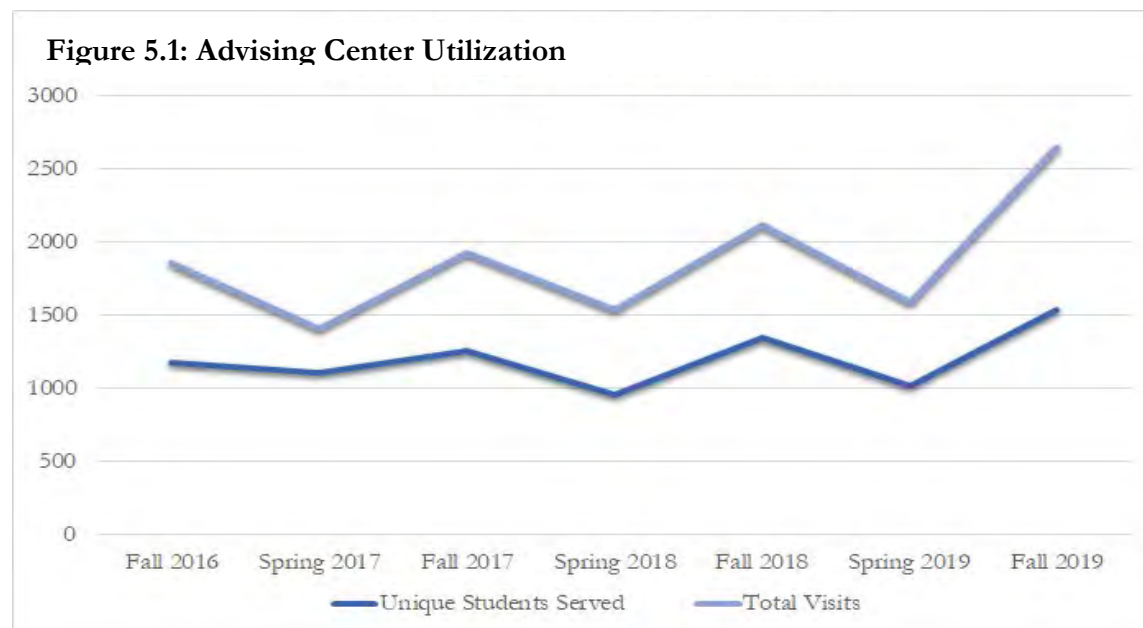
With the inclusion of a staff psychiatrist, CAPS increased its availability of psychiatric consultation and medication management from four hours per week provided by a psychiatric advanced practice registered nurse (APRN) to eight to 12 hours per week provided by a medical doctor. Similarly, in the 2017-2018 academic year, CAPS increased the number of graduate student trainee positions from three to seven, and in 2020-2021 to nine. CAPS remains committed to maintaining the current full-time staffing level at one director, three full-time counselors, two

postgraduate counseling fellows, and seven to ten graduate student trainees. When the campus was closed in March 2020, the staff at CAPS were able to quickly shift to remote sessions for groups and individuals. This telehealth model continued into the fall semester, providing access to care for those students who were not on campus.

Academic Support

The ASC has been a work in progress since the fall of 2018, when it became clear that despite significant investments in staff and other resources, retention and graduation rates were not improving. One reason was that the ASC had stopped using a model to identify at-risk students several years earlier and was instead predicting each student’s likelihood of being retained based on high school GPA and whether the student attended a library information session in their first semester. As a result, the ASC was unable to effectively predict the likelihood a student would be retained. In the fall of 2019, the ASC began using each first-year student’s admissions rating to identify at-risk students while a more robust model is being developed. While simplistic, the admissions rating is useful in predicting student success, at least in terms of their first-semester GPA. As a result of this model, the Advising Center was able to identify 325 at-risk, first-time, full-time freshmen at the start of the fall 2019 semester, 301 of whom met one-on-one with advisors as part of a system of proactive intervention. Similarly, GradesFirst software is being used to identify students with academic difficulties. In the first academic year it was used, 2015-2016, a total of 327 progress reports or alerts were entered into GradesFirst. In the 2019-2020 academic year, 815 GradesFirst cases were opened by 129 faculty and staff for a total of 530 individual students. Increased use of GradesFirst has resulted in more proactive interventions by both Advising Center staff and residence hall directors, but the majority of faculty still find GradesFirst too difficult to access and do not use it.

A second issue with the ASC was the fact that leadership in the Advising Center interpreted Eastern’s dual-advising model to mean that professional advisors should work only with students who had completed fewer than 45 credits. Professional advisors were discouraged from meeting with upper-class students, even when they sought help, and students were instead referred to their faculty advisor. This policy was particularly problematic for students with more than 45 credits who sought to change their major but were unsure of what they wanted to do. Beginning in the spring of 2019,



professional advisors are now instructed to meet with any student who seeks assistance, regardless of the number of credits they have completed, and each advisor sets aside certain hours each week to be available for any students who come to the center seeking assistance. As seen in Figure 5.1 below, use of the Advising Center appears to be increasing as a result of this change. The long-term impact of this change will be assessed as additional data are collected.

Professional advisors are still assigned a caseload of primarily freshmen and sophomores, who are required to meet with them. While this aspect of the dual-advising model functions well, about 20 percent of first-year students do not meet with their professional advisor and there are no consequences for missing this required meeting. Every matriculated student must meet with their faculty advisor before they are permitted to register for the next semester, as the faculty advisor holds the student's personal identification number (PIN), which is required to open the online registration system. While most faculty members take their advising role seriously, some students complain about faculty who simply email student PINs without providing much advising support. To better assess the quality of faculty advising and identify areas for improvement, the Student Academic Advising Committee developed a student survey on academic advising and was in the process of piloting the survey in the spring of 2020 when the pandemic hit. Due to the COVID-19 shutdown, the pilot was not completed. The survey was sent to all students in the fall of 2020, but the response rate and results were not available at the time of this writing.

Finally, despite being launched in the spring of 2019, Eastern's Opportunity Programs initiative has made little progress. Most attention to date has been given to students in STEP/CAP, Eastern's summer bridge program, and the Opportunity Scholars for undocumented students supported by the Dream.US Foundation. Opportunity Scholars are well-prepared and motivated students who need little academic support, as evidenced by the 91 percent four-year graduation rate of the first cohort. STEP/CAP students need significant academic and other support, yet little is provided after the initial summer program ends. There are other students, such as those in Hartford Promise and New Haven Promise and first-generation students, who receive little targeted support from any office. More attention needs to be given to the development of effective support interventions for students in all Opportunity Programs.

Eastern's ASC has identified the completion of [Eastern in 4](#) academic plans as an important early indicator of students' likely progress toward a degree, as higher completion rates have correlated with increases in retention and graduation rates in recent years. Therefore, the ASC has prioritized professional advising activities for first-year students that lead to the completion of these plans. Over the past several years, the rate at which students submit Eastern in 4 plans have increased; in the 2018-2019 academic year, 89 percent of first-year students submitted a completed plan. Plan completion numbers went down in the 2019-2020 academic year when on-ground workshops had to be moved online due to COVID-19.

For its part, the Office of AccessAbility Services has seen continuous and significant growth in the number of students registering with a documented disability—from 336 in the 2014-2015 academic year to 750 in 2019-2020. As a result, the demands on resources to provide individual accommodations is significant. To address a large component of this need, in the fall of 2019, the office began using recording devices for students who need note-taking assistance. Along with other assistive technology options, this change significantly decreased the number of paid notetakers needed. More broadly, Office of AccessAbility Services staff and space are not sufficient to act as the sole entity in providing individual accommodations; therefore, the current approach is not sustainable given the ever-increasing population of students with disabilities.

Financial Aid

Eastern strives to provide clear and easily accessible information regarding financial aid to prospective and current students and their families and make the application, verification, and award processes as simple as possible. Rates of completion of the FAFSA and financial verification process among Eastern students in 2019 were 85 percent and 92 percent, respectively. While these completion rates are high, the University aspires to near 100 percent so an Eastern education can be made as affordable as possible for all students. To increase the affordability and accessibility of a liberal arts education, Eastern has steadily increased the amount of institutional aid awarded to its students, as institutional grants totaled \$11.9 million in fiscal 2020 compared with \$8.36 million in fiscal 2016 (see DFF 5.3). Although keeping student debt as low as possible and avoiding defaults is a high priority, the three-year cohort default rate has increased from 5.7 percent in fiscal 2015 to 7.3 percent in fiscal 2017 (the most recent rates available; see DFF 5.3), suggesting that more work is needed to communicate with students and families. Despite sufficient full-time staffing, the Financial Aid Office has historically been overly reliant on student workers to respond to questions from students and families. This has led to numerous complaints from students and parents who are frustrated they cannot get timely answers to their questions from professional staff.

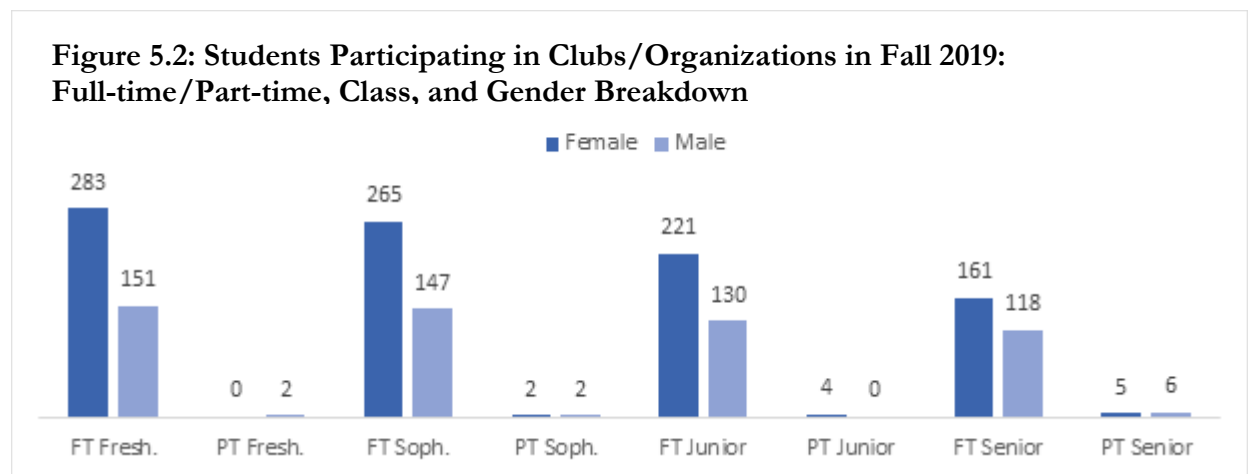
Further, the Financial Aid Office has been too reliant on manual work for most of its processes, which must be updated. For example, the creation of student financial aid packages is largely done manually, which has caused significant delays in getting initial packages to admitted students and altering those packages when new information is received. Despite a significant financial investment, an attempt to automate the new financial aid model failed in the fall of 2019, as Ellucian, the company that owns Eastern's data management system, was unable to get the model to work within its system. As a result, the Provost had to assign the financial aid packaging for all incoming students to the Dean of Academic Analytics and the Admissions staff for the 2019-2020 recruiting cycle, as the Financial Aid staff was unable to take on this additional task. To ensure that packaging is done within the Financial Aid Office and improve operations overall, the office was reorganized in the fall of 2020. A Director of Enrollment Management position was created, with the director reporting to the Provost and overseeing both Admissions and Financial Aid. Another new position, the Associate Director of Financial Aid Operations, was also created to work on automating the packaging process and improve the day-to-day operations of the office.

Student Affairs

The use of career counseling services at the Center for Internships and Career Development has increased by more than 50 percent over the past two years, with 917 visits to the office or website in 2019-2020. Satisfaction surveys completed by students visiting the center consistently describe staff as knowledgeable and helpful, and almost all state that they would recommend the center to their friends. The center continues to be underutilized, however, with faculty and students reporting that they know little about the services offered. The central role of the center in the Employability Plan should help raise the visibility of the office.

All students can benefit from the programs coordinated by the Campus Activity Board's nine planning committees: Culture and Current Events, Entertainment, Recreation, Weekend Programs, Concerts, Daytime Programs, Films and Fine Arts, Special Events, and Communication and Marketing. In the 2019-2020 academic year, the Campus Activity Board planned 117 different events. Eighty-five of them were held before the campus COVID-19 closure, with a total attendance of 10,795 students. In addition to the programming provided by the Campus Activity Board, 95 student clubs and organizations reported active membership in either or both semesters of 2019-2020, and they planned 444 different programs, including conferences, fundraisers, sports competitions, and trips. Before the COVID-19 closure, 392 club-planned events took place, with

more canceled after mid-March. In the spring of 2020, a total of 1,520 students were involved in student clubs, including the SGA. See Figure 5.2 below for fall 2019 participation by full-time/part-time status, class, and gender. In the fall of 2020, the social-distancing requirements of COVID-19 significantly impacted the kinds of programming that could be offered; still, the Campus Activity Board planned 40 different events, with a total attendance of approximately 1,500 students. Also, 75 student clubs and organizations reported active membership in the fall of 2020, planning 92 different programs, including fundraisers, virtual events, and community service. During the pandemic, markers have been used to ensure students maintain the University’s social distancing policy before (e.g., waiting to enter a room) and during an activity; Student Affairs staff also help monitor lines. Furthermore, preregistration systems and virtual/streaming technologies are used as much as possible.



Over the past five years, an average of 910 students a year have participated in CCE opportunities, completing more than 20,000 hours of service each year. In the 2019-2020 academic year alone, students served 25,996 volunteer hours with an average of 31.17 hours served per student (see DFF 5.15). In a 2018 survey, student volunteers showed a clear understanding of the value of their service experiences: 83 percent agreed that their volunteer experience increased their “ability to communicate in a ‘real world’ setting” a great deal or considerably, and 86 percent agreed that they “developed skills to identify issues, make decisions, [and] address problems” a great deal or considerably. These outcomes, as well as Eastern’s Carnegie Classification for Community Engagement, attest to the important role service plays in students’ personal, academic, and professional development.

The experience of Eastern’s residential students and RAs has also been positive, as evidenced by the University receiving the National Association of College and University Residence Halls’ Program of the Year Award in 2018 and the University Residential Outreach Council winning the Outstanding Contribution to NACURH Award. Approximately 33 percent of residential students are actively involved in their residence hall governance each year, and Eastern’s RA training program was recognized in 2015 by *University Business Magazine* as a model training program, leading other institutions to adopt Eastern’s approach. In response to Eastern’s 2018 RA exit survey, which was sent to RAs who left the position in the two years prior, 88 percent of respondents reported that RA training prepared them for their jobs. Specifically, respondents noted increased skills in teamwork, conflict management, and time management.

Another essential component of campus life is athletics. In the 2018-2019 academic year, 300 student-athletes at Eastern participated in NCAA Division III varsity sports. Eastern Athletics received the Presidents' Cup for having the highest departmental GPA in the Little East Conference for three straight years (2015–2017). Also in 2017, and for the first time in school history, Athletics received the Commissioner's Cup—and then went on to earn it again in 2018, 2019, and 2020. This award recognizes the institution with the best record of regular season finishes in the Little East. The most recent NCAA report on graduation rates, for the 2013-2014 cohort, showed a 60 percent four-year and a 71 percent six-year graduation rate for Eastern student-athletes, compared with 45.6 percent and 56.8 percent, respectively, for the student body as a whole.

The Office of Student Conduct's educational and developmental approach has resulted in significant decreases in Code of Conduct violations in recent years. In the 2016-2017 academic year, 292 students were found responsible for violations; that number decreased by 41 percent, to 173 students, in 2017-2018, and then by 26 percent, to 129 students, in 2018-2019. Similarly, rates of students committing multiple violations dropped by 50 percent between 2016-2017 (38 students) and 2017-2018 (19 students) and then by 22 percent the following year (15 students). This decline is attributed to the educational approach to code violations in recent years and consistent outreach by the office to students.

PROJECTIONS

The current downward trend in Connecticut's population and economic conditions, exacerbated by the financial losses and new costs resulting from the COVID-19 pandemic, are likely to result in increased strain on the University's financial resources. Prior to the pandemic, Eastern had set a goal of maintaining enrollments at current levels; the hope now is to return to pre-pandemic levels and maintain them after the University can return to its mission of educating residential students in on-ground classes. While this may seem unambitious, the declining number of high school graduates in Connecticut and across New England will make returning to pre-pandemic enrollment numbers challenging. The University does, however, have several initiatives underway and additional plans to address enrollment challenges going forward. Current initiatives include continued refinement of the financial aid model and the reorganization of the Financial Aid Office to automate many of its processes, including financial aid packaging. This reorganization is part of a larger effort to take a more holistic approach to enrollment management and increase the coordination between Admissions and Financial Aid. The next steps will involve incorporating the ASC and Advising in this process. Other initiatives underway include the creation of a Marketing Committee, the development of a marketing plan, and the hiring of a digital marketing firm; the partnership with DC-CAP; and applying discounted tuition rates to students from New York and New Jersey.

As noted earlier, the Financial Aid Office has struggled to effectively communicate with students and families. As a result, the office created a Student Outreach Liaison who will work with the director and Provost to develop comprehensive communication plans to be implemented by the spring of 2022. The goal of the plans will be to determine more effective means of communication, use targeted communication at specific intervals in the year, and update the content to resonate more effectively with students. The plans will emphasize the application, verification, and aid award processes as well as how to reduce the risk of accumulated debt by increasing financial literacy education.

Part of the shift to a more holistic approach to enrollment management will also involve continued focus on increasing Eastern's retention and graduation rates. Much has already been accomplished in the ASC. Future initiatives include moving the Opportunity Programs into that office to allow better coordination with professional advisors and tutors. Eastern will also be ending its contract with GradesFirst, as most of the faculty have consistently found this software too

cumbersome to use, and this has hindered the sharing of information about at-risk students between on-the-ground instructors and the ASC. A new product has been identified, and implementation is planned for the fall of 2021. This product will be easier for faculty to access and use, which should increase their willingness to identify students who are struggling. Finally, Objective II of the 2020-2025 Strategic Plan calls for the use of predictive models to better target student support. Beginning in the spring of 2021, the Dean of Academic Analytics will work with her team in Institutional Research to create “models of student success” in each major. These models will demonstrate the path taken by students who graduated in four years and will be incorporated into the Eastern in 4 plans and shared with advisors. The models will also identify variables that will predict which students are at greatest risk of not being retained, indicating where additional intervention should be targeted.

SHS, CAPS, and the Office of Wellness Education and Promotion will collaborate by sharing information, resources, and—if possible—space to more effectively and efficiently serve the physical and mental health needs of Eastern’s students. To increase the quality of care, SHS hired an APRN on a per diem basis in 2019 and will transition the current RN position to an APRN within the next five to 10 years. SHS will also continue its transition from paper charts to an electronic medical records system. To meet the increasing need for mental health services, CAPS will seek funding and resources that will allow it to increase the availability of psychiatric services to 20 hours per week by the 2021-2022 academic year and will continue to expand the graduate training program, recruiting students in master’s and doctoral-level counseling, psychology, and social work programs, with the goal of having 10 trainees at the center by 2021-2022.

The Office of AccessAbility Services will work with academic deans, departments, and faculty to increase the use of differentiated instruction and assessment, universal design, and technology. The office will also work with housing directors and academic departments to identify or create additional distraction-reduced environments suitable for testing accommodations outside the office. While such outreach will take time and effort, the outcome will be more effective instruction for students with disabilities in ways that will result in a decrease in reliance on accommodations that require significant funding, space, and human resources.

The Division of Student Affairs is in the process of implementing a new annual reporting template for department heads to log assessment processes and results. The new standardized template will allow Student Affairs to continue its practice of developing a clear division-wide annual report for dissemination to the University community. Furthermore, to support offices in its efforts, the division will conduct training workshops on best practices for assessments and coordinate division-wide assessment projects. Current University assessment and data analysis practices have already resulted in goal setting in a number of areas. The Unity Wing, for example, will expand the assessment of its programs and services to include not just data on event attendance and traffic in its centers but also student perceptions of campus climate by race and ethnicity and the level of need for Unity Wing support.

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

3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Current Year (FY 2021)
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? Number of Faculty by category

Full-time	199	200	204	190
Part-time	312	290	284	280
Adjunct				
Clinical				
Research				
Visiting				
Other; specify below:				
Total	511	490	488	470

Percentage of Courses taught by full-time faculty

59.94%	60.34%	60.75%	57.48%
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? Number of Faculty by rank, if applicable

Professor	96	99	95	91
Associate	47	45	43	50
Assistant	56	55	63	47
Instructor		1	3	2
Other; specify below:				
Part time faculty, no rank	312	290	284	280
Total	511	490	488	470

? Number of Academic Staff by category

Librarians	10	9	9	9
Advisors	9	9	9	9
Instructional Designers	2	2	2	3
Other; specify below:				
Total	21	20	20	21

Please enter any explanatory notes in the box below

Percentage of courses taught by full-time faculty is based on NECHE's formula. AAUP has a separate formula based on the CBA.

**Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)**



3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)

Highest Degree Earned: Doctorate

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year
		(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)
Faculty	Professor	91	94	91	88
	Associate	44	43	39	45
	Assistant	46	42	48	41
	Instructor				
	No rank	83	75	73	85
	Other				
	Total	264	254	251	259

Academic Staff	Librarians				
	Advisors	1	1	1	1
	Inst. Designers				
Other; specify*					

Highest Degree Earned: Master's - Terminal

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year
		(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)
Faculty	Professor	5	5	4	3
	Associate	2	1	3	4
	Assistant	8	9	11	6
	Instructor				
	No rank	20	20	20	24
	Other				
	Total	35	35	38	37

Academic Staff	Librarians	9	8	8	8
	Advisors				
	Inst. Designers				
Other; specify*					

Highest Degree Earned: Master's- Non-Terminal

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year
		(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)
Faculty	Professor				
	Associate	1	1	1	1
	Assistant	2	4	4	0
	Instructor		1	3	2
	No rank	209	195	191	171
	Other				
	Total	212	201	199	174

Academic Staff	Librarians	1	1	1	1
	Advisors	6	6	6	6

	Inst. Designers			1	1
Other; specify*					

Highest Degree Earned: Bachelor's

Faculty	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank				
	Other				
	Total	0	0	0	0

Academic Staff	Librarians				
	Advisors	2	2	2	2
	Inst. Designers	2	2	2	2
Other; specify*					

Highest Degree Earned: Professional License

Faculty	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank				
	Other				
	Total	0	0	0	0

Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					

* Please insert additional rows as needed

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

	3 Years Prior (FY 2018)		2 Years Prior (FY 2019)		1 Year Prior (FY 2020)		Current Year (FY 2021)	
	FT	PT	FT	PT	FT	PT	FT	PT

? Number of Faculty Appointed

Professor								
Associate	1							
Assistant	17	15	17	11				
Instructor		1	3	1				
No rank		66	55	66	68			
Other								
Total	18	66	16	55	20	66	12	68

? Number of Faculty in Tenured Positions

Professor	96		99		95		91	
Associate	41		40		43		50	
Assistant	3		3		4		5	
Instructor								
No rank								
Other								
Total	140	0	142	0	142	0	146	0

? Number of Faculty Departing

Professor	1				1		1	
Associate			2					
Assistant	5		5		17		5	
Instructor			1		2		1	
No rank		77		72		72		
Other								
Total	6	77	8	72	20	72	7	0

? Number of Faculty Retiring

Professor	3		8		6		3	
Associate			2					
Assistant								
Instructor								
No rank								
Other								
Total	3	0	10	0	6	0	3	0

Fall Teaching Load, in credit hours

Professor	Maximum	14.75		14.63		15.25		15.00
	Median	10.00		10.58		9.00		9.22
Associate	Maximum	14.00		15.14		17.42		15.00
	Median	11.71		10.78		10.33		10.22
Assistant	Maximum	15.00		14.83		15.50		15.94
	Median	12.00		12.00		12.00		11.75
Instructor	Maximum			12.00		12.00		12.33
	Median			12.00		12.00		12.17
No rank	Maximum		8.00		8.00		8.00	8.00
	Median		4.00		5.00		4.50	6.00
Other	Maximum							
	Median							

Explanation of teaching load if not measured in credit hours

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**Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)**

	3 Years Prior (FY 2018)		2 Years Prior (FY 2019)		1 Year Prior (FY 2020)		Current Year (FY 2021)	
	FT	PT	FT	PT	FT	PT	FT	PT
Art and Art History	11	23	11	23	12	24	9	24
Biology	13	12	14	12	14	13	14	13
Computer Science	6	8	7	8	7	8	7	14
English	20	20	20	20	19	19	18	18
Environmental Earth Science	8	14	8	13	8	12	8	10
Health Science	4	6	5	9	6	8	6	10
History	10	3	10	3	10	4	8	5
Mathematical Science	10	24	10	22	10	22	10	18
Performing Arts	13	35	14	33	16	29	13	29
Physical Sciences	7	9	7	10	7	9	7	9
Poli Science, Philosophy & Geo	8	7	7	8	8	5	6	9
Psychology	16	8	15	6	16	6	15	4
Sociology, Anthro & Social Work	14	21	15	25	16	20	17	21
World Languages & Cultures	3	9	3	9	2	12	2	9
Accounting & Business Information Systems							8	8
Business Administration	20	30	19	26	19	30		
Communication	10	8	9	9	10	8	9	13
Economics	5	8	6	6	5	6		
Economics & Finance							7	9
Education	12	38	12	24	12	20	11	15
Kinesiology & Physical Education	9	29	8	24	7	29	8	21
Management & Marketing							7	21
Total	199	312	200	290	204	284	190	280

Number of Faculty by Department (or comparable academic unit); insert additional rows as needed

Standard 6: Teaching, Learning, and Scholarship (Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Female	85	139	224	225
Male	105	141	246	246
Nonresident Alien	10	1	11	11
Hispanic/Latino	13	6	19	19
American Indian or Alaska Native	1	1	2	2
Asian	23	22	45	45
Black or African American	15	8	23	24
Native Hawaiian or Other Pacific Islander	0	1	1	1
White	126	237	363	363
Two or more races	2	0	2	2
Race and ethnicity unknown	0	4	4	4
Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Female	13		13	13
Male	8		8	8
			0	
Nonresident Alien	0		0	0
Hispanic/Latino	4		4	4
American Indian or Alaska Native	0		0	0
Asian	0		0	0
Black or African American	1		1	1
Native Hawaiian or Other Pacific Islander	0		0	0
White	16		16	16
Two or more races	0		0	0
Race and ethnicity unknown	0		0	0

Please enter any explanatory notes in the box below

Based on Fall 2020 data

**Standard 6: Teaching, Learning, and Scholarship
(Instructional Techniques and Delivery Systems)**

	AY16	AY17	AY18	AY19	AY20
Enrollment in Service Learning, LAW-Designated, and Research-Based Courses					
Enrollment in Service-Learning Courses	.	461	756	1,154	676
Enrollment in LAW-Designated Courses	612	589	577	595	521
Enrollment in Research-Based Courses	1,391	1,366	1,292	1,238	1,312
	AY16	AY17	AY18	AY19	AY20
Enrollment in Internships/Field Work/Practica					
Enrollment in Undergraduate Courses	733	763	684	745	665
Enrollment in Graduate Courses	.	100	142	124	104
Total Internship/Field Work/Practica Course Enrollment	733	863	826	869	769
	AY16	AY17	AY18	AY19	AY20
Enrollment in Online Courses					
Enrollment in Undergraduate Courses	1,393	1,435	1,589	1,524	1,256
Enrollment in Graduate Courses	110	73	165	158	368
Total Online Course Enrollment	1,503	1,508	1,754	1,682	1,624
Online Course Sections Offered	95	93	108	100	96
Online Course Section Percentage of Total Course Sections	4.57%	4.54%	5.39%	5.04%	4.88%
	AY16	AY17	AY18	AY19	AY20
Enrollment in Online/On-Ground Hybrid Courses					
Enrollment in Undergraduate Courses	241	335	311	177	305
Enrollment in Graduate Courses	124	180	140	176	187
Total Hybrid Course Enrollment	365	515	451	353	492
Hybrid Course Sections Offered	32	38	37	31	42
Hybrid Course Section Percentage of Total Course Sections	5.57%	1.86%	1.85%	1.56%	2.13%
	AY16	AY17	AY18	AY19	AY20
Enrollment in Global Field Courses					
Total Global Field Course Enrollment	79	91	41	144	0
Number of Global Field Courses Offered	6	7	3	9	0

Students in multiple courses in a specific category are counted more than once. Online, Hybrid, Research-Based, and Internships/Field Work/Practica are as defined in the course schedule listing. LAW and Service Learning courses are as determined by the CCE and the LAW committee.

**Standard 6: Teaching, Learning, and Scholarship
(Scholarship, Research, and Creative Activity)**

Undergraduate Research

	AY 17	AY 18	AY 19	AY 20	Average (AY17 - AY19)
Students Participating in Eastern's Annual On-Campus Research Conference (CREATE)					
Total Number of Students Participating	338	271	421	148	343
Percentage of Total Undergraduate Student Population	6.54%	5.34%	8.40%	3.08%	6.76%
	AY 17	AY 18	AY 19	AY 20	Average (AY17 - AY19)

Number of Students Presenting at Off-Campus Research Conferences

Posters on the Hill	1	1	1	Conference Cancelled	1
National Conference on Undergraduate Research (NCUR)	27	41	43	Conference Cancelled	37
	AY 17	AY 18	AY 19	AY 20	AY 21

Honors Program Thesis Completion

Students completing the requirements of the Honors Program (Including Thesis)	12	22	25	18	20
Percent of Honors Cohort	52%	85%	90%	72%	80%

	AY 20
Other Research-Based Activity - AY20 Only	
Students Completing a Faculty Mentored Research Paper	51
Students Publishing Research in Professional Journal	7
Students Presenting at Regional or Field Specific Research Conference*	93

Please enter any explanatory notes in the box below

Average participation in CREATE, Posters on the Hill, and NCUR excludes AY20 due to COVID-19 related impacts on conference participation. Students presenting more than once are counted according to the number of presentations they give. CREATE AY20 was held as a virtual showcase and includes the 2020 Senior Art Exhibition. All AY20 reported off-campus conference participation includes some papers that were accepted for presentations but were ultimately not presented due to COVID-19 related cancellations. *Includes performing and virtual arts related exhibits.

Standard Six: Teaching, Learning, and Scholarship

FACULTY AND ACADEMIC STAFF: DESCRIPTION

Eastern's recruitment and ongoing development of diverse, highly qualified, and engaged faculty and academic staff are essential to its mission as the state's only public liberal arts institution. As appropriate to its size and mission, Eastern's full-time faculty ranks are composed of professor, associate professor, assistant professor, and instructor, and full-time faculty may be appointed to tenure track or one-year special appointments. No individual may hold more than two one-year appointments within a six-year period. Eastern also has three endowed chair positions: the Phyllis Waite Endowed Chair in Early Childhood Education, the Endowed Chair in Sustainable Energy Studies, and the John C. Hicks Endowed Chair in Biology.

Eastern currently employs 190 full-time faculty (see DFF 6.1). Under the [CSU-AAUP CBA](#), full-time faculty are required to teach 12 faculty load credits (FLCs) per semester; advise students; and provide service to their department (including assessment), the University, and their professional field. An average of 292 part-time faculty have been employed by the University since fiscal 2018 (see DFF 6.1), generally on a course-by-course basis to support departments in meeting student and curricular needs without an expectation that they will participate in advising or service. The CBA prescribes that a maximum 20 percent of courses may be taught by part-time faculty.

Academic departments request tenure-track lines through their academic deans using a template. The deans bring requests from their respective schools to the Provost. To aid in decision-making and make the assignment of tenure-track lines more transparent, the Provost uses a formula that calculates each department's need for additional lines and ranks requests accordingly. The formula quantifies such factors as the total number of students enrolled in each department's courses, the average number of advisees per full-time faculty member, and the number of majors conducting undergraduate research in that department. Each department's score and the justification in their written request serve as a starting point for conversations between the Provost and deans to determine where faculty lines are most needed.

The University does not employ teaching assistants, though some undergraduate students receive academic credit for acting as such—a high-impact practice that offers unique pedagogical experiences for students. These teaching assistants typically serve as tutors with very limited teaching responsibilities. The University Senate recently passed a bill ([SB 18/19-04](#)) establishing a University-wide policy on teaching assistants and imposing limitations on the scope of their work. In the 2018-2019 academic year, a little more than 200 students served as teaching assistants at Eastern.

Eastern has sufficient and well-qualified academic staff (librarians, professional advisors, and instructional technology support staff) to support its mission. All eight librarians hold master's degrees, seven of which are terminal degrees (see DFF 6.2). For information about instructional technology support, see the Teaching and Learning section below; for more about professional advisors, see Standard Five.

Eastern follows all state and federal guidelines for affirmative action in hiring, and the CBA provides the framework for employing faculty using nondiscriminatory affirmative action processes. Annually, the University submits a comprehensive [Affirmative Action Plan](#) to the Connecticut Commission on Human Rights and Opportunities that addresses goals for retaining and increasing diversity among faculty and staff. Moreover, the University's [Office of Equity and Diversity](#) has established and oversees enforcement of [search procedures](#) that ensure nondiscriminatory practices in hiring well-qualified faculty; departments conducting faculty searches must submit for approval a search plan that includes a list of the search committee members, the position description, strategies for advertising, and strategies for achieving applicant pool diversity. Search committees are

encouraged to request a composite demographic profile of the candidate pool from the Office of Equity and Diversity during the search process to further monitor the diversity of applicants and the effectiveness of recruitment efforts. Departments may apply for [Minority Recruitment and Retention](#) funds to help defray the expense of bringing qualified minority candidates to campus for finalist interviews.

The Associate Vice President for Equity and Diversity trains search chairs and other interested or inexperienced committee members in these search procedures at the beginning of the process, and all searches conclude with a comprehensive report to the associate vice president. Credentials of candidates for both full- and part-time positions are reviewed to ensure that all have the appropriate terminal degree. When a full-time appointee is ABD, a deadline for degree completion is included in the appointment letter to ensure timely completion of the degree.

Many of the terms of faculty employment—including salary, workload, retraining funds, and criteria for evaluation, renewal, tenure, and promotion—are governed by the CBA. Benefits are governed by the [Connecticut State Employees Bargaining Agent Coalition](#) agreement. Salary and benefits are competitive in attracting qualified faculty in most disciplines (see Table 6.1 below). The CBA also guarantees academic freedom—ensuring faculty autonomy in the classroom and in research or creative activity—and establishes a process for addressing allegations of academic freedom violations.

Table 6.1: Full-Time Faculty Salary Range

2019-2020 Rank	Minimum	Maximum	Median
Instructor	\$54,891	\$73,188	\$64,040
Assistant Professor	\$62,123	\$82,831	\$72,477
Associate Professor	\$76,588	\$102,117	\$89,353
Professor	\$91,053	\$121,404	\$106,229
2020-2021 Rank	Minimum	Maximum	Median
Instructor	\$56,922	\$75,896	\$66,409
Assistant Professor	\$64,422	\$85,896	\$75,159
Associate Professor	\$79,421	\$105,895	\$92,658
Professor	\$94,422	\$125,896	\$110,159

The CBA prescribes a minimum of 12 FLCs per semester for full-time faculty, who are also required to hold office hours for a minimum of five hours per week. The University uses standard formulae to determine FLC reassignments for administrative or quasi-administrative work, such as department chairs or directors of interdisciplinary programs; research; and faculty and curriculum development. Some faculty receive noninstructional loads on a consistent basis to carry out administrative duties. These include the assessment coordinator, the faculty development coordinator, the director of the theater, and the coordinator of the planetarium. Most assignments of this kind are made on a year-to-year or semester-to-semester basis, although some were written into appointment letters and have been in place for many years.

Reassigned FLCs for research and sabbatic leave are governed in part by the CBA. Eastern is required to award a minimum of 36 FLCs of research-reassigned time per semester, with no more than six FLCs per semester going to one individual. Upon the completion of six academic years of full-time service, a member is eligible to apply for a sabbatical. Untenured members may not take a sabbatic leave. After completing a sabbatic leave, faculty do not again become eligible until the completion of an additional six years of full-time service.

Criteria for evaluating full-time and part-time faculty are specified in the CBA, which outlines a regular, orderly, codified procedure for the evaluation of faculty for renewal, tenure, promotion, and post-tenure assessment every six years. Standards for the evaluation of full-time faculty are articulated more specifically in the [University Senate bill on promotion and tenure](#), which is revised periodically. While this bill cannot contradict the CBA, it has primacy in Eastern's procedures. Both the CBA and the Senate bill clearly place teaching and other load-credit activity as the most important category for demonstrating quality for renewal, promotion, and tenure, followed in descending order of weight by scholarly or creative activity, University service, and professional activity. Eastern's faculty are teacher-scholars who engage in significant research and creative activity, regularly publishing in peer-reviewed journals and with university presses, and carry the knowledge they gain and generate into the classroom to enrich the education of their students. All full-time faculty are required to publish in appropriate outlets to receive tenure and promotion.

Applications for renewal and post-tenure professional assessment are evaluated by a Department Evaluation Committee composed of tenured members of the candidate's home department, followed by their academic dean and then the Provost. Applications for tenure or promotion are evaluated by the Department Evaluation Committee, the dean, the Promotion and Tenure Committee, and then the Provost. The Promotion and Tenure Committee is elected at large and is composed of four full professors, three associate professors, and a representative from among librarians, counselors, coaches, or athletic trainers, plus alternates. At each step of the evaluation, a written recommendation is prepared and sent to the candidate as it is sent forward. The candidate may rebut the recommendation at each step and may submit appropriate clarifying materials for consideration at subsequent steps. Additionally, the CBA requires that faculty being considered for promotion or tenure be given an opportunity to appear before the Promotion and Tenure Committee prior to its recommendation to the Provost. The Provost's recommendations for promotion and tenure must be submitted to the CSU BOR for final approval.

The University recognizes excellence through its annual awards for teaching, scholarship, and service. Both full-time and part-time faculty are recognized in each award category, and recipients are determined by nomination and committee review. Additionally, the BOR gives annual system-wide awards for excellence in teaching to full-time assistant or associate professors and part-time instructors, as well as excellence in research or creative work by full-time assistant or associate professors.

In compliance with a Connecticut state law that mandates the development and implementation of an ethics statement by every state agency, the BOR has adopted a publicly available [ethics statement](#) that provides a guide to ethical conduct for all CSCU employees with regard to their relationships with one another, members of the public, students, other state agencies, and private entities. The BOR's ethics policy, as well as other conduct policies, is also published in the University's [Employee Handbook](#), which was last updated in the summer of 2019.

Eastern's faculty is actively engaged in fulfilling the mission of the University at all levels. Faculty comprise the majority of the [University Senate](#) and are represented proportionately on all its standing and at-large committees. Through the Senate's Curriculum Committee, the teaching faculty maintain principal authority over course changes, changes to academic programs, and the design of new academic programs. Teaching faculty are also responsible for the evaluation of all academic

programs through annual assessment and APR every seven years. See Standard Three for more on the faculty's role in governance and Standards Two, Four, and Eight for more on the review and evaluation of academic programs.

APPRAISAL

In fiscal 2021, 174 (92 percent) of Eastern's 190 full-time faculty have doctoral degrees and 16 have master's degrees (see DFF 6.2). Of the full-time faculty who do not hold doctorates, 13 are in fields where the master's is the appropriate terminal degree. Generally, the salaries and benefits determined by the CBA and State Employee Bargaining Agent Coalition agreement are competitive and allow the University to recruit well-qualified faculty. However, in the three academic years from 2016-2017 through 2018-2019, four tenure-track searches failed to result in a hire. In some disciplines, such as Business Administration, the CBA's salary limitations and workload requirements present a stumbling block, as they are not competitive with the private sector or other academic institutions. A second significant factor in search failures has been delays in processing and approving salary offers before applicants accept other positions. Additionally, one search was canceled because a diverse pool of qualified finalists could not be identified. In order to address those factors that most commonly result in failed searches, the Provost has offered higher salaries for Business Administration and Accounting positions, and the Provost and Dean of Education and Professional Studies established a new streamlined procedure for determining salary offers. As a result, the search for a tenure-track Finance professor and two Accounting professors were successful in the 2019-2020 academic year. Also, the Provost now notifies departments of approved searches in May rather than August or September, as had been the practice, so departments can begin searches and make offers earlier, thereby reducing the likelihood that candidates will accept other offers before hearing from Eastern.

The University is committed to providing diverse faculty mentors and role models to its students, and search procedures and other efforts have been successful in meeting that goal. In the 2020-2021 academic year, 12 full-time faculty were hired (see DFF 6.3); of those, five (41.7 percent) identified as racial or ethnic minorities. Overall, 63 out of 190, or 33 percent, of Eastern's full-time faculty identify as minorities, compared with 44 out of 198, or 22 percent, in 2010. Currently, 55.3 percent of full-time faculty are male, and 44.7 percent are female (see DFF 6.5).

Eastern has maintained a student-to-faculty ratio of 15:1. While this ratio is unlikely to change in the future, there is no guarantee that faculty lines will be refilled in every department when they are vacated due to retirements or resignations. In fact, some vacated lines must be reallocated to other departments to better serve the students. The formula developed by the current Provost allows departmental needs to be determined and faculty lines assigned in a transparent manner based on the most pressing needs.

As noted above, the CBA stipulates a teaching load of 12 FLCs per semester, though many faculty members receive reassigned FLCs for administrative work. A total of 440 FLCs were reassigned in the fall of 2019, an average of two per faculty member. However, these FLCs are not evenly distributed. While the average load per faculty member in the spring of 2019 was 9.96 FLCs, faculty are not underloaded. Rather, they often accrue FLC overloads that they are contractually obliged to reduce in a timely manner. Indeed, departments accrued an average of 4.58 excess load credits in the spring of 2019, with five departments accruing more than nine excess load credits.

The University provides faculty with time to pursue scholarly and creative projects through reassigned time and sabbatic leave. The CBA requires that the University award a minimum total of 36 FLCs in research-reassigned time each semester, and Eastern normally awards just that amount. With regard to sabbatic leave, an average of 17 faculty have applied for sabbatical in each of the past 10 years, with the Sabbatic Leave Committee recommending and ranking an average of 98 percent

of each year's applications. Over the past 10 years, the percentage of applicants ultimately awarded sabbatic leave has ranged from a low of 42.8 percent in the 2016-2017 academic year to a high of 100 percent in 2020-2021 (see Table 6.2 below). When faculty are not awarded leave, they generally reapply in subsequent years.

Table 6.2: Sabbatic Leaves from 2009-2010 to 2020-2021

Academic Year	Requests	Sabbatic Leave Committee Recommended	Granted	% Granted
2009-2010	22	19	15	68.2%
2010-2011	18	18	14	77.8%
2011-2012	17	17	11	64.7%
2012-2013	17	17	11	64.7%
2013-2014	17	17	12	70.6%
2014-2015	11	9	9	81.8%
2015-2016	18	18	9	50.0%
2016-2017	21	21	9	42.8%
2017-2018	16	16	9	56.3%
2018-2019	17	17	11	64.7%
2019-2020	15	15	14	93.3%
2020-2021	14	12	12	100%

The procedures for evaluating faculty for renewal, tenure, and promotion are well-publicized, and the officers of Eastern's AAUP chapter partner with the administration to offer workshops every year for applicants, further explaining and clarifying the process. In recent years, the University moved from the submission of dossiers in paper form to a fully online submission process using Blackboard. Various bugs in this process arose, resulting in frustration among the various parties involved in the process. As a result, the University purchased the promotion and tenure package from Interfolio to use in the 2020-2021 academic year. Ultimately, online access will make the application review process more efficient as well as environmentally sustainable. The important role of tenured faculty as peer members on Department Evaluation Committees and the Promotion and Tenure Committee; the standardization of procedures per the CBA; and the detail contained in the Senate bill defining criteria all help to ensure rigorous yet equitable faculty evaluation.

TEACHING AND LEARNING: DESCRIPTION

Eastern offers classes in a range of platforms (e.g., lectures, labs, studios, and seminars), and faculty use a variety of pedagogical methodologies to engage students actively in learning, problem-solving, and intellectual development. Participation in undergraduate research and community-engaged service learning are among the high-impact practices that are central to the University's liberal arts

mission, and [Global Field Courses](#) are available in a variety of disciplines, taking students to locations around the world to apply what has been learned in the classroom while developing intercultural awareness. (See Standard Four for more on these experiences.)

Students' timely graduation is facilitated by making multiple sections of required courses available each semester; departments also monitor enrollments and course completion in order to devise schedules that allow their majors to fulfill program requirements. Most courses are offered on-ground, with some also available in online or hybrid formats.

With online courses increasing in popularity with students, especially during the summer and winter sessions, the University Senate has established policies and procedures ([SB 17/18-5](#)) to ensure that the quality of online instruction meets the same standards as on-ground instruction and that best practices are used to ensure student engagement. The policy also severely limits undergraduate online offerings during the fall and spring semesters. Departments planning to offer a course online or in a hybrid format must first propose that offering to the University Senate's Curriculum Committee. This proposal must describe how student interaction with the content, other students, and the instructor will be facilitated; how students' work will be evaluated; and how academic integrity will be ensured. Additionally, faculty teaching online courses must document their training and/or experience in the use of relevant technology and pedagogical best practices and be certified to teach an online course by the dean of their school.

Similarly, departments proposing that new courses be added to the LAC must go through an approval process. [The Liberal Arts Program Committee](#), a standing committee of the University Senate, reviews syllabi and descriptive applications to ensure that proposed courses adequately address the LAC's overall learning goals, as well as the goals of the specific category. For additional information on curricular oversight for online and LAC courses, see Standard Four.

To ensure that Eastern's students are consistently receiving the highest-quality instruction, regardless of the class modality, faculty are supported in their ongoing development as teachers and scholars through a variety of programs and activities overseen by the [Office of Professional Development](#). This office was created in 2014 as part of Eastern's 2013 Strategic Plan, with the purpose of enhancing professional development opportunities for all members of Eastern's workforce. New faculty, for example, are provided with a one-year orientation program that includes a session before fall classes begin followed by weekly sessions in which they learn more about the institution and their roles. To support this work, the office has a current annual budget of \$34,000. In the spring of 2019, a Faculty Development Coordinator was appointed, receiving three FLCs per semester. This coordinator works with faculty to identify their pedagogical development needs and provide opportunities to meet those needs. Three full-time staff at the [CIT](#) provide workshops and individual sessions for new and continuing faculty who are interested in enhancing their teaching through the use of technology. The English department also conducts two professional development workshops every semester for full- and part-time faculty teaching first-year writing courses. In the 2017-2018 and 2018-2019 academic years, the University provided funding for a number of faculty to participate in the Effective Teaching Practices certificate course offered by the Association of College and University Educators. Additionally, the CBA mandates funds be made available for faculty development and summer curriculum development grants, which are funded annually through an application process with faculty committees reviewing and ranking applications. Further, retraining funds are available to all University employees.

The Faculty Development Coordinator proved essential during the COVID-19 crisis. When the University was preparing to pivot to online instruction in March 2020, the coordinator worked with the staff in the CIT to schedule virtual workshops over spring break to help faculty prepare to teach online. At the end of the spring semester, the coordinator administered an online survey to all faculty to identify techniques from the spring that worked well, challenges they faced, and

technology they needed for the fall. The survey results were used in planning additional workshops over the summer to prepare for the hybrid and online courses that were offered in the fall. The summer faculty development workshops and the purchase of some technology were supported by a \$25,000 Davis Educational Foundation Presidential Grant that Eastern applied for and received in June 2020.

The ongoing assessment of teaching is becoming a larger part of Eastern's culture. The CBA requires that all courses be [evaluated by students](#) through an opinion survey that is generally administered near the end of the semester. Departments use results of the student surveys in various ways, but full-time faculty also include the results in their dossiers for six-year professional assessment and when applying for renewal, tenure, and promotion. Teaching is weighed most heavily when evaluating faculty, and departments also use peer observation in their Department Evaluation Committee deliberations. The CBA requires that all departments have procedures in their bylaws for the evaluation of their part-time faculty, with most requiring periodic classroom observations and the review of student opinion surveys by the department chair.

Academic departments are also expected to assess students' achievements of specified learning outcomes in their major on a regular basis and report assessment activities and results in their annual reports to the Provost. These reports require departments to identify SLOs, how they will be assessed, benchmarks, their assessment results, and how they will use that information to improve their academic program. In an effort to ensure that the LAC curriculum as a whole is effectively providing all students with training in a set of common learning outcomes, LACLOR was created in the spring of 2019 to reduce the number of learning outcomes in the LAC, obtain agreement among the faculty on the definitions of those outcomes, and create an assessment plan and appropriate assessment tools for each outcome. Now that the new SLOs have been approved and the LAC curriculum is being revised, the University has received a \$245,000 Davis Educational Foundation grant to support faculty development in teaching and assessing these SLOs through the Early Adopters program. See Standard Eight for more on assessment efforts in academic departments and the LAC.

Academic departments seek to ensure students' exposure to a variety of faculty expertise and viewpoints by considering the breadth of their curriculum when hiring new faculty (both full- and part-time), looking to augment current strengths rather than reproduce them. Searches for new tenure-track faculty are national in scope, which ensures that the University's faculty is composed of individuals from a variety of backgrounds and graduate programs. Similarly, the CBA's assurance of academic freedom allows faculty to use a variety of approaches, while departments and the University assessment program work to ensure consistency of learning outcomes across multiple sections of the same course.

Eastern students benefit from the guidance of faculty advisors in their major program and professional advisors in the University's [Advising Center](#). Professional advisors provide one-on-one advising services for all new and continuing students, and every full-time student is also assigned a faculty advisor. Professional advisors guide each student in creating Eastern in 4 academic plans, which provide a path for students to complete all graduation requirements in four years. (See Standard Five for more on the Advising Center's role and Eastern in 4 plans.) All full-time faculty serve as advisors; as such, they guide students in developing class schedules and choosing course options that will allow them to meet major requirements in a timely manner, prepare for graduate school or careers, and develop their talents and interests. The University Senate's Student Academic Advising Committee oversees the assessment of the academic advisement system and develops goals and initiatives to improve students' experiences with academic advising. A recent initiative of this committee is the creation of a [Faculty Advisor Reference](#) and the passage of a University Senate bill

[\(SB 19/20-05\)](#) requiring all departments to conduct annual student surveys on the quality of the advising they receive; the survey results are then discussed in the department's annual report.

Scholarly and creative activity—on behalf of both faculty and students—are essential to a liberal arts education. The University therefore supports faculty research and creative activity in a number of ways. In addition to the reassigned FLCs for research and faculty development described earlier, the CBA mandates that funds be made available for research grants and travel grants to attend conferences and workshops. The research grants of up to \$5,000 per faculty member are awarded through an application process. Travel grant requests are submitted to academic deans, who approve and disburse funds following specific guidelines that provide up to \$1,500 per full-time faculty member per year, with a maximum of \$1,000 for presenting at a conference, up to \$600 for attending in a non-presenting role, and up to \$750 per part-time faculty. Travel grants are funded on a first-come, first-served basis, with each first request per faculty member being granted before additional requests from individual faculty are funded. Per the CBA, additional minority retention and recruitment funds are available to nontenured full-time faculty who are members of minority and other protected groups. These funds are administered by the Minority Recruitment and Retention Committee and may be used for travel expenses, research-related expenses, books, and credentials.

Faculty who are engaged in research or creative work appropriate to their disciplines bring their experiences into the classroom, enriching their teaching and maintaining its currency and acting as scholarly mentors to their students. In recent years, the University has greatly increased its emphasis on mentoring undergraduate research. A faculty Coordinator of [Undergraduate Research](#) was named in 2012 to spearhead expanded research opportunities and oversee resources dedicated to their support. Some of the ways in which undergraduate research is encouraged and supported include:

- funding intensive one-week summer research institutes for promising researchers among continuing freshmen or recent transfer students in several departments each year;
- merging the two separate research conferences previously held by the School of Arts and Sciences and the School of Education and Professional Studies into [CREATE](#)—a unified celebration of undergraduate research;
- encouraging departments to add undergraduate research mentorships to job descriptions for new searches; and
- presenting information about resources to support undergraduate research in the new-faculty orientation.

Eastern students are encouraged to propose their research for presentation at regional, national, and international academic conferences (see DFF 6.20). Student travel to present their research at conferences is supported through the Undergraduate Research budget, the University Honors Program, and the Provost's Office.

Research at Eastern is conducted in accordance with [federal laws](#) protecting human and animal subjects, with such research proposals requiring [review](#) by the Committee on the Use of Human Subjects in Research (CUHSR), which is registered as an Institutional Review Board with the Office for Human Research Protections. These and other research [policies](#) are available online via the University's [Grants Office](#), as are resources and support for faculty and students seeking funding from sources outside the University.

APPRAISAL

As a primarily residential liberal arts institution, Eastern's class offerings are most often delivered on-ground. However, online and hybrid courses are offered, and the Educational Technology

masters program is entirely online while the masters in Accounting program offers synchronous online classes. As noted earlier, University policies require a dean's approval to offer an undergraduate course online during the fall or spring semesters, and before any course can be offered, both the course and instructor must be approved by the University Curriculum Committee and the dean of the relevant school. This helps ensure the quality of initial offerings. Faculty are expected to have students complete student opinion surveys in online and hybrid classes, just as they do in any other class, and departments include their online curricula in their general programmatic assessments. The University has been slowly increasing its online offerings in response to students' needs and the increasing popularity of online learning. In the 2015-2016 academic year, 95 sections of online courses and 32 sections of hybrid courses were offered. In the 2018-2019 academic year, there was an increase in online course offerings—100 sections of online courses—but only 31 sections of hybrid courses were offered. That is a 5.3 percent increase in the number of online course sections offered over the four years and a 3.1 percent decrease in the number of hybrid course sections offered, though most of both types of courses are offered during the summer and winter sessions (see DFF 6.16). In the 2019-2020 academic year, total undergraduate enrollment in online courses was 1,256, and graduate enrollment was 368; comparatively, there were 305 undergraduates and 187 graduate students enrolled in hybrid courses that year (see DFF 6.16; each student enrolled in more than one online or hybrid course is counted more than once in their respective totals).

The assessment of academic programs' success with regard to major-specific learning goals has been improving in terms of the number of programs conducting regular assessment activities and the rigor and quality of those activities. This improvement is due in large part to increasing support from the Assessment Committee and Assessment Coordinator, as well as the requirement that academic departments discuss their assessment activities in their annual reports. Evaluations of individual faculty members' teaching effectiveness continue to be conducted using the student opinion surveys mandated by the CBA and peer observation. Department Evaluation Committees, deans, and others involved in the process are encouraged to make thoughtful use of these assessments in their consideration of applications for renewal, tenure, and promotion or for six-year professional assessment. For more detailed discussion of the assessment of academic programs, including the LAC, see Standard Eight.

The University continues to provide resources to facilitate curricular innovation as well as faculty development and retraining. Based on surveys of faculty needs and interests in the 2019-2020 academic year, the Faculty Development Coordinator facilitated workshops led by experts on topics such as employability and critical thinking. In the 2018-2019 academic year, 27 full-time and three part-time faculty received AAUP faculty development grants totaling \$36,643, and five received AAUP retraining funds totaling \$1,498. Thirty-nine faculty (34 full-time and five part-time) completed the Association of College and University Educators' Effective Teaching Practices certificate course in 2017-2018 and 2018-2019. The CIT continues to present at new-faculty orientation and conducted 72 group training sessions with faculty in 2018-2019. The CIT also continues to offer individual sessions with interested faculty; however, data on these sessions are not currently tracked. Each year, summer curriculum development grants provide more than \$39,000 in total support to University faculty for the purchase of curriculum materials and resources, as well as stipends for time spent developing curricula. Training in teaching and assessing the LAC SLOs through the Early Adopters program will begin in the summer of 2021.

Faculty collaborate with the Advising Center to provide students with effective academic advising, focusing on students in their majors. The average faculty member has an advising load of 24.4 students. Health Sciences has the highest departmental average of 66.6 advisees per faculty member, while Physical Sciences has the lowest at six. This inequity is one of the factors being

addressed in the determination of faculty hiring. The University Senate Student Academic Advising Committee continues to seek feedback to use in improving advising policies for all students. To better assess the quality of faculty advising and identify areas for improvement, the committee developed a student survey on academic advising and was in the process of piloting the survey in the spring of 2020 when the pandemic hit. Due to the COVID-19 shutdown, the pilot was not completed. The survey was sent to all students in the fall of 2020, but the response rate and results were not available at the time of this writing. Survey results will be provided to academic departments, which will be required to report the results and their plans to address any areas of weakness in their annual reports.

Considering their required teaching load, the engagement of Eastern's faculty in research and creative activity is impressive. In the 2017-2018 academic year alone, faculty published 199 articles or books, presented 314 times at regional or national conferences, received 138 grants for their scholarship and 45 awards for their scholarly and professional activities, and served on 106 boards in their communities or professions. That same year, Eastern faculty were awarded \$616,793 in grants from the National Science Foundation. Faculty scholarship and creative work are supported through AAUP faculty research grants, with an average of \$165,573 in total grants awarded over each of the past three years. Full-time faculty take their role as teacher-scholars seriously and many involve undergraduates in their research.

In fact, faculty mentorship of undergraduate research has been growing as the University has committed more resources and support. The budget to support undergraduate research increased from \$23,104 in the 2015-2016 academic year to \$44,800 in 2019-2020—a 94 percent increase. The variety of research and creative work produced by students, the notable venues in which they present, and the recognition they receive can be seen in the following examples:

- Over the past four years prior to academic year 2019-2020, an average of 343 students per year have participated in Eastern's CREATE on-campus research conference.
- Every year since 2013, Eastern students have presented at the National Conference on Undergraduate Research, representing as many as 18 departments in 2019.
- Eastern students have presented at nine out of the past 14 highly competitive [Posters on the Hill](#) conferences held annually in Washington, D.C.
- In 2018, an Eastern Biology major was awarded the prestigious Goldwater Scholarship—for undergraduates in STEM fields who intend to pursue a PhD and research career—and another was awarded a Summer Undergraduate Research Fellowship by the American Society of Plant Biologists.

DFE 6.20 provides additional information regarding student participation in scholarship and creative activity.

PROJECTIONS

The collective bargaining process should continue to ensure equity in faculty workload and compensation. While the total workload for faculty, including teaching, advising, scholarship, service, and other professional activities, is quite demanding, current fiscal constraints, enrollment trends, and the collective bargaining process make any lessening of this load unlikely for the foreseeable future.

Search procedures overseen by the Office of Equity and Diversity, as well as other efforts promoted by the Minority Retention and Recruitment Committee, will continue to ensure that Eastern's faculty is diverse. In order to increase Eastern's competitiveness in recruiting a diverse and qualified faculty, the revised approaches to salary determinations and timing for search approvals described earlier will continue to be monitored for their effectiveness.

The processes and criteria for faculty renewal, tenure, promotion, and six-year assessment are clearly outlined in the CBA and a University Senate bill. The system for submission and review of application materials will continue to be monitored and improvements in efficiency addressed for all involved, including the use of Interfolio for electronic submissions.

Maximizing the value of an Eastern degree is central to the University's 2020-2025 Strategic Plan and its mission as a public liberal arts institution. Therefore, the University will continue its commitment to assessing and improving all of its educational programs. (For specific projections regarding assessment, see Standard Eight.) The recently appointed Faculty Development Coordinator will regularly administer faculty surveys in order to determine how best to enhance teaching and research resources.

Given that faculty research is fundamental to Eastern's mission, the University will seek ways to further support faculty in pursuing their research and creative agendas. The total allocation of funds for conference travel, research grants, and faculty development grants are set by the CBA; therefore, the University's ability to make changes in that funding is limited to advocacy during future contract negotiations.

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

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed. If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior (FY 2018)			2 Years Prior (FY 2019)			1 Year Prior (FY 2020)			Current Year (FY 2021)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	199	312	511	200	290	490	204	284	488	190	280	470
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	10		10	9		9	10	3	13	10	3	13
Library Technicians	9	10	19	8	9	17	8	5	13	8	4	12
Archivists, Curators, Museum staff	2	1	3	1		1	1		1	1		1
Student and Academic Affairs	52	44	96	53	42	95	54	34	88	56	32	88
Management Occupations	28		28	27		27	34		34	35		35
Business and Financial Operations	28	3	31	29	2	31	27	1	28	26		26
Computer, Engineering and Science	26	13	39	26	11	37	29	8	37	26	9	35
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	38	41	79	36	52	88	37	42	79	37	30	67
Healthcare Practitioners and Technical	3	1	4	4	1	5	4	2	6	4	2	6
Service Occupations	102	3	105	96	3	99	98	3	101	97	2	99

Sales and Related Occupations	1		1	1	1	1		1				0			0
Office and Administrative Support	50	1	51	47	1	48	46	8	54	43	5	48			
Natural Resources, Construction, Maintenance	34		34	31		31	35		35	35		35			35
Production, Transportation, Material Moving	2	5	7	2	5	7	2	5	7	2	6	8			8
Total	584	434	1,018	570	416	986	589	395	984	570	373	943			

Please enter any explanatory notes in the box below

Data updated to Fall 2020

**Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)**

Fiscal Year ends - month & day: (6 / 30)		2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Most Recent Year	2 yrs-1 yr prior	Percent Change 1 yr-most recent
	ASSETS (in 000s)					
?	Cash and Short Term Investments	\$31,813,698	\$34,224,235	\$34,464,521	7.60%	0.70%
?	Cash held by State Treasurer	\$0	\$0	\$0	-	-
?	Deposits held by State Treasurer	\$8,509,039	\$14,125,830	\$14,626,363	66.00%	3.50%
?	Accounts Receivable, Net	\$1,541,405	\$1,134,141	\$1,257,057	-26.40%	10.80%
?	Contributions Receivable, Net	\$0	\$0	\$0	-	-
?	Inventory and Prepaid Expenses	\$517,584	\$415,488	\$745,330	-19.70%	79.40%
?	Long-Term Investments	\$15,097,241	\$15,640,119	\$15,635,388	3.60%	0.00%
?	Loans to Students	\$1,505,635	\$1,347,216	\$1,079,743	-10.50%	-19.90%
?	Funds held under bond agreement	\$0	\$0	\$0	-	-
?	Property, plants, and equipment, net	\$293,196,242	\$296,563,136	\$323,292,846	1.10%	9.00%
?	Other Assets	\$5,890	\$376,000	\$62,788	6283.70%	-83.30%
	Total Assets	\$352,186,734	\$363,826,165	\$391,164,036	3.30%	7.50%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	\$21,134,401	\$23,880,447	\$26,474,148	13.00%	10.90%
?	Deferred revenue & refundable advances	\$3,060,560	\$2,892,117	\$2,567,696	-5.50%	-11.20%
?	Due to state	\$2,204,148	\$3,102,742	\$2,475,112	40.80%	-20.20%
?	Due to affiliates	\$0	\$0	\$0	-	-
?	Annuity and life income obligations	\$0	\$0	\$0	-	-
?	Amounts held on behalf of others	\$757,025	\$734,978	\$760,729	-2.90%	3.50%
?	Long-term investments	\$0	\$0	\$0	-	-
?	Refundable government advances	\$1,459,188	\$1,459,188	\$1,459,188	0.00%	0.00%
?	Other long-term liabilities				-	-
	Total Liabilities	\$28,615,322	\$32,069,472	\$33,736,873	12.10%	5.20%

NET ASSETS (in 000s)						
	Unrestricted net assets					
	Institutional	\$320,545,828	\$324,405,171	\$353,879,433	1.20%	9.10%
?	Foundation				-	-
	Total	\$320,545,828	\$324,405,171	\$353,879,433	1.20%	9.10%
	Temporarily restricted net assets					
	Institutional	\$2,965,584	\$7,291,520	\$3,487,729	145.90%	-52.20%
?	Foundation				-	-
	Total	\$2,965,584	\$7,291,520	\$3,487,729	145.90%	-52.20%
	Permanently restricted net assets					
	Institutional	\$60,000	\$60,000	\$60,000	0.00%	0.00%
?	Foundation				-	-
	Total	\$60,000	\$60,000	\$60,000	0.00%	0.00%
?	Total Net Assets	\$323,571,412	\$331,756,691	\$357,427,162	2.50%	7.70%
	TOTAL LIABILITIES and NET ASSETS	\$352,186,734	\$363,826,163	\$391,164,035	3.30%	7.50%

Please enter any explanatory notes in the box below

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

Fiscal Year ends - month& day: (6 / 30)	3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
OPERATING REVENUES (in 000s)					
Tuition and fees	\$44,851,959	\$45,418,236	\$55,031,402	\$54,002,048	\$51,278,167
Room and board	\$0	\$0	\$0	\$0	\$0
Less: Financial aid	(\$11,451,145)	(\$13,017,225)	(\$14,214,129)	(\$14,178,674)	(\$14,741,375)
Net student fees	\$33,400,814	\$32,401,011	\$40,817,273	\$39,823,374	\$36,536,792
Government grants and contracts	\$1,776,127	\$2,410,635	\$2,479,600	\$2,490,511	\$1,641,186
Private gifts, grants and contracts	\$473,713	\$438,817	\$618,706	\$710,090	\$967,161
Other auxiliary enterprises	\$30,076,568	\$29,032,840	\$30,103,363	\$23,763,485	\$23,072,110
Endowment income used in operations	\$0	\$0	\$0	\$0	\$0
Other revenue (specify):	\$14,298	\$79,548	\$94,747	\$154,730	\$160,000
Other revenue (specify):	\$2,606,195	\$4,107,262	\$1,126,616	\$946,212	\$711,579
Net assets released from restrictions					
Total Operating Revenues	\$68,347,715	\$68,470,113	\$75,240,305	\$67,888,402	\$63,088,828
OPERATING EXPENSES (in 000s)					
Instruction	\$40,295,145	\$40,989,862	\$40,234,488	\$41,462,934	\$42,706,822
Research	\$1,210,018	\$1,074,157	\$1,625,243	\$1,798,517	\$1,852,473
Public Service	\$3,330,286	\$3,083,197	\$3,251,709	\$2,918,827	\$3,006,392
Academic Support	\$10,868,353	\$10,536,056	\$10,659,099	\$11,252,192	\$11,589,758
Student Services	\$13,124,533	\$12,710,835	\$13,383,623	\$14,210,605	\$14,636,923
Institutional Support	\$16,586,755	\$18,580,695	\$13,068,895	\$14,009,269	\$14,429,547
Fundraising and alumni relations	\$1,977,127				
Operation, maintenance of plant (if not allocated)	\$15,649,284	\$15,781,510	\$21,515,221	\$22,630,147	\$23,309,051
Scholarships and fellowships (cash refunded by public institution)	\$8,287,518	\$9,241,736	\$10,106,992	\$10,711,515	\$9,270,456
Auxiliary enterprises	\$13,602,425	\$12,291,147	\$12,993,081	\$11,546,361	\$11,892,752

?	Depreciation (if not allocated)	\$13,868,158	\$14,550,932	\$14,278,190	\$15,972,155	\$15,972,155
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	\$138,799,602	\$138,840,127	\$141,116,541	\$146,512,522	\$148,666,329
	Change in net assets from operations	(\$70,451,887)	(\$70,370,014)	(\$65,876,236)	(\$78,624,120)	(\$85,577,501)
	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)	\$53,044,355	\$49,803,080	\$53,785,817	\$54,527,601	\$56,536,057
?	Investment return	\$310,489	\$670,679	\$1,294,292	\$826,398	\$150,000
?	Interest expense (public institutions)	\$0	\$0	\$0	\$0	\$0
	Gifts, bequests and contributions not used in operations	\$522,928	\$390,041	\$752,288	\$529,993	\$604,649
?	Other (specify): Pell grant	\$6,291,149	\$7,080,943	\$7,546,078	\$6,964,583	\$7,628,407
	Other (specify): CARES Act	\$306,975	\$223,644	\$102,960	\$3,402,232	\$648,343
	Other (specify): Capital Projects financed at System Office	\$0	\$0	\$21,855,811	\$9,501,896	\$0
	Net non-operating revenues	\$60,475,896	\$58,168,387	\$85,337,246	\$75,752,703	\$65,567,456
	Income before other revenues, expenses, gains, or losses	(\$9,975,991)	(\$12,201,627)	\$19,461,010	(\$2,871,417)	(\$20,010,045)
?	Capital appropriations (public institutions)	\$7,648,606	\$20,386,907	\$6,209,461	(\$3,694,125)	(\$3,120,962)
?	Other (specify):					
	TOTAL INCREASE/DECREASE IN NET ASSETS	(\$2,327,385)	\$8,185,280	\$25,670,471	(\$6,565,542)	(\$23,131,007)

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

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
Debt					
Beginning balance					
Additions					
Reductions					
?					
Ending balance	\$0	\$0	\$0	\$0	\$0
Interest paid during fiscal year					
Current Portion					
Bond Rating					

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

EASTERN HAS NO DEBT, THE DEBT IS CARRIED BY CSU

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

Future borrowing plans (please describe)

Please enter any explanatory notes in the box below

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

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
NET ASSETS					
Net assets beginning of year	\$325,898,797	\$323,571,412	\$331,756,691	\$357,427,162	\$350,861,620
Total increase/decrease in net assets	(\$2,327,385)	\$8,185,280	\$25,670,471	(\$6,565,542)	(\$23,131,007)
Net assets end of year	\$323,571,412	\$331,756,692	\$357,427,162	\$350,861,620	\$327,730,613
FINANCIAL AID					
Source of funds					
Unrestricted institutional	\$11,451,145	\$10,218,903	\$11,359,008	\$11,571,204	\$11,396,109
Federal, state and private grants					
Restricted funds	\$7,802,000	\$8,892,264	\$9,708,382	\$10,349,438	\$8,894,151
Total	\$19,253,145	\$19,111,167	\$21,067,390	\$21,920,642	\$20,290,260
% Discount of tuition and fees	42.90%	42.10%	38.30%	40.60%	39.60%
% Unrestricted discount	25.50%	22.50%	20.60%	21.40%	22.20%
?					
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
?					

Please indicate your institution's endowment spending policy:

Please enter any explanatory notes in the box below

For Financial Aid: Restricted funds, the FY 2020 figure includes \$1.7 million in CARES emergency aid.

**Standard 7: Institutional Resources
(Liquidity)**

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
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CASH FLOW					
Cash and Cash Equivalents beginning of year	\$42,074,281	\$46,910,939	\$49,864,353	\$50,099,909	\$48,715,528
Cash Flow from Operating Activities	(\$53,682,440)	(\$52,099,956)	(\$55,866,256)	(\$60,206,035)	(\$69,605,346)
Cash Flow from Investing Activities	\$310,489	\$670,679	\$1,294,292	\$826,398	\$150,000
Cash Flow from Financing Activities	\$58,208,609	\$54,382,690	\$54,807,520	\$57,995,256	\$62,446,494
Cash and Cash Equivalents end of year	\$46,910,939	\$49,864,352	\$50,099,909	\$48,715,528	\$41,706,676

LIQUIDITY RATIOS					
Current Assets	\$42,943,895	\$50,678,354	\$51,288,856	\$45,894,482	\$38,894,482
Current Liabilities	\$16,510,338	\$19,375,643	\$21,735,540	\$19,385,672	\$20,451,884
Current Ratio	2.6	2.62	2.36	2.37	1.9
Days Cash on Hand [Operating Expenses + Depreciation	137.06	146.44	144.17	136.21	114.72

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

Please enter any explanatory notes in the box below.

**Standard 7: Institutional Resources
(Information Resources)**

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)

Total Expenditures

Materials	\$864,171	\$796,710	\$910,000	\$953,785	\$900,000
Salaries & wages (permanent staff)	\$1,527,769	\$1,493,247	\$1,632,522	\$1,733,016	\$1,573,852
Salaries & wages (student employees)	\$103,722	\$105,653	\$96,929	\$88,766	\$80,732
Other operating expenses	\$77,393	\$82,852	\$81,425	\$93,138	\$90,000

Expenditures/FTE student

Materials	\$186	\$172	\$205	\$234	\$225
Salaries & wages (permanent staff)	\$329.40	\$322.38	\$367.35	\$425.28	\$393.46
Salaries & wages (student employees)	\$22.36	\$22.81	\$21.81	\$21.78	\$20.18
Other operating expenses	\$17	\$18	\$18	\$23	\$23


Collections


Percent available physically	32%	30%	29%	27%	25%
Percent available electronically	68%	70%	71%	73%	75%
Number of digital repositories	N/A	N/A	N/A	N/A	N/A

Personnel (FTE)

Librarians - main campus	10	9	9	9	9
Librarians - branch /other locations	N/A	N/A	N/A	N/A	N/A
Other library personnel - main campus	14	14	14	14	12
Other library personnel - branch/other locations	N/A	N/A	N/A	N/A	N/A

Availability/attendance

 Hours of operation/week main campus	94	94	94	94	94
Hours of operation/week branch/other locations	N/A	N/A	N/A	N/A	N/A

 **Consortia/Partnerships**

CSCU, WALDO, Lyasis, CT Library Consortium, Council of CT Academic Library Directors, CT Library Association, OCLC, Rapid ILL

URL of most recent library annual report:

Please enter any explanatory notes in the box below

See Form 4.5 for data about Information Literacy
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**Standard 7: Institutional Resources
(Technological Resources)**

3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (goal) (FY 2022)
				?

? Course management system

Blackboard Learn

Number of classes using the system

See Note 1	See Note 1	See Note 1	See Note 1	See Note 1
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Bandwidth

- On-campus network
- Off-campus access
- commodity internet (Mbps)
- high-performance networks (Mbps)
- Wireless protocol(s)

?
?
?

20 Gb/s	20 Gb/s	20 Gb/s	20 Gb/s	20 Gb/s
7000	7000	7000	7000	7000
all	all	all	all	all

Typical classroom technology

- Main campus
- Branch/other locations

Projector, Podium PC, DVD player, Source Switcher, Document Camera
--

Software systems and versions

- Students
- Finances
- Human Resources
- Advancement
- Library
- Website Management
- Portfolio Management
- Interactive Video Conferencing
- Digital Object Management

Microsoft Office, Adobe Creative Cloud, Blackboard Learn
Banner, Equip, Core CT, TouchNet Information
Banner, Core CT
Banner, Blackbaud Raiser's Edge
Alma-Primo Integration Library System
WordPress (moving to Cascade)
Blackboard Learn
Cisco WebEx

Website locations of technology policies/plans

Integrity and security of data

Privacy of individuals

Appropriate use

Disaster and recovery plan

Technology replacement

<https://easternct.makekb.com/entry/169/>

<http://www.ct.edu/files/policies/5,4%20Electronic%20Communication%20%20IT-003.pdf>

<https://easternct.makekb.com/entry/233/>

See Note 2

See Note 3

Please enter any explanatory notes in the box below

Note 1 - For every course offered a Blackboard shell is created including assigned faculty and full class roster. Note 2 - Current DR Plan is out dated due to moving mission critical systems to cloud resources. Rewrite in progress. Note 3 - Technology is replaced based on hardware warrantee status, generally 3 - 4 year cycle.

**Standard 7: Institutional Resources
(Physical Resources)**

Campus location	Serviceable Buildings	Assignable Square Feet (000)
	Main campus	59
Other U.S. locations		
International locations		

	3 Years Prior (FY 17)	2 Years Prior (FY 18)	1 Year Prior (FY 19)	Current Year (FY 20)	Next Year Forward (goal) (FY 21)
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Revenue (\$000)

Capital appropriations (public instit	\$25,291,116	\$38,750,086	\$9,710,193	\$2,993,987	\$1,884,541
Operating budget	\$343,655	\$347,801	\$1,604,161	\$735,964	\$324,833
Gifts and grants	\$0	\$0	\$0	\$0	\$0
Debt	\$0	\$0	\$0	\$0	\$0
Total	\$25,634,771	\$39,097,887	\$11,314,354	\$3,729,951	\$2,209,374

Expenditures (\$000)

New Construction	\$0	\$0	\$0	\$0	\$0
Renovations, maintenance and equij	\$23,528,280	\$38,311,025	\$10,796,035	\$3,230,054	\$1,993,518
Technology	\$2,106,491	\$786,862	\$518,319	\$499,897	\$215,856
Total	\$25,634,771	\$39,097,887	\$11,314,354	\$3,729,951	\$2,209,374

Assignable square feet (000)

	Main campus	Off-campus	Total
Classroom	37,643		37,643
Laboratory	108,275		108,275
Office	171,243		171,243
Study	72,373		72,373
Special	72,146		72,146
General	165,873		165,873
Support	484,261		484,261
Residential	488,798		488,798
Other	14,829		14,829

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Fine Arts Instructional Center	Academic	65,804.00	\$64,000,000	2016
New Science Building	Academic	85,797.00	\$48,210,000	2008

New buildings, planned for next 5 years

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Health Center / Counseling Serv	Support	10,500.00	\$6,250,352	2022
Sports Center		96,360.00	\$73,892,444	2024

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing 5,000,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Communications Building	Academic	22,651.00	\$12,292,500	2018
Goddard Hall	Academic	20,331.00	\$10,058,445	2019
Shafer Hall	Residential	42,646.00	\$25,152,382	2019

Renovations planned for next 5 years

The list below includes renovations costing 1,000,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Library Renovations	Academic	90,347.00	\$3,500,000	2021
Webb Hall Renovations	Academic	26,216.00	\$1,500,000	2022
Hurley Hall Roof Replacement	Dining	20,689.00	\$1,000,000	2021
Noble Hall Interior Renovations	Residential	43,718.00	\$1,875,000	2022
Occum Hall Interior Renovations	Residential	43,702.00		2022

Please enter any explanatory notes in the

Standard 7: Institutional Resources

Despite ongoing budget challenges that began in 2009, Eastern has demonstrated a commitment to responsible financial planning by consistently maintaining a reserve through frugal use of budget resources and contingency planning. It is this commitment that has prepared Eastern to weather significant financial challenges as they arise, such as reductions in state support and the COVID-19 pandemic that began in 2020. While the University currently faces a budget deficit, there are several plans in place to return to balanced budgets.

HUMAN RESOURCES: DESCRIPTION

Eastern’s mission and strategic objectives are supported at a foundational level by the qualified and committed personnel it employs. As is demonstrated in DFF 7.1 and Table 7.1 below, as of fiscal 2021, the institution had 570 full-time and 373 part-time employees. Of these, 190 were full-time faculty, and 280 were part-time faculty. The process of filling an open position requires the formation of a diverse search committee, the development of a well-defined job description, and the implementation of a search plan that must be approved by the Associate Vice President of Equity and Diversity, who also must approve the list of candidates before on-campus interviews can be scheduled to ensure the pool is sufficiently diverse. This process ensures that the selected candidate meets or exceeds the qualifications necessary to perform the duties of the position while supporting Eastern’s mission of diversity, equity, and inclusion.

Table 7.1: Staffing Levels at Eastern, Fiscal 2018 to 2021

	FY 2018	FY 2019	FY 2020	FY 2021
Full-Time Faculty	199	200	204	190
Part-Time Faculty	312	290	284	280
All Other Employees	507	496	496	473
Total	1,018	986	984	943

When first hired, all Eastern employees are provided with a copy of the University’s human resources policies, including the terms and conditions of employment. These policies are also made available in the [Employee Handbook](#) and on the [Office of Human Resources website](#). The HR website includes links to the seven CBAs that cover all faculty and staff, and each one outlines policies that are unique to the unit. These bargaining units are the [AAUP](#); the [State University Organization of Administrative Faculty \(SUOAF\)](#); the [Administrative and Clerical Bargaining Unit \(NP-3\)](#); the [Maintenance and Service Bargaining Unit \(NP-2\)](#); the [Protective Services Bargaining Unit \(NP-5\)](#); the [Engineering, Scientific and Technical Bargaining Unit \(P-4\)](#); and the [Administrative and Residual Employees Union \(P-5\)](#). In instances where an employee has a complaint or grievance, each CBA provides clear procedures for investigation and resolution. Each CBA also specifies the procedures for regular evaluations and the renewal of contracts.

Eastern compensates faculty, staff, and administrators adequately and in line with peer institutions, according to the ranges prescribed in the CBAs. The compensation provided to faculty, as determined through the CSU-AAUP CBA, is presented in Table 7.2 below. Eastern also employs individuals who are not represented by a bargaining unit and are categorized as Management and

Confidential. These employees are evaluated annually and receive compensation as determined by the [CSCU policy for Management and Confidential Professional Personnel](#).

Table 7.2: Faculty Salary Ranges, Fiscal 2021

Faculty Rank	Minimum	Maximum
Professor	\$94,422	\$125,896
Associate Professor	\$79,421	\$105,895
Assistant Professor	\$64,422	\$85,896
Instructor	\$56,922	\$75,896

All Eastern employees have access to professional development opportunities, with unionized employees eligible for grants that are determined by the relevant CBA. To facilitate additional opportunities for professional development, Eastern’s 2013 Strategic Plan led to the creation of the Office of Professional Development, housed in the [Office of Equity and Diversity](#). This office works with faculty and staff in every bargaining unit to provide training and other resources to employees, including Eastern’s new-faculty orientation series, on-campus seminars, and online training. Furthermore, in the spring of 2018, the Provost created a new position, Coordinator of Faculty Development, appointing a full professor to fill the role. The coordinator works with the Office of Professional Development and the [CIT](#) to identify and provide additional development opportunities for faculty. All employees also have access to [in-service training opportunities](#) on a variety of subjects, which are provided by the State of Connecticut Department of Administrative Services.

APPRAISAL

Eastern has worked to maintain staffing levels over the past 10 years despite significant reductions in state support. Due to a projected budget deficit, the number of full-time faculty was reduced slightly in fiscal 2021 through attrition and the approval of fewer one-year full-time appointments. Over the past five years, the University has also seen modest decreases in noninstructional support staff, most of which have been achieved through attrition. Such reductions have been necessary to maintain balanced budgets. Hiring decisions remain intrinsically tied to the mission of the University and the current strategic plan, with the education and support of students serving as the top priorities. This means that full-time faculty and positions that support student success are given priority in hiring over back-office positions. Under the CSU-AAUP CBA, part-time faculty cannot teach more than 20 percent of all sections offered in any academic year, so full-time faculty lines are deployed where the need is greatest. To assist in identifying the academic departments in greatest need of tenure-track lines, the Provost developed a formula that includes such variables as each department’s share of students, the ratio of the number of students enrolled in all courses offered by the department to the number of full-time faculty in that department, and the number of sections taught by part-time faculty in each department. Eastern’s hiring policies have also allowed the institution to achieve its goals in terms of equity.

While Eastern employs sufficient staff to achieve its mission, several years of strategic staff reductions have left little redundancy in the performance of functions. In other cases, staff have been asked to take on additional responsibilities to cover the functions of unfilled positions. These strategies have allowed Eastern to continue to meet the needs of students while also building

reserves in excess of \$30 million. Those reserves have proven essential in covering budget deficits caused by declining enrollments and the COVID-19 pandemic.

FINANCIAL RESOURCES: DESCRIPTION

Eastern remains financially stable despite fluctuating state support and the COVID-19 pandemic. In fact, prior to fiscal 2020, the University finished 11 consecutive years with a budget surplus and was able to build reserves of \$30.6 million (see Table 7.3 below). With about 80 percent of the University’s expenditures devoted to personnel costs, Eastern has been able to balance the budget by leaving nonessential positions unfilled after a retirement or departure. For example, when the Vice President for Human Resources was moved to the CSCU System Office, the Vice President for Institutional Advancement assumed those additional duties. More mission-central faculty and student support positions have been refilled as needed.

Table 7.3: Unrestricted Fund Balance (in Millions), Fiscal 2010 to 2020

Fiscal Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Balance	(\$1.1)	\$3.6	\$7.1	\$10.6	\$12.4	\$12.6	\$23.6*	\$27.4	\$27.9	\$30.6	\$25.9
Increase	N/A	\$4.7	\$3.5	\$3.5	\$1.8	\$0.28	\$10.9	\$3.8	\$0.50	\$2.7	(\$4.7)
Percent Increase	N/A	421%	98%	49%	17%	2%	86%	16%	2%	10%	-15%

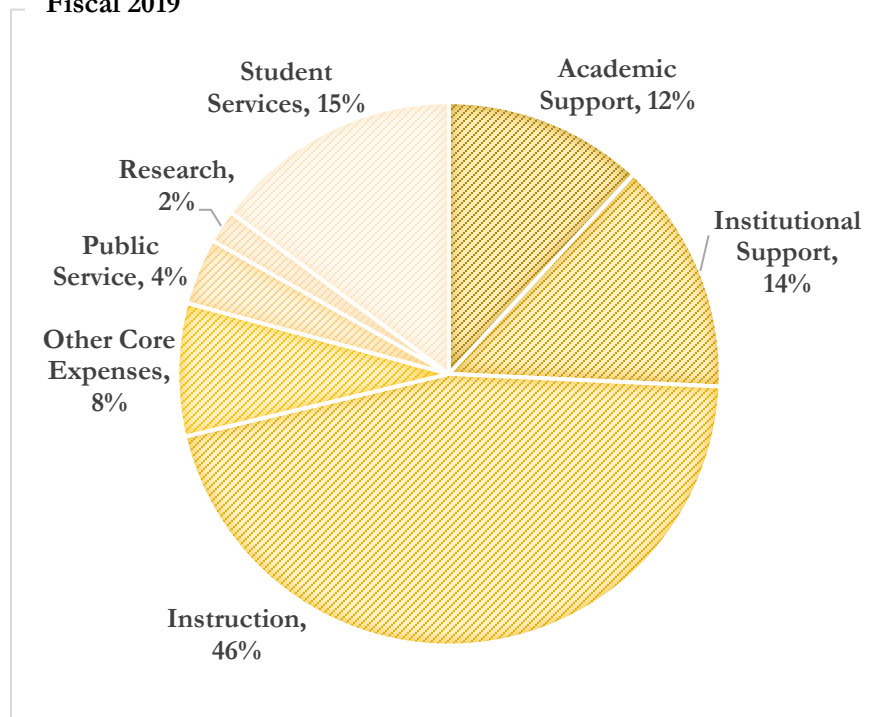
*Correction to funds from “restricted nonexpendable” to “unrestricted” of \$5.1 million.

The BOR maintains control over all financial and budgetary matters as determined by [Section 10a of the CGS](#) and the board’s own bylaws. General fund dollars are appropriated by the state legislature to the CSCU and are then reallocated to the four state universities based on the BOR’s funding formula for the universities. Eastern submits an annual spending plan to the BOR in the spring and a midyear projection update in January, which includes the actual revenues and expenditures from the prior year. The spending plan, projections, and results are used to manage the budget and are shared with the University community. The BOR also reviews and approves tuition and fees as well as multiyear capital projects, receiving quarterly updates on capital project spending and progress. At the institutional level, the University devotes virtually all of its resources to achieving its mission. Eastern has an effective and collaborative budget process that emphasizes conservative budgeting to maximize resources devoted to the education and support of students. Budgets are reviewed several times during the year to ensure financial commitments are consistent with planned expenditures. The University budget is developed in late winter to early spring, with contingencies made for typical variances in final fringe-benefit rates. This state budget is published annually by the Office of the State Comptroller in mid-June, and the state appropriation based on the state budget is typically adopted in June. The allocation of general fund dollars appropriated via the BOR funding formula includes a base allocation and an allocation for remaining funds based on a three-year rolling average of FTE enrollment. As seen in Table 7.4 below, state appropriations and contributions to pay fringe benefits vary from year to year, making contingency planning essential.

Table 7.4: State Appropriations (in Millions), Fiscal 2010 to 2020

Fiscal Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Appropriation	\$29.0	\$28.7	\$26.1	\$24.9	\$27.5	\$28.1	\$30.9	\$28.8	\$26.8	\$28.5	\$28.4
Percent Increase	N/A	-0.7%	-9.4%	-4.6%	10.8%	1.9%	10.2%	-6.9%	-6.7%	6.3%	-0.4%
State Fringe Contribution	\$13.1	\$13.6	\$12.7	\$14.0	\$18.6	\$20.2	\$23.2	\$22.5	\$21.2	\$25.3	\$24.5
Percent Increase	N/A	3.6%	-6.4%	10.2%	33.1%	8.6%	14.8%	-3.3%	-5.7%	19.5%	-3.1%

Figure 7.1: Expense Function as a Percent of Core Expenses: Fiscal 2019



Budgeting is done through a bottom-up approach, where budget authorities make requests to the appropriate vice president, and funds are allocated to each division based on the available funding from enrollment, state allocation, and other revenue projections. Each vice president reviews the requests from their division and has the authority to reallocate funds within that division. If budget cuts are required, the priority is to ensure that there are no identifiable impacts on educational quality or student support. This priority is highlighted by the

75 percent of combined resources Eastern dedicated to core expenses in the areas of academic support, instruction, student services, and research during fiscal 2019 (see Figure 1 above). When a vice president seeks a significant increase in their divisional budget, that request must be approved by the President with a recommendation from the CFO. Budgets for new positions are also discussed and agreed upon by senior staff, with final approval coming from the President. Midyear budget projections are conducted to maintain overall financial stability, prevent significant overages, and redeploy resources for the remainder of the fiscal year. Budget reallocations and, when necessary, reductions are conducted annually to ensure resources are deployed most effectively in support of Eastern’s mission, strategic plan, and long-term financial stability.

For multiyear financial planning, the University relies on its subject matter experts in enrollment management, housing, and financial aid for revenue and cost projections. With the change in the demographics in New England and the resulting uncertainty, enrollment and revenue

estimates are decidedly conservative. The University prepares for upcoming increases in expenditures, when possible, and is mindful of the potential for state-level rescissions during each fiscal year. The institution also typically holds budget requests to prior-year levels, particularly with respect to noncritical spending.

Regular financial reports, including multiyear capital requests and the University's annual spending plan and midyear review, are submitted to the BOR for review and approval to ensure long-term fiscal stability. The annual budget request process and midyear update include input from departments, the [Ad Hoc Budget Committee](#), and the CSCU System Office. These requests and updates include information on retention and enrollment, hiring needs, strategic plan initiatives, state funding projections, CBAs, and projected fringe-benefit rates. The University monitors enrollment trends for potential impacts on the budget and receives updates on enrollment and housing occupancy so that adjustments can be made to the University budget when necessary. New construction or renovations are addressed through CSU 2020, a decade-long capital spending plan for all four CSUs. Status updates are provided semiannually to the CSCU System Office and BOR to provide program oversight of capital improvement funds. In turn, the CSCU System Office submits a biennial request to the Office of Policy and Management for inclusion in the state of Connecticut's biennial budget.

The Director of the Office of Financial Aid, and now the Director of Enrollment Management, and the Dean of Academic Analytics work closely with the Provost and the CFO to ensure the sustainability of the distribution of need-based and merit aid. Institutional aid expenditures are reviewed each year to determine the impact on the quality and diversity of the student body, as well as on persistence and timely graduation. Such a review in fiscal 2019 led to the creation of a new financial aid model that is expected to more closely align the distribution of funds with the mission of the institution. The new model is expected to offer greater access to students from diverse backgrounds, while minimizing the growth in expenditures by strategically targeting funding to those students where the impact is expected to be greatest. This new model was being implemented when the COVID-19 pandemic began, which made analyzing its effectiveness difficult. Annual reviews are conducted, however, by the Dean of Academic Analytics and the Provost so that refinements can be made as its effectiveness is assessed. Annual reports related to the distribution of merit and need-based aid are provided to the BOR.

The University maintains well-defined finance-related departments with proper segregation of duties: Accounting and Grants, Accounts Payable, Budget, Bursar/Cashier, Card Services, Payroll, and Purchasing. These departments are staffed with long-term professionals, well-versed in their respective functions, with job descriptions clearly articulated and based on the relevant bargaining agreements. The CFO, reporting directly to the President, oversees each of these departments—as shown in the [Finance and Administration Organizational Chart](#)—as well as all capital improvement projects.

When budget challenges began to arise with the recession in 2008, the President created the [Ad Hoc Budget Committee](#), consisting of the University Senate's Budget and Resource Allocation Committee, representatives from every bargaining unit, and additional faculty, staff, and student appointees. This committee continues to meet twice each semester to discuss enrollment, personnel, and budget updates, along with other topics that may impact the fiscal health of the institution. Through the WebFocus reporting tool, interactive monthly budget status reports are emailed to budget managers and can be accessed at any time. Budget meetings are held multiple times throughout the year with various constituency groups, including the Ad Hoc Budget Committee, union representatives, and the SGA. The CFO also provides a budget update in every University Senate meeting. The campus community as a whole is updated during the campus-wide University

meeting held three times a year. Finally, copies of budget documents submitted to the CSCU System Office are made available on the [website](#) to provide additional transparency.

Through the collaborative fiscal stewardship of the President, vice presidents, budget authorities, and overall campus community, Eastern was able to add to its reserves annually between fiscal years 2009 and 2019 while maintaining the number of full-time faculty and student support programs. To date, Eastern remains compliant with [CSU fund balance guidelines](#), and the balance in the University's reserves, which totaled \$25.9 million at the end of fiscal 2020, is well above the BOR minimum requirement (see Table 7.3). This has provided a sound fiscal foundation that allowed the institution to respond to the financial demands of the COVID-19 pandemic. Beyond University funds, the state has provided bond funding through CSU 2020 for buildings, renovations, and equipment needed to maintain and improve student spaces and educational effectiveness.

Eastern has developed several new programs in burgeoning fields attractive to potential students that are expected to provide new sources of revenue; however, none of these constitutes a substantive change requiring NECHE's review. These programs include new majors in Data Science, New Media Studies, and Criminology. The development of new programs requires the approval of the University Senate and the BOR. The BOR authorizes the establishment of new academic programs and changes to those programs, as is consistent with the [CSCU Academic Programming Approval Policy](#). To achieve the necessary program approval from the BOR, Eastern provides reports on anticipated program-level expenditures and revenues.

As a public institution, Eastern is subject to the fiscal affairs policies and procedures as set forth by the [CSCU system](#) and the [Office of the State Comptroller](#). The CSCU system bears the obligation of any financing used to fund the University's capital projects, all of which is done either through general obligation bonds issued by the state of Connecticut or with the [Connecticut Health and Educational Facilities Authority](#). The University provides quarterly updates to the BOR on all capital spending projects.

Eastern ensures ethical oversight of its financial resources and practices through the use of job applicant background and credit checks, an internal control questionnaire, and [State of Connecticut Auditors of Public Accounts](#) policy and procedure review. The University is subject to state and public audits to ensure fiscal integrity. Annual audits are conducted by [Grant Thornton](#), an external CPA firm, as well as by the Auditors of Public Accounts, the results of which are reported to Eastern's President and the CFO and to the BOR Audit Committee. Further, CSU 2020 bond-funded projects are audited annually, with current audits conducted by [CohnReznick, CPAs](#). Internally, purchasing, travel, p-card, and fixed-asset manuals are written to ensure compliance with state and CSCU system policies. Accounts Payable performs annual audits of department p-cards, and reconciliations of payroll and cash accounts are performed monthly.

Eastern engages in fundraising through the [ECSU Foundation, Inc.](#), a nonprofit 501(c)(3) organization, to support academic programs and increase educational access. The foundation is directed by a volunteer [Board of Directors](#) composed of alumni, business leaders, and community members. Ex officio members of the board include the University's President and Vice President for Institutional Advancement, as well as a student representative and a faculty member. Fundraising activities, conducted in compliance with foundation bylaws and policies and the [Uniform Prudent Management of Institutional Funds Act](#), support the fiscal health and academic needs of the University. Top priorities include raising money for the institution's endowed scholarships, special academic programs, athletics, and faculty development. The University's Office of Institutional Advancement oversees all philanthropic efforts while working collaboratively with the ECSU Foundation Board of Directors to ensure all fundraising aligns directly with Eastern's mission and institutional goals. All foundation appropriations are approved by the Board of Directors, and the board employs an independent CPA firm, CohnReznick, to conduct annual audits, made available to

the public along with the foundation's most recent Form 990 tax returns. The State of Connecticut Audit Division also receives copies of the certified audit for its review and comments.

APPRAISAL

Eastern has been fiscally conservative with budget planning due to uncertainties in state funding and demographic trends in New England. While several staff positions have been left open in the past 10 years, these positions tended to be in support offices that did not affect instruction or student support. This conservative approach allowed the institution to increase reserves from a negative balance of \$1.1 million in fiscal 2010 to \$30.6 million by the end of fiscal 2019 (see Table 7.3). Further, while Eastern's liabilities increased from \$28.6 million in fiscal 2017 to \$33.7 million in fiscal 2019, the institution's assets increased from \$352.2 million to \$391.2 million over the same time period (see DFF 7.2). Similarly, while Eastern's total operating expenditures increased from \$138.8 million in fiscal 2017 to \$141.1 million in fiscal 2019, its net-operating revenues increased from \$60.5 million to \$85.3 million during the same time period. (A breakdown of these figures is made available in DFF 7.2 and 7.3.) As a result, Eastern has been in a relatively strong position to respond to financial challenges and unforeseen emergencies.

While enrollments began to decline in the fall of 2017, Eastern experienced its first significant decrease in the fall of 2019 with a loss of 4.2 percent of the registered undergraduate student population; a second decrease in enrollment of 6.8 percent followed in fiscal 2021. These shifts in enrollment led to reductions in state funding—an issue compounded by the fact that appropriations are also vulnerable to enrollment fluctuations across the system. This means that while Eastern was able to maintain an 18.1 percent share of the undesignated base funding for fiscal 2016 through fiscal 2019, an overall system-wide enrollment decline, combined with Eastern's own declining enrollment, will likely lead to decreased state appropriations to the University going forward.

There are a number of factors the University must keep in mind looking forward, including the fact that, beginning in the fall of 2020, the PACT program was launched at all Connecticut community colleges. This is a program that offers free college tuition to all first-time, full-time, in-state students. Similarly, in the fall of 2020, the University of Connecticut began offering free tuition to low-income students. Additional challenges exist in the form of changes in state funding levels and increasing fringe-benefit rates. In particular, the state of Connecticut has gone on a “debt diet,” reducing capital project spending and delaying funding for specific sections of Eastern's master plan, including the construction of a new sports center. Further, the state has been confronted with an unfunded pension liability resulting in a significant increase in fringe-benefit rates by 50.5 percent for state retirement plans and 42.7 percent for alternate retirement plans over the past 10 years. Finally, since 2016, Eastern's alumni donor rate has decreased from 9 percent to 6 percent. This is the result of a shift in the effectiveness of communication and fundraising strategies, posing a challenge to the institution as it works to adapt to this new environment.

The COVID-19 pandemic represents perhaps the greatest fiscal challenge in Eastern's history. With the number of cases rising rapidly in Connecticut in early March 2020, the CSCU System Office ordered all students to leave the residence halls when spring break began. A few days later, the decision was made to have all institutions in the CSCU system pivot to online classes for the remainder of the semester, with no students or nonessential staff allowed on campus. This meant students were forced to move out of the residence halls eight weeks early, and Eastern refunded \$6.6 million in housing and meal plan revenue. The University received \$2.2 million in federal CARES Act funding to partially offset this lost revenue. However, those refunds and additional COVID-19-related expenses in the spring and early summer led to a \$4.7 million deficit in fiscal 2020—the first use of reserves the University faced in more than a decade (see Table 7.3).

While the effects of COVID-19 on fiscal 2021 have yet to be fully realized, early impacts are known. Eastern was able to reopen its campus for the beginning of the fall semester using an on-ground hybrid teaching model and kept the residence halls open through a planned closing of the campus and pivot to online classes after Thanksgiving break; however, the number of students in the residence halls was down 22 percent between the fall of 2019 and the fall of 2020, as more students chose to live off campus. Enrollment was also down in the fall of 2020, partially due to the uncertainty of the virus. Over the summer and up until November 2020, Eastern spent about \$1.8 million on COVID-related expenses, including personal protective equipment, cleaning services and supplies, meals for students in quarantine, the installation of additional Wi-Fi access on campus, and the testing of students. Together, these factors led to a projected \$11.2 million deficit for fiscal 2021. Fortunately, prudent fiscal planning had produced \$30.6 million in reserves to assist through this pandemic.

Keeping the campus community abreast of the financial realities of the institution has helped Eastern manage its budget as departments and administrative units continue to make conscientious decisions regarding budget requests and spending, limiting additional funding requests to those related to health, safety, and educational quality. Central to this effort has been the work of the Ad Hoc Budget Committee, which ensures that all stakeholders are involved in budget discussions and can relay information back to their constituents. The committee was instrumental in developing strategies for managing significant rescissions in state appropriations and fringe-benefits contributions in fiscal 2017 and fiscal 2018. The Ad Hoc Budget Committee also helps to ensure transparency, as faculty and staff look to their representatives on the committee for information on the budget situation. In 2018, Eastern enhanced its reporting process and began emailing interactive departmental budget summaries—with drill-down capabilities from summary-level to transaction-level detail—to budget authorities monthly to encourage regular monitoring and updating as circumstances change.

In order to ensure long-term financial stability in the face of demographic shifts and uncertain state appropriations, Eastern has launched several initiatives to increase enrollment. As was discussed in Standard Five, the BOR approved a discounted tuition rate for students from New York and New Jersey, and the first cohort of 25 DC-CAP/Eastern Scholars are scheduled to enroll in the fall of 2021. It is expected that these initiatives, combined with more strategic investment of the marketing budget as a result of the new marketing plan, will result in increased enrollments going forward.

INFORMATION, PHYSICAL, AND TECHNOLOGICAL RESOURCES: DESCRIPTION

Eastern sits on 185 acres of land in an urban setting and comprises 59 structures that house classroom space, recreational space, dormitories, laboratories, the Student Center, the library, art and media studios, sports facilities, a planetarium, and an arboretum, among others, for a total of 2.1 million square feet of physical space. In 2015, Eastern embarked on a master plan study in conjunction with the CSCU System Office to assess the condition of facilities, space utilization, land use, and infrastructure reliability. The plan benchmarked Eastern against peer institutions and projected future needs for space, renovation, new construction, and infrastructure projects. Completed in April 2016, the [master plan](#) is the guiding document in the development of capital plans, energy projects, and deferred maintenance projects. All requests for major projects and renovations are reviewed to verify that they align with the information developed in this document. Eastern also participated in the [Connecticut State Colleges & Universities Energy Master Plan](#), which has dovetailed with projected master plan projects. This plan defined projects related to energy infrastructure that would be needed to support the master plan.

Eastern's physical facilities are ever evolving. The University performed classroom assessments in 2002 and 2014 that outlined deficiencies in the existing inventory of classrooms and labs. That information was then used to target projects to improve conditions in several academic buildings. New space standards were used in the design of the new Fine Arts Instructional Center and when renovating classrooms in the Communication and Goddard buildings to alleviate overcrowding (see DFF 7.8). These improvements greatly enhanced the condition of Eastern's classroom, lab, and seminar room inventory, with emphasis given to providing space for independent and group study outside of the traditional classroom or lab, improving access to up-to-date standardized technology, and allowing for flexibility in the mode of instruction.

As with its facilities, Eastern has continued to update and revitalize campus-wide technology, and this investment paid off during the COVID-19 crisis. General audio and video projection equipment and other discipline-specific technology systems are maintained throughout classrooms, labs, and performance areas geared toward instructional use. To date, 100 percent of classrooms on campus are designated as "smart" classrooms with multiple-source video and audio projection capability including computer, DVD player, and document camera content. Audio-visual technology is also readily available to support administrative and cocurricular needs and those needs related to student services. Personal computers are provided to all faculty and staff and are replaced based on a three- to five-year cycle depending on use and reliable functionality. Students also have access to laptops through the library's Laptop Loan Program, allowing them to check out laptops on a short-term basis when needed. During the fall 2020 semester, many students used these short-term loans when they had an online class right before or after an on-ground class. The loan provided the necessary technology to participate in their online class while on campus. When the University shifted to online classes in the spring of 2020 and hybrid and online classes the following fall, semester-long laptop loans were made available to any student who needed one to participate in their online classes. More than 50 students took advantage of this opportunity in the spring semester, and all but a few of the laptops were returned at the end of the semester.

The campus community also has access to audio-visual support services, including the information technology help desk, the [CIT](#), event support services, media production services, training, and equipment management. Furthermore, [ITS](#) provides the entire campus community with a secure electronic environment in order to safeguard privacy and functionality. A secure enclave of personal computers provides additional protection of Personal Identifiable Information (PII) in offices such as Fiscal Affairs, Financial Aid, and Admissions where such information is routinely and extensively used.

The [J. Eugene Smith Library](#) provides spaces for individual, collaborative, and quiet study with numerous study carrels, 16 individual study rooms, and eight group-study rooms for student use. Librarians provide reference assistance during 72 of the 94 weekly hours the facility is open for the typical fall and spring semesters (see DFF 7.6). This assistance is provided in three modalities: in-person, by phone, and via online chat. Students can also make individual appointments with librarians for research assistance. The library makes available approximately 130 online research databases, accessible from on and off campus with remote access using standard sign-in credentials. Online databases are selected judiciously with respect to financial resources. Each time a purchased database is due for renewal, usage statistics are reviewed to assess its costs and benefits.

Professional librarians are assigned to academic departments as dedicated liaisons and coordinate with those departments regarding requested information literacy classes, book purchases, online database subscriptions, media purchases, placing textbooks on reserve for student use, and general library needs. A modest budget is set aside each year to subsidize faculty requests for materials to support new courses or requests to supplement a specific area of the collection.

All of Eastern's facilities are constructed and maintained in accordance with the [Connecticut State Building and Fire Codes](#), Americans with Disabilities Act (ADA) regulations, state and federal environmental regulations, and local demolition and health codes. Major construction projects are reviewed, permitted, and inspected by the Office of the State Building Inspector, Office of the State Fire Marshal, Bureau of Elevators, and Department of Energy and Environmental Protection. Minor capital projects are also reviewed, permitted, and inspected by the Office of the State Building Inspector, Office of the State Fire Marshal, and Bureau of Elevators. Projects that include new roofing, fire alarms, or sprinklers are reviewed by the State of Connecticut Insurance Carrier, FM Global, for adherence to codes as well as standards set by FM Global to mitigate losses due to fire and natural disasters. FM Global performs yearly safety inspections of all facilities on campus to verify compliance with current safety codes and identify possible conditions that may incur a loss or hazard to the campus facilities or individuals using them. This report is used in the planning of minor capital projects on a year-to-year basis. The Office of the State Fire Marshal also performs yearly inspections of all the facilities to ensure continued compliance.

The CSU 2020 allocation funds most major construction projects, minor capital projects, and deferred maintenance projects and includes funding for staffing by the State Building Inspector and the State Fire Marshal. Their involvement during design and construction has been key to ensuring the institution's projects are designed and built in accordance with current building and safety codes. New construction as well as major and minor renovations require a Certificate of Occupancy or Certificate of Acceptance before Eastern is authorized to occupy a building. Reports are generated on a yearly basis outlining any discrepancies, and Eastern is required to report on how a discrepancy will be addressed and in what time frame. Typically, the issues reported are minor and may require notifying occupants to remove items temporarily placed in a means of egress or stop propping open fire doors. Any issue that cannot be addressed by operational changes is addressed through corrections made using operating funds or minor capital funding.

New construction and major renovations are also designed and constructed in accordance with the [Connecticut High Performance Building Standard](#) or the U.S. Green Building Council LEED accreditation system. Eastern currently has five LEED-certified buildings. The University is also a member of the [Association for the Advancement of Sustainability in Higher Education](#) and has used the [Sustainability Tracking, Assessment & Rating System](#) for three self-reports. Eastern has continued to use these measures as a guide for pursuing improvements in energy usage, water conservation, waste management, healthy environments, and operations that directly affect the environment. Buildings have also been retro-commissioned to improve on energy usage, water usage, and waste reduction. The [Green Campus Committee](#) meets on a regular basis to assess issues, operations, and policies that may have an environmental impact and make suggestions for improvement.

Finally, Eastern continues to strengthen security for its buildings, grounds, and technological environments. Most buildings are controlled by a central building access system using keyless fob entry, allowing Public Safety and the Card Services Office to control access. This lessens the need for actual keys being distributed and provides the Campus Police with an auditable record of individuals accessing the space. It also allows the campus to lock and unlock facilities and rooms on a schedule and enables emergency lockdowns of individual rooms or buildings as needed. If a fob is lost, it can be disabled. The campus grounds and most of its facilities are also monitored by CCTV.

In the absence of a Chief Security Officer, an ITS security group works to address user security issues that may arise. Additionally, all offices working with personally identifiable information operate in a secure enclave consisting of virtual applications within a locked-down server to improve data protection. [Institutional](#) and [BOR](#) technology policies regulate the use of

computer resources on campus. These policies are shared with the campus community at regular intervals and are sufficient for maintaining the integrity of University computer systems.

APPRAISAL

Eastern has continued to construct new academic buildings and renovate existing buildings to improve the quality of its instructional environment. As a result of the [2002](#) and [2014](#) classroom assessments conducted in preparation of the master planning process, the institution has moved forward with building and renovation projects aimed at addressing deficiencies in its classroom spaces.

In 2016, the Fine Arts Instructional Center was completed. The 128,000-plus-square-foot facility, constructed at a cost of \$64 million (see DFF 7.8), provides state-of-the-art instructional space for the departments of Art & Art History and Performing Arts. This project replaced instructional space located in Shafer Hall, a 1940s structure that was not designed to house arts courses. The new Fine Arts Instructional Center provides studios for digital art, painting, printmaking, design, and sculpture classes. There are also studios for music, acting, dance, and theatrical arts and management classes, as well as three general-purpose classrooms, an auditorium for music performances, the proscenium theater, a studio theater, and an art gallery.

Goddard Hall, the Communication building, and Shafer Hall also received comprehensive renovations. These projects, representing a \$47.5 million investment, were completed in 2018 and 2019 and provided for a complete gut and rebuild to meet current space, technical, residential, recreational, and instructional needs (see DFF 7.8). Goddard and Communication were originally constructed in the early 1970s and had not received any substantive renovations since that time. The newly renovated buildings now house instructional space for the Communication Department, the Kinesiology and Physical Education Department, and Psychology labs. In the 2002 classroom study, the classrooms and labs located in Goddard, Communication, and Shafer were determined to be generally poor instructional spaces that were overcrowded and lacking in technology. The newly renovated spaces provide classrooms that are properly sized and have standard technology and infrastructure that support more effective instruction. The projects include a new TV studio and control room, a radio station, production and recording studios, computer labs for instruction in digital editing and production, Kinesiology and Physical Education labs, Psychology labs and 12 new general-purpose classrooms. All labs and studios are equipped with the latest instructional technology.

As a result of renovations completed in the summer of 2019, Shafer Hall has been transformed from a poorly designed instructional space to state-of-the-art student housing featuring loft-style suites with kitchens for upperclassmen. Shafer Hall also now contains a gymnasium for recreation, a 490-seat theater, a café, a fitness room, a media center, and study rooms, as well as a game room and a kitchen lounge to support group activities.

Eastern has also renovated and repurposed space in the library, Webb Hall, and the Science Building to support the Academic Success Center, Advising, a Digital History lab, and new general-purpose classroom space equipped with technology to allow for distance learning and flipped classroom pedagogy. In the 2019-2020 academic year, G3 Architecture was hired to conduct a [space planning study](#) to identify ways to more efficiently use space in the library and ensure that space utilization aligns with best practices in higher education. The results of this study will inform the ongoing development of the library into a holistic learning center for students.

In January 2017, all CSU, community college, and state library holdings were consolidated into one shared online library system, providing an affordable way to increase online holdings that are available to the campus community. This is in addition to the reciprocal borrowing agreement that Eastern has with the Council of Connecticut Academic Library Directors (see DFF 7.6), which

extends borrowing privileges to faculty and staff at all 35 participating public and private institutions. In addition to these changes, the library has worked to reduce student textbook costs through the creation of a [LibGuide](#), which provides faculty with information on open educational resources and no-cost or low-cost initiatives. Finally, the library has bolstered its presence on Blackboard through increased faculty outreach regarding the inclusion of dedicated library modules (with discipline-specific research guidance) on Blackboard sites.

The number of librarians and support personnel on campus has decreased slightly from 24 in fiscal 2018 to 21 in fiscal 2021. Over this same time period, the library has been slowly moving toward providing a larger proportion of its collection electronically as opposed to physically. Between fiscal 2018 and fiscal 2021, the proportion of the collection that is available electronically has increased from 68 percent to 73 percent, while the proportion of the collection available physically has decreased from 32 percent to 27 percent (see DFF 7.6). The library is in the midst of an extensive deselection process in areas of government documents, bound periodicals, current periodicals, and reference books. The removal of government documents is a lengthy process, and the effort has fallen behind in the ongoing evaluation of publications available in electronic databases. However, as progress is made, this process will enable the institution to eliminate a sizeable portion of at least two print collections. The objective of this deselection initiative is to make more library space available for other uses, as was suggested by the space planning study discussed above. These uses include consolidating more student support operations in the library to improve student access to those services and the creation of “makerspaces,” open areas with technology and moveable furniture to allow students to collaborate on projects in groups of various sizes.

Overall, library expenditures per FTE student in all categories including materials, salaries, and wages for permanent staff and other operating expenses increased a combined 28.2 percent between fiscal 2018 and fiscal 2021. Salaries and wages for student employees, however, have decreased 2.6 percent over this same time period (see DFF 7.6).

In 2018, the library participated in the [Measuring Information Services Outcomes \(MISO\) Survey](#). This survey is conducted by Bryn Mawr College, with 40 institutions participating in 2018 - 2019. Its results helped to uncover those areas in which the library is making the greatest impact on the educational environment at Eastern, as well as those areas where improvements can be made. For example, based on 181 student responses, the survey revealed that 82 percent of students believed that the physical and digital library collections available to them either greatly or moderately contributed to the achievement of their academic goals. Further, 69 percent of respondents indicated that they were satisfied with the research instruction provided by library staff. However, among faculty members, only 33 percent of 145 respondents indicated that they request library research instruction for students to learn about database usage. Similarly, only 22 percent of faculty respondents indicated that they request library research instruction for students to learn about non-database-related content. This presents an opportunity for growth whereby the institution can more fully use its already existing resources by increasing awareness of library services among faculty and encouraging deeper integration of library services in the curriculum.

Under the direction of the CIO, the ITS department has reallocated and reorganized its personnel resources to allow for campus-wide technological improvements and to provide the support services necessary for the optimal use of technology. Additionally, to improve campus community access to ITS, the help desk was moved from the fifth floor of the Science building to the main floor of the library, increasing walk-in access for faculty, staff, and students and increasing collaboration with library staff. The CIT remains located in the library as well, providing technological support for instructional staff and recently expanding its outreach to include not only support provided in the CIT office but also one-on-one support provided in faculty members’

offices and through virtual consultations. Finally, ITS has worked with the Office of AccessAbility Services to implement the accessibility service feature in Blackboard, providing equitable access to educational materials.

The CIT staff proved essential in helping faculty prepare for hybrid and online instruction during the COVID-19 pandemic. During spring break in March 2020, the staff hosted two group training sessions each day, including evening sessions for part-time faculty who could not attend during the day and countless individual sessions that week and throughout the pandemic. They continued to provide exceptional support and training over the summer and fall, receiving many accolades from the faculty.

Within the past eight years, ITS implemented Microsoft SharePoint and Office 365 institution-wide. For students, this implementation occurred in March of 2013, and Office 365, SharePoint, and OneDrive were made available to faculty and staff in June 2016. Additionally, all faculty network drives were migrated to SharePoint in May 2019. These technological improvements were aimed at assisting faculty and administrative departments with planning, evaluation, and sharing institutional work.

Beyond this, the entire University network architecture has been redesigned to create a redundant network with no single point of failure; uninterrupted power has been provided to each switching closet to minimize power interruptions; and all administrative offices have been given access to Banner information on local computers behind an ITS firewall. ITS monitors systems regularly for vulnerabilities and potential breaches and has implemented the use of multifactor authentication, providing faculty, staff, and students much more secure access to Office 365. Further, both Banner and Office 365 have been moved to the cloud to allow for redundant access from the web and to provide faculty with unlimited storage space. Regular backups of Banner to local tape drives provides an additional layer of data protection should the Banner cloud instance be compromised.

In 2019, Eastern became the first CSCU institution to implement WebFocus, the new system-wide reporting tool. ITS developed many system-wide financial reports for the CSCU, and helped all units within the University to successfully transition from the unsupported Hyperion report writer. This new tool has improved transparency on campus by making financial and other data more readily available to multiple constituencies.

ITS provides and supports wireless access across campus, along with a 10-gigabit Internet connection via the Connecticut Education Network. There are more than 30,000 registered devices on campus taking advantage of the University's Wi-Fi access, with the greatest strain on resources coming from use in the residence halls. To help alleviate this strain, ITS installed over 1,000 new access points between 2017 and 2020, and implemented Internet Protocol Version 6 in the residential halls to permit multiplayer gaming. In 2018, ITS implemented Eduroam, allowing all faculty, staff, and students who register their devices to automatically use their wireless devices at any Eduroam campus in the world. In the fall of 2020, ITS installed wireless access in the Cervantes parking garage. This service provides access to campus Wi-Fi for students without home internet access in the event that campus buildings are closed and all classes were moved online because of the pandemic.

Over the past 10 years, the University has invested heavily in cutting-edge classroom technology and equipment, including a virtual dissection table in Health Sciences, virtual reality technology-enhanced courses in Kinesiology and Physical Education, an Imaging Center with a confocal microscope, and a DNA Sequencer. Further, as a result of the 2002 and 2014 assessments conducted in preparation for the master planning process, the University enhanced and standardized base-level technology offered in classrooms, labs, and seminar rooms. Through the leadership of ITS, Eastern has upgraded seven classrooms with lecture-capture technology to allow faculty to use

classroom-flipping pedagogical methods. Four classrooms have also been equipped with dual projection systems to allow for multiple computer images to be displayed. Additionally, since 2016, Eastern has spent \$450,000 upgrading 45 existing classrooms from analog to digital equipment, enabling the use of devices with HDMI outputs, and providing these classrooms with improved resolution document cameras and Blu-ray players. The institution spent \$300,000 installing and upgrading audio-video projection systems in conference rooms, student areas, and administrative areas across campus and an additional \$882,000 for discipline-specific audio-visual equipment for academic departments. Finally, ITS designed and managed the installation of audio-visual systems in the new Fine Arts Instructional Center, the newly renovated Communication Building, the newly renovated Goddard Hall, and the Shafer Auditorium—an undertaking costing \$3.5 million.

These investments paid off when the COVID-19 pandemic forced Eastern to move all classes online in March 2020. Most faculty were already comfortable using technology in their teaching, resulting in a relatively seamless transition for them. When many classes were converted to synchronous hybrid teaching in the fall of 2020, with some students participating in each class session on-ground and other students online, only relatively inexpensive webcams and microphones needed to be installed in classrooms, since all other essential technology was already in place. Consequently, Eastern’s previous planning and investments in technology made the University’s transition to online learning due to COVID safety protocols for instruction much easier.

PROJECTIONS

Eastern’s human and physical resources have the potential to be impacted by initiatives launched by the CSCU System Office. The system’s current efforts to consolidate the functions of purchasing, contracting, payroll, information technology, financial aid, institutional research, human resources, and facilities will be a factor in the institution’s future investment decisions. The University is hopeful it will see improved functionality and financial savings as the CSCU system moves toward Banner modernization and standardization and will continue to work with the CSCU System Office to find areas of cost-saving through collaboration and the consolidation of resources.

Looking forward, Eastern is facing a challenging chapter in its story. The University faces a declining college-age population and finds itself in an increasingly competitive market with other institutions in the region. Most strikingly, the COVID-19 health crisis has introduced uncertainty about future expenditures and revenues that requires a careful, purposeful approach respecting the financial and physical health of the institution’s students, faculty, staff, and community. Amid this significant uncertainty, Eastern is evaluating whether it is feasible to reverse recent enrollment trends or if a structural fiscal adjustment to a “new normal” is necessary. Moving in parallel with this evaluation process, a new Marketing Committee has been created that will work to improve Eastern’s recruitment through focused messaging. Further, the new Director of Enrollment Management will begin overseeing both Financial Aid and Admissions to improve cohesion in the application and financial aid awarding process with the goal of removing roadblocks students face in admissions, persistence, and completion.

In proactively addressing these issues, Eastern will maintain its financial health and its ability to provide the physical, human, and technological resources necessary for high-quality instruction. Overall, Eastern will continue to rely on its sound financial foundation and innovative financial solutions to maintain financial stability, investing strategically in initiatives and resources to further its liberal arts mission.

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2018)	2 Years Prior (FY2019)	1 Year Prior (FY 2020)	Current Year (FY 2021)	Next Year Forward (goal) (FY 2022)
IPEDS <u>Retention</u> Data					
Associate degree students					
Bachelors degree students	77%	80%	77%	76%	78%
? IPEDS <u>Graduation</u> Data (150% of time)					
Associate degree students					
Bachelors degree students	54%	57%	57%	56%	58%
? IPEDS <u>Outcomes Measures</u> Data					
First-time, full time students					
Awarded a degree within six years	56%	54%	54%	57%	58%
Awarded a degree within eight years	58%	56%	56%	59%	60%
Not awarded within eight years but still enrolled	2%	0%	0%	0%	0%
First-time, part-time students					
Awarded a degree within six years	40%	32%	27%	50%	50%
Awarded a degree within eight years	44%	39%	27%	53%	53%
Not awarded within eight years but still enrolled	2%	0%	0%	0%	0%
Non-first-time, full-time students					
Awarded a degree within six years	61%	62%	64%	64%	64%
Awarded a degree within eight years	62%	63%	65%	65%	65%
Not awarded within eight years but still enrolled	2%	0%	0%	0%	0%
Non-first-time, part-time students					
Awarded a degree within six years	52%	53%	51%	60%	60%
Awarded a degree within eight years	55%	55%	53%	61%	61%
Not awarded within eight years but still enrolled	6%	1%	1%	1%	1%
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1 STEP/CAP	76%	87%	64%	69%	69%
2 Opportunity Scholars	100%	96%	98%	94%	95%
3 First Generation Students	73%	80%	75%	73%	74%
4 Hartford & New Haven Promise	73%	100%	93%	72%	78%
5 Commuters	76%	84%	76%	68%	70%
6 Residential Students	77%	79%	77%	77%	78%
7 Hispanic/Latino Students	65%	83%	69%	68%	69%
8 Black or African American Students	79%	86%	77%	82%	83%
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1 STEP/CAP	40%	37%	50%	60%	60%
2 First Generation Students	51%	55%	53%	50%	51%
3 Commuters	53%	57%	53%	58%	58%
4 Residential Students	55%	57%	57%	56%	57%

5	Hispanic/Latino Students	55%	50%	59%	61%	62%
6	Black or African American Students	61%	50%	41%	47%	48%

Definition and Methodology Explanations

- 1 FY 2021 retention rate is based Fall 2019 first time full time undergraduate student cohort
- 2 FY 2021 graduation rate is based Fall 2014 first time full time undergraduate student cohort

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

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

		Bachelor Cohort Entering		Associate Cohort Entering	
Category of Student/Outcome Measure		6 years ago	4 years ago	6 years ago	4 years ago
U First-time, Full-time Students	Degree from original institution	56%	45%		
	Not graduated, still enrolled at original institution	1%	14%		
	Degree from a different institution	19%	11%		
	Transferred to a different institution	13%	20%		
	Not graduated, never transferred, no longer enrolled	10%	10%		
	U First-time, Part-time Students				
Degree from original institution	70%	8%			
Not graduated, still enrolled at original institution	0%	23%			
Degree from a different institution	9%	23%			
Transferred to a different institution	9%	31%			
Not graduated, never transferred, no longer enrolled	13%	15%			
U Non-first-time, Full-time Students					
Degree from original institution	62%	63%			
Not graduated, still enrolled at original institution	1%	7%			
Degree from a different institution	11%	5%			
Transferred to a different institution	13%	12%			
Not graduated, never transferred, no longer enrolled	13%	12%			
U Non-first-time, Part-time Students					
Degree from original institution	49%	43%			
Not graduated, still enrolled at original institution	6%	10%			
Degree from a different institution	10%	6%			
Transferred to a different institution	10%	25%			
Not graduated, never transferred, no longer enrolled	25%	17%			

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2017)	(FY2018)	(FY 2019)	(FY 2020)	(FY 2021)

Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)

1					
2					

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

1					
2					
3					

Definition and Methodology Explanations

1	
2	

Standard 8: Educational Effectiveness

		3-Years Prior (FY 2017)	2 Years Prior (FY 2018)	1 Year Prior (FY 2019)	Most Recent (FY 2020)	
State Licensure Examination Passage Rates						
Name of exam	# who took exam	% who passed	# who took exam	% who passed	# who took exam	% who passed
EPP Licensure Test						
1	Secondary Education: English	14	9	21	10	80.00%
2	Secondary Education: Math	18	14	16	19	68.42%
3	Secondary Education: HSS	14	11	14	10	60.00%
4	Secondary Education: Science	.	5	6	.	.
5	Elementary Education: Reading	58	38	27	39	94.87%
6	Elementary Education: Math	68	41	30	39	87.18%
7	Elementary Education: HSS	73	45	33	41	75.61%
8	Elementary Education: Science	65	47	34	40	85.00%
9	Physical Education	23	11	21	18	88.89%
10	Health Education	25	9	22	23	86.96%
11	Early Childhood Education	27	34	28	15	100.00%
12	Foundations of Reading	112	89	69	51	59.00%
National Licensure Passage Rates						
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1						
2						
3						
4						
5						

Job Placement Rates

		# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
Job Placement Rates									
Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1									
2									
3									
4									
5									

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

Web location of gainful employment report (if applicable)

Cohort Performance on EPAS 2015 Foundation Assessment Instrument - Social Work Education Assessment Project					
	Mean Section Score	Mean National Section Score	p-value	Students Meeting & Exceeding Competency	
Eastern Connecticut State University, Cohort Date of: May20-assessment, N=38: Program Cumulative Scores Compared with All Student Scores					
1	Demonstrate Ethical and Professional Behavior	62.41%	63.88%	0.60	30/38 (79%)
2	Engage Diversity and Difference in Practice	66.67%	66.81%	0.90	35/38 (92%)
3	Advance Human Rights and Social, Economic, and Environmental Justice	72.37%	66.26%	0.10	35/38 (92%)
4	Engage in Practice-Informed Research and Research-Informed Practice	57.14%	51.55%	0.15	17/38 (45%)
5	Engage in Policy Practice	50.00%	48.93%	0.70	19/38 (50%)
6	Engage with Individuals, Families, Groups, Organizations and Communities	61.05%	57.90%	0.40	26/38 (68%)
7	Assess Individuals, Families, Groups, Organizations, and Communities	72.63%	70.02%	0.50	32/38 (84%)
8	Intervene with Individuals, Families, Groups, Organizations, and Communities	82.11%	73.12%	0.03	38/38 (100%)
9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	55.26%	57.74%	0.50	22/38 (58%)

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

	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
P Completion Rates					
1					
P Placement Rates					
1					

Please enter any explanatory notes in the box below

EPP Test data represents best attempt. Additional data related to Education Program outcomes are available in the [Virtual Workbook](#)

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2018)	(FY2019)	(FY 2020)	(FY 2021)	(FY 2022)
? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	35%	53%	57%	40%	40%
Graduation rates @ 150% time	69%	89%	86%		87%
Average time to degree	1.5	1.5	1.6		
Other measures, specify:					
? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations					
1	FY 2021 data are based on first time, full time graduate students entered in Fall 2019				
2	150% time is 3 years for Master's programs				
3	Graduate rates are higher than retention rates because many graduated within one year.				
4					
5					

Standard Eight: Educational Effectiveness

DESCRIPTION

The assessment of all academic programs is central to Objective I of the 2020-2025 Strategic Plan, which calls for an annual review of all majors and University-wide programs to ensure academic excellence and relevance. Eastern has made significant strides in its assessment efforts since submitting its interim self-study in 2015. In particular, assessment procedures have been developed at the program, school, and institutional levels to measure the effectiveness of the curriculum in each major and University-wide program. The assessment of all academic programs at Eastern is overseen by the Assessment Coordinator—who reports to the Provost—and is governed by the University [Assessment Plan](#), which is updated annually.

As a public liberal arts institution, Eastern students receive training in five common SLOs within the LAC and each major. As was discussed in Standard Four, the LACLOR was created in the spring of 2019 and charged with three tasks to complete over the 2019-2020 academic year. The first task was to narrow the number of common SLOs from an excessive 100 in the existing LAC to a more manageable four to six. The second task was to clearly define each outcome. Third, the committee was to develop an assessment plan for each SLO, including assessment instruments. In the spring of 2020, the University Senate approved the following five LAC learning outcomes as a result of this work: critical thinking, communication, creativity, ethical reasoning, and quantitative literacy. These common liberal arts outcomes are posted on the [Admissions](#) and [LAC](#) websites. Most majors have created additional SLOs that match that particular discipline and are assessed by each department. Each major's learning outcomes are posted on the department's website and included in syllabi when appropriate.

Academic Departments

As was described in Standard Four, all academic programs go through an annual and cyclical review through the annual report and the APR process every seven years. The [annual report](#) requires each major to list learning goals and SLOs for the major and describe which ones were assessed in that academic year, how they were assessed, what was learned from the assessment, and how those results will be used to improve student learning. In the fall of 2016, the Assessment Committee was formed as a Senate standing committee to ensure that Eastern implements and maintains a program that systematically assesses student learning in the major and the LAC. Prior to 2016, there was an Assessment Coordinator who was appointed by the Provost, but the position received little support and did not have a clear mandate, so it was ineffective. The Assessment Committee now works with the Assessment Coordinator to assist the academic departments in developing assessment plans for their majors and consists of 13 members: 10 voting members and three nonvoting members. The committee's voting members include six instructional faculty members, two administrative faculty members, one member from the librarians, counselors, and coaches, and one student appointed by the SGA. Nonvoting members include the Provost, the Assessment Coordinator, and the coordinator of the Liberal Arts Program Committee. The Assessment Coordinator and members of the Assessment Committee are available to support departments in creating their assessment plans and have developed an [Assessment Handbook](#) and an Assessment Plan template to bring uniformity to the process. The inclusion of assessment in the annual report is meant to create a culture of assessment in each program, as each major must report progress made each year.

APR is conducted on a seven-year cycle, providing a holistic self-assessment of the program, including assessment of student learning. Two external reviewers conduct a site visit and submit a report to the department, Dean, and Provost noting the strengths and weaknesses of the program

and offering recommendations for improvement. This self-assessment loop is closed when the department meets with the Provost to discuss the department's goals and resources needed to improve the program over the next five years. Since the 2014-2015 academic year, 20 undergraduate major programs and six undergraduate minor programs have gone through the APR process.

University-wide Programs

Eastern's [Assessment Plan](#) reflects its mission as Connecticut's public liberal arts institution. The plan focuses on building and assessing curriculum that allows students to be prepared for work and life in the 21st century, and the LAC revised learning outcomes focus on skills that the University and external communities value. As such, assessment of these learning outcomes in the LAC serves several purposes: to improve learning in the classroom, to ensure the quality and integrity of an Eastern degree, and to demonstrate student achievement to stakeholders. The current assessment process has evolved over the years as Eastern has made modifications based on previous assessment efforts.

Assessment of the LAC is led by the Assessment Coordinator and the Assessment Taskforce. This review is intended to inform the Eastern community of student achievement at specific points in the LAC. The Assessment Coordinator works closely with the Liberal Arts Program Committee, the First Year Program, and the University Writing Program to ensure cohesion in assessment methods and assessment training across the institution. This collaboration leads to the annual update of the [Assessment Plan](#), which covers all academic programs at Eastern, including all majors, the LAC, the First Year Program, the University Writing Program, the Math Foundations Program, the University Honors Program, and the STEP/CAP Program. The Assessment Coordinator also submits an annual assessment report to the Provost to provide a complete, campus-wide assessment picture and allow for a holistic approach to needed policy and curricular modifications. While the previous LAC contained an expansive list of SLOs, assessment efforts through the spring of 2020 were focused on the four core elements of critical thinking, communication, information literacy, and ethics.

Written Communication

Being able to communicate in writing has been a common learning outcome for decades through the University Writing Program, with all students required to complete three stages of the program. Stage I requires all first-year students to complete ENG 100/100P: Introduction to College Writing. Stage II requires students to complete a writing-intensive course or two writing-enhanced courses within their major. Stage III requires students to complete an upper-division, major-specific "writing intensive" course. The University Writing Program conducts annual assessment of the Stage I courses using a sample of student portfolios and a [rubric](#) that measures 11 criteria. Results of this assessment and recommendations for improvement are shared with instructors of ENG 100/100P to ensure continual improvement. Prior to the spring of 2019, however, there had been no systematic assessment of written communication in Stage II or III courses because of the decentralized, department-based nature of these courses. In the spring of 2019, artifacts were collected from Stage III courses and assessed by the same group of faculty members who assessed the Stage I courses. These artifacts were then scored using a subset of evaluation categories from the rubric that is used to assess first-year writing in Stage I courses. Using this common subset of categories allows for the evaluation of written communication skills possessed by students at the advanced level and measurement of their growth in those skills from freshman to senior year.

Critical Thinking

Through the aid of a Davis Educational Foundation grant, Eastern's First Year Program developed a plan for evaluating critical thinking among students participating in FYI 100 courses. Beginning in 2017, 15 faculty members teaching FYI 100 were trained in pedagogy related to the development of critical thinking skills, assignment design, rubric design, and rubric use. These faculty members utilized a common assignment related to critical thinking that is evaluated using an adaptation of the AAC&U VALUE rubric for critical thinking. Data collected via these rubrics were used to evaluate critical thinking among students at the freshman level and inform additional pedagogical development. This assessment program was expanded to include artifacts from Tier III courses in the spring of 2020.

In addition to evaluating written artifacts via the use of rubrics, the University assessed critical thinking among students through the Collegiate Learning Assessment (CLA+) test. This standardized assessment tool was administered every other year to first-time, full-time freshmen and seniors who began at Eastern as first-time, full-time freshmen. It provided a standardized measurement of scientific and quantitative reasoning, critical reading and evaluation, and argument critique. Data collected through this tool regarding critical reading and evaluation and argument critique provided the University with another avenue to assess the critical thinking skills of incoming freshmen and the growth of students' skills as they progressed toward their degree.

Quantitative Reasoning

The CLA+ exam also served as a method to assess quantitative reasoning. Data collected through this tool regarding scientific and quantitative reasoning allowed the University to assess the skills of incoming freshmen, compare those skills with established benchmarks, and measure the average growth in students' ability to engage in quantitative reasoning over time.

Information Literacy and Ethics

The University also assessed critical thinking through the use of the Information Literacy Test, which is administered every other year to non-native (transfer) students in their first year at Eastern and then again as seniors. A portion of this test was developed to assess a student's ability to "evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system." The Information Literacy Test also provided a method for assessing ethics among a sizeable portion of Eastern's student population, as it was also developed to assess a student's ability to "understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally." Data collected through this tool allowed the University to begin to assess an overall goal of providing ethics across the LAC curriculum.

APPRAISAL

Written Communication

In the fall of 2018 and spring of 2019, the University Writing Program randomly selected 123 portfolios from ENG 100/100P sections to assess with a [rubric](#) designed by the English Department. The rubric evaluates whether each student's work meets 11 criteria, including "presents finished writing relatively free of errors" and "attempts to synthesize outside sources in ways that further a writer's purpose." If the assessors identified the criterion as met, the portfolio was considered passing in that area. Table 8.1 displays the percentage of portfolios in the fall of 2018 and spring of 2019 that were deemed to have passed each criterion.

Table 8.1: Passing Rates for ENG 100/100P Portfolios, 2018-2019

Criterion	Fall 2018 Percent Passed (62 Portfolios)	Spring 2019 Percent Passed (61 Portfolios)
Shows awareness of genre	89%	87%
Shows awareness of audience	83%	89%
Work relatively free of errors	94%	97%
Finds and uses sources	89%	93%
Attempts to synthesize	87%	80%
Represents others' ideas	71%	87%
Demonstrates ability to use citations	56%	69%
Articulates critical insights	94%	98%
Attempts to engage in conversation	83%	87%
Takes a clear position	86%	93%
Shows ability to self-reflect	68%	69%

The assessment process revealed that students are performing according to the expectations set by the First-Year Writing Program faculty. Sixty-two percent of student portfolios passed 10 or 11 of the criteria specified by the rubric. The fewest number of criteria passed by any of the portfolios was two. Fewer than 10 percent passed less than half of the criteria examined. The results demonstrated that while students are meeting all criteria at high rates, there are some areas that are consistently in need of improvement. Students portfolios have the lowest passing rates in demonstrating the ability to use citations appropriately and showing the ability to be self-reflective. Despite having the lowest passing rates, a majority of portfolios still passed in both categories in both semesters.

In the spring of 2019, artifacts were also collected from writing-intensive Tier III LAC courses and were assessed for Written Communication by the same team of assessors. The assessment team altered the approach taken in the English 100/100P assessment process to reflect increased expectations for more advanced students. These artifacts were assessed using a modified set of criteria developed by members of the Assessment Committee and those involved in LAC assessment. The assessment tool required that the student 1) present finished writing relatively free of errors; 2) find and use research/sources appropriate to the situation/assignment; 3) attempt to synthesize outside sources in ways that further a writer's purpose; 4) attempt to engage in the conversations between or among a range of viewpoints on an issue by analyzing, refuting, or responding to them; and 5) take a clear position on an issue or issues and attempt to provide reasoning to support that position. Additionally, assessors were asked to provide comments about the appropriateness of the rubric and obstacles in the scoring process. Table 8.2 displays the results from the Tier III courses.

Table 8.2: Passing Rates for Writing-Intensive Tier III Courses, Spring 2019

Criterion	Spring 2019 Percent Passing (72 Artifacts)
Relatively Error-Free	100%
Finds and Uses Sources	93%
Attempts to Synthesize	79%
Attempts to Analyze	86%
Position and Support	88%

Results of the Tier III LAC artifact assessment indicate that a large majority—74 percent—of artifacts pass all five criteria identified. All artifacts passed at least one criterion, indicating that students demonstrated some written communication skills in the Tier III courses. Additionally, when examining the percentage of artifacts passing each criterion, the results indicated high passage rates across all five. All artifacts passed the criterion that the work is relatively free of errors that inhibit communication. The criterion with the lowest passing rate at 79 percent measured the writer’s ability to synthesize outside sources. As can be seen by comparing Tables 8.1 and 8.2, students showed considerable improvement in written communication based on the artifacts collected from introductory writing classes and Stage III writing courses, particularly given that the artifacts assessed from the Stage III courses were held to a higher standard. This is not surprising given Eastern’s longstanding focus on improving students’ writing abilities.

Critical Thinking

In the 2019-2020 academic year, Eastern assessed critical thinking in the First Year Program and Tier III LAC courses. The goals of that year’s assessment of the LAC included strengthening Eastern’s assessment methodology, focusing more closely on the LAC, and identifying lessons learned that will assist University faculty in implementing Eastern’s new common LAC learning outcomes. The same assessors examined both levels of coursework and applied a common rubric to each artifact. All but one assessor were members of the Davis Educational Foundation grant-funded Critical Thinking Task Force and were trained in the modified [AAC&U Critical Thinking Rubric](#). Assessors took part in additional training in the 2019-2020 academic year. Three pairs of assessors (allowing for the assessment of inter-rater reliability) assessed a total of 206 artifacts for the FYI 100 courses and 81 artifacts for Tier III LAC courses. A seventh assessor was used as an additional perspective in cases of large scoring disparities among assessor pairs.

Table 8.3 below depicts the average ratings across the rubric criteria for artifacts taken from FYI 100 courses in two rounds of assessment: the 2018-2019 and 2019-2020 academic years. To interpret the results, the rubric categories by design represent benchmarks for student achievement, with a 0 representing below college-level work, a 1 demonstrating basic skills, a 2 demonstrating some growth and a developing skillset, a 3 indicating additional growth and development toward mastery of the skillset, and a 4 reflecting a mastery of the skills.

The results indicate that during their freshman year, Eastern students in sections of the FYI 100 courses met baseline expectations of critical thinking. Average scores on all five categories are above a 1 and closer to or reaching a 2, which demonstrates a milestone achievement. Performance is similar across years, though the 2019-2020 academic year has slightly lower scores for students’ abilities to identify assumptions and advance their own perspectives.

Table 8.3: Average Ratings for FYI 100, Academic Years 2018-2019 and 2019-2020*

Criterion	2018-2019	2019-2020
Issues/Problem/Topic	2.04	2.08
Evidence	2.06	1.98
Assumptions	1.76	1.41
Perspective	1.90	1.65
Implications	1.73	1.69

*Scores reflect the average on a scale from 0=below college level to 4=mastery.

The final component of the critical thinking assessment in 2020 included an examination of Tier III LAC course artifacts. The Tier III courses are typically taken by students in their junior or senior years. Eighty-one artifacts were collected from eight courses, and they varied in length from three to 92 pages but were typically more than 10 pages. Results of this assessment, displayed in Table 8.4, indicate that students are performing between a 2 and a 3 on all criteria. A 2 indicates basic critical thinking skills with some omissions and errors that should be demonstrated at a sophomore level, while a 3 indicates a well-constructed argument with few errors that reflects junior-level work. The results demonstrate improvement in average scores across four out of five dimensions of critical thinking and stability on the last dimension since the 2018-2019 assessment. These results reinforce the findings from the assessment of FYI 100 artifacts that students are better able to demonstrate that they can identify key issues and provide evidence from the source to support their conclusions and weaker in their ability to demonstrate that they can identify the assumptions made by the authors, advance their own perspectives, and identify the implications of the author's conclusions. These findings will be incorporated into the Early Adopters faculty development program that is being supported by a second Davis grant, which is discussed under Projections below.

Table 8.4: Average Ratings for LAC Tier III Courses, Academic Years 2018-2019 and 2019-2020*

Criterion	2018-2019	2019-2020
Issues/Problem/Topic	2.49	2.78
Evidence	2.49	2.63
Assumptions	2.20	2.18
Perspective	2.32	2.39
Implications	2.21	2.51

*Scores reflect the average on a scale from 0=below college level to 4=mastery.

Overall assessment efforts over the past five years have revealed flaws in curricular and assessment design, which prompted the revision of the LAC that began in 2019. As was noted in Standard Four, early assessment made clear that few LAC courses were providing instruction in the SLOs included in each tier and category. Early rounds of assessment provided limited results, as few courses included assignments that even asked students to demonstrate their level of mastery of the

learning outcomes, making the use of rubrics to assess specific skills impossible. This was primarily due to the fact that there were too many learning outcomes to cover in a single class, and most LAC courses focused on the content required for the respective major with less attention given to the learning outcomes specified in the LAC. As a result of these findings, Eastern is in the process of revising its LAC, and assessment of the new program is central to that effort.

Further, the Critical Thinking Project for first-year students, which was funded by the first Davis grant, has been expanded to include the evaluation of artifacts from Stage II-level writing courses and Tier III LAC or Stage III-level writing courses. All artifacts are evaluated using the same critical thinking rubric. Using a common rubric allows Eastern to evaluate critical thinking skills possessed by students at the beginning, intermediate, and advanced levels and compare student performance related to critical thinking at different points throughout the educational experience. Further, the use of the CLA+ test and Information Literacy Test has been discontinued in favor of more comprehensive evaluation using VALUE rubrics. While both tests allowed Eastern to compare its students' scores with those at other institutions, the student results were aggregated, making it impossible to determine why some students had high scores and others had lower scores. This prevented Eastern from closing the loop and replicating those experiences that led to higher scores while improving the experiences or classes where students had lower scores.

STUDENT OUTCOMES—RETENTION AND GRADUATION: DESCRIPTION

Eastern's goal is not only to attract and enroll a diverse student population but also support them in their success. Therefore, retention and graduation rates (see Figure 8.1 below) are important indicators of the University's ability to support students, particularly those from underrepresented populations and specifically recruited groups. Eastern has made improving these rates a high priority, and those efforts have resulted in increased retention over the past several years, from 73 percent in the fall of 2015 to 80 percent in the fall of 2018, continuing an upward trend over the past 10 years. First- and second-year retention rates by major are shared with academic departments annually, and they are asked to describe strategies for increasing retention in their annual reports. Compared to the University-wide rate of 77 percent in fiscal 2020 (see DFF 8.1), retention was significantly higher for students accepted into the University Honors Program (95 percent), receiving the Eastern Scholar merit-based scholarship (87 percent), or admitted through the Dream.US Opportunity Scholars program (98 percent). Similarly, six-year graduation rates have increased slightly from 54 percent for the cohort that arrived in fall 2011 to a height of 57 percent for the cohorts that began in the fall of 2013 and 2014. The recent revision of the admission rating system, focusing on variables that have been shown to predict success for Eastern students, should contribute to ongoing improvements in retention and graduation rates.

Figure 8.2 compares retention rates for several Opportunity Programs and underrepresented populations to the rates of all students (see DFF 8.1). Recall that the Opportunity Programs initiative was created in early 2019 to identify and respond to the needs of specific groups of students. As can be seen in the figure, Eastern's Opportunity Scholars have exceptionally high retention rates, running from a high of 100 percent for the cohort that arrived in the fall of 2016 to a low of 94 percent for the most recent cohort. These high retention rates are to be expected given that Opportunity Scholars are high-achieving, undocumented students from lock-out states who are supported by the Dream.US Foundation, and they receive considerable support from a professional advisor who is assigned to work with them. The decrease to a 94 percent retention rate in the most recent year is likely explained by COVID-19 and threats to rescind DACA at the federal level, which had the potential of making it difficult for these out-of-state students to return home. The retention rates for first-generation students are comparable to those for all students, though the gap between the two groups may be widening. Students in the STEP/CAP summer bridge program have

historically had higher-than-average retention rates but substantially lower graduation rates. The data now suggest that retention rates for this group are declining, something that will be examined when the Opportunity Programs initiative is reorganized in the spring of 2021. Black students have had higher retention rates than all students combined over the past four years, reaching as high as 86 percent in fiscal 2019. Hispanic students, on the other hand, have had lower retention rates with the exception of fiscal 2019, when that group’s retention rose to 83 percent (see DFF 8.1).

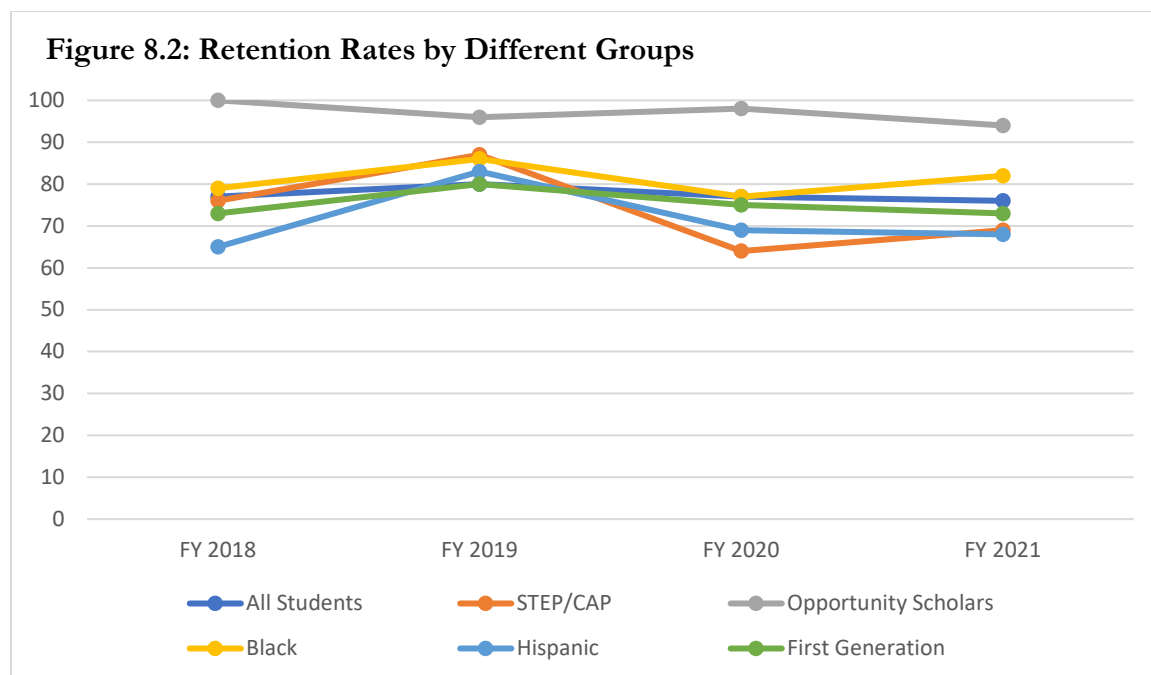
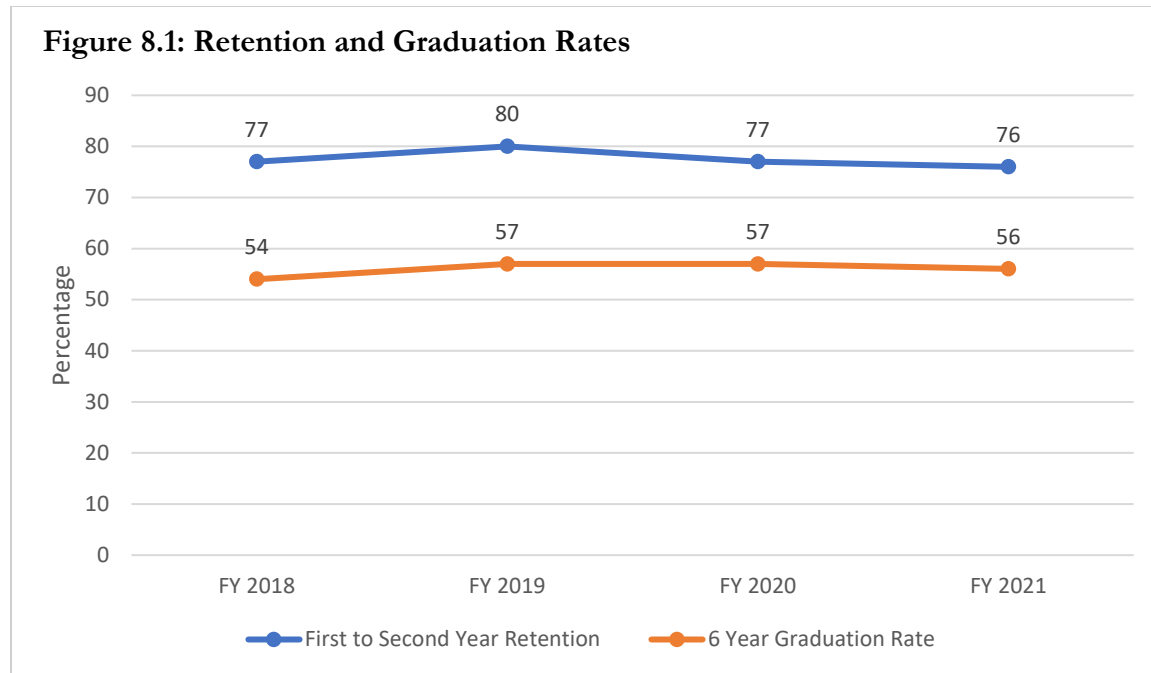
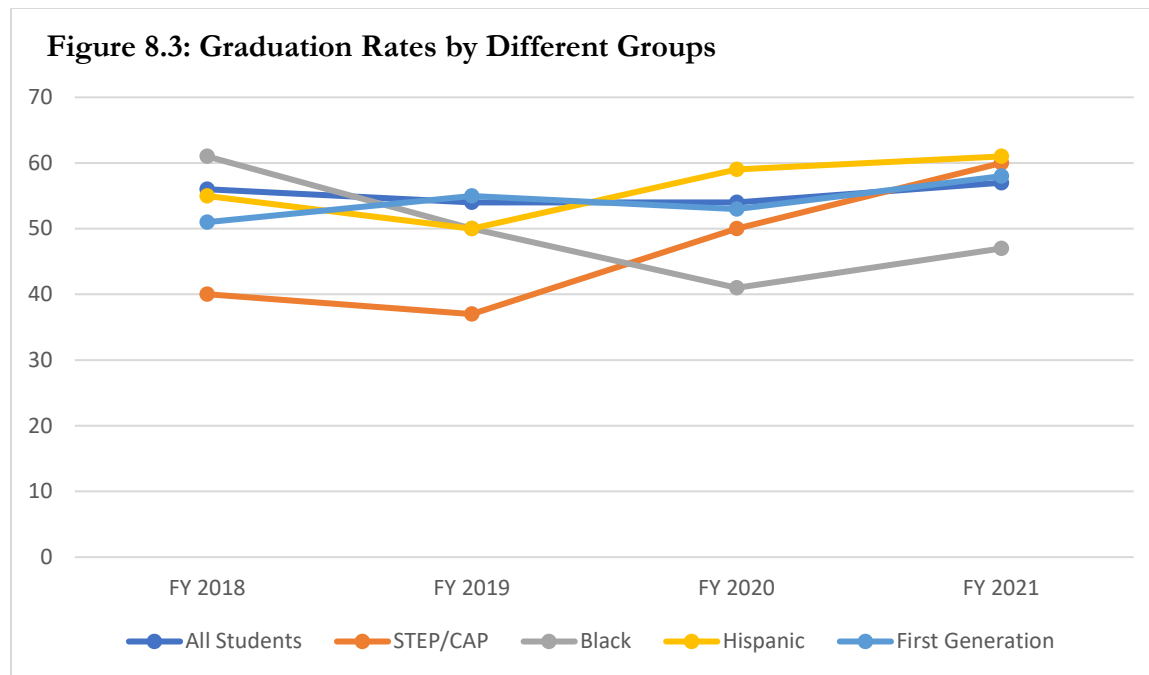


Figure 8.3 compares the graduation rates of all students to those in STEP/CAP and first-generation students, along with Black and Hispanic students (see DFF 8.1). The first cohort of Opportunity Scholars began in the fall of 2016, so it is too early to measure six-year graduation rates for that group. That first cohort did, however, have a 91 percent four-year graduation rate. As with retention rates, first-generation students' graduation rates are comparable to those of all students. The graduation rates for STEP/CAP students have increased over the past two years, to the point where they are now slightly higher than those for all students. The six-year completion rates for Black students declined for the cohorts that began in the fall of 2013 and 2014 but seem to be increasing again. Finally, graduation rates for Hispanic students have risen slightly above those for all students in the most recent year.



APPRAISAL

Eastern has been working for several years to improve its retention and graduation rates. The goal is to reach 80 percent and beyond for retention rates and 60 percent and beyond for graduation rates. The reorganization of the ASC, described in Standard Five, is central to the efforts to improve retention and graduation rates. The Advising Center also identifies at-risk students using the admissions rating while a more robust model is being developed. This model was first used in the fall of 2019, and as Table 8.5 shows, it is a reasonable proxy for student success, at least as measured by GPA for the first semester. Faculty are also strongly encouraged to submit midterm grades, especially for classes with high percentages of first-year students, to provide the Advising Center and faculty advisors with an early warning about students who are struggling academically. Each semester, about half of faculty submit midterm grades, with others noting that the AAUP CBA does not require them to do so. The lower retention rates for Hispanic and STEP/CAP students and the lower graduation rates for Black students demonstrate the need to more effectively administer Eastern's Opportunity Programs initiative.

Table 8.5: Average GPA by Admissions Rating for Fall 2019 Admits

Admissions Rating	Head Count	Average GPA, Fall 2019
4	66	2.45
5	136	2.63
6	144	2.85
7	152	2.92
8	108	3.41
9	110	3.34
10	82	3.73

STUDENT OUTCOMES—ACADEMIC CHALLENGE AND HIGH-IMPACT PRACTICES: DESCRIPTION

Eastern’s commitment to student learning requires a broad understanding of the student experience. Thus, Institutional Research has administered the National Survey of Student Engagement (NSSE) to first-year students and seniors every year for at least the past decade. The results of the survey are shared with the academic departments and posted on the [Institutional Research website](#). While the survey asks numerous questions, Tables 8.6 and 8.7 depict the results for questions regarding academic challenge and participation in High-Impact Practices (HIPs).

Table 8.6 shows results for Eastern’s first-year students and seniors from fiscal 2016 to 2020 on questions regarding the level of academic challenge they face in their classes and compares the most recent results to peers in the COPLAC and Carnegie Classification peer groups. Eastern ranks below both peer groups in terms of the number of hours students report spending to prepare for class and on reading assignments each week, while scores for questions measuring how challenging courses are and the institution’s emphasis on academics are comparable to both groups. Eastern students report being well above students in both peer groups in terms of the number of pages of assigned writing each semester, reflecting the University’s long-standing focus on improving students’ writing ability.

Experiential learning and HIPs have been central to all three of Eastern’s strategic plans, and they are included in Priority Area No. 6 in the 2020-2025 Strategic Plan: “Support students’ career and employability skills.” As a public liberal arts institution with intentionally small classes, Eastern has always sought to provide numerous opportunities for students to engage in HIPs. Success in this area is seen in Table 8.7, which indicates that roughly 60 percent of first-year students report participating in at least one HIP, while the percentage of seniors reporting this participation has been as high as 93 percent. Central to this effort has been Liberal Arts Work (LAW) experiences, which are experiential learning opportunities that include undergraduate research and internships. The LAW initiative came out of the 2013 Strategic Plan, allowing classes to be given the LAW designation that appears on the student’s transcript. Eastern performs well above both peer groups in terms of the percentage of seniors participating in an internship and higher than the Carnegie peers on the percentage of seniors reporting they have conducted research with a faculty member (see DFF 6.16 for trends in student internship participation).

Table 8.6: NSSE Results for Academic Challenge, First-Year Students and Seniors, Fiscal 2016 to 2020

		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2020 COPLAC Peer	FY 2020 Carnegie Peer
Hours a week preparing for class	FYR	12.4	12.5	12.8	12.9	12.1	13.7	13.8
	SEN	13.0	12.4	14.5	13.8	13.5	15.0	14.9
Hours a week reading	FYR	6.1	5.8	6.5	6.1	5.9	6.5	6.3
	SEN	6.9	6.4	7.4	6.4	6.1	7.5	7.2
Pages of assigned writing	FYR	50.4	58.5	59.0	57.4	64.6	50.2	51.9
	SEN	88.7	84.1	89.1	103	105	79.9	77.4
Course challenge*	FYR	5.1	5.1	5.4	5.1	5.2	5.4	5.4
	SEN	5.5	5.4	5.2	5.4	5.3	5.6	5.6
Academic emphasis#	FYR	2.9	3.0	3.0	2.9	3.0	3.0	3.1
	SEN	2.9	3.0	3.0	2.9	3.0	3.1	3.1

*Extent to which courses challenged students to do their best work, 1=not at all to 7=very much.

#How much students said the institution emphasizes spending a significant time studying and on academic work, 1=very little, 2=some, 3=quite a bit, and 4=very much.

Table 8.7: NSSE Results for High-Impact Practices, First Year Students and Seniors, 2016 to 2020

		2016	2017	2018	2019	2020	2020 COPLAC Peer	2020 Carnegie Peer
% participating in at least 1 HIP	FYR	63%	57%	60%	61%	61%	N/A	N/A
	SEN	93%	90%	89%	89%	93%	N/A	N/A
% participating in a learning community	FYR	12%	9%	6%	8%	7%	7%	9%
	SEN	34%	25%	21%	22%	26%	23%	22%
% doing research with faculty	FYR	6%	3%	1%	2%	4%	4%	4%
	SEN	33%	31%	28%	37%	31%	33%	25%
% participating in an internship	FYR	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	SEN	63%	66%	52%	61%	68%	51%	52%

APPRAISAL

The NSSE results and peer comparisons regularly provide useful information to the administration and faculty. In terms of the level of academic challenge students face, the number of written pages required indicates that Eastern students are being challenged across most courses to improve their writing. Compared to both peer groups in 2020, Eastern seniors were required to write an average of 105 pages, considerably more than the 80-page average for COPLAC and the 77-page average for Carnegie peers. Similarly, first-year students averaged almost 15 pages more than those in both peer groups, reflecting Eastern's small classes, which allow faculty to focus on writing even in introductory courses. The average hours spent per week reading and preparing for class are slightly lower than Eastern's peer groups, suggesting the rigor in these areas can be increased.

In terms of HIPs, Eastern continues to pursue its goal from the 2013 Strategic Plan to have 100 percent of students engage in at least one HIP, and it is getting closer to that objective. Undergraduate research and internships remain high priorities, particularly in the Employability Plan that was approved by the Senate in the fall of 2020. The relatively low and possibly declining number of first-year students reporting that they have participated in a learning community is troubling, given that the FYI 100 course, required of all first-year students, was intentionally designed to create learning communities in the students' first semester on campus. This reflects the need to revise that course, something that will be done as part of the LAC revision that is underway.

Post-Graduation Success: Employment and Graduate Study

The [OPIR](#) has historically conducted an exit survey of graduating seniors as they picked up their cap and gown at the bookstore. To encourage students to take the brief survey, they were offered a \$5 discount on their gown rental. The survey asked about their employment and educational plans after graduation. The results of the spring 2017 and 2018 surveys are shown in Table 8.8. In both years, more than half of respondents indicated they were expecting full-time employment, and roughly 25 percent were planning to go to graduate school.

Table 8.8: Results of the Senior Exit Survey, Spring 2017 and 2018

	Spring 2017	Spring 2018
Expecting full-time employment after graduation	55.3%	54.6%
Expecting part-time employment after graduation	5.4%	6.4%
Enrolled in graduate school, full-time	20.5%	22.0%
Enrolled in graduate school, part-time	5.8%	6.6%
Entering the military	1.9%	2.5%
Unknown	11.1%	7.9%
Number of Respondents	422	438

With the increased staff in Institutional Research, Eastern began to implement the National Association of Colleges and Employers' First-Destination Survey (FDS) in the summer of 2019 to replace the homegrown senior exit survey. FDS presents several opportunities to improve student participation and bolster institutional understanding of career outcomes. Specifically, the survey allows for the comparison of outcomes against aggregated peer groups, a streamlined and tested survey instrument, and inclusion of all graduates throughout the year.

Eastern will complete its first full year of FDS implementation in the 2020-2021 assessment cycle. Students were not on campus in the spring of 2020, impacting the ability to encourage survey participation in traditional ways at in-person events. The results from the FDS that was administered in the spring of 2020 are depicted in Table 8.9. The survey will be administered again in the spring of 2021, with several additional tactics to supplement email invitations, including text message solicitation, social media, and word-of-mouth promotion through Student Affairs.

Table 8.9: Results of First-Destination Survey, Spring 2020

Primary Status After Graduation		Category of Employment	
Employed full-time	42 (26%)	Employed as an entrepreneur	2 (1%)
Employed part-time	9 (6%)	Employed freelance	2 (1%)
Enrolled in a program of continuing education	47 (29%)	Employed in a postgraduate internship or fellowship	4 (3%)
Not seeking employment	1 (0.6%)	Employed in temporary/contract work	10 (6%)
Participating in a service program	1 (0.6%)	Employed in all other work categories	32 (20%)
Planning to continue education but not enrolled	7 (4%)	No response provided	112 (69%)
Seeking employment	53 (33%)		
Serving in the U.S. military	2 (1%)		
Total	162	Total	162

Finally, Eastern uses data from the National Student Clearinghouse to determine the number of graduates who enroll in graduate study and the number who complete post-baccalaureate programs. Table 8.10 includes those data for cohorts graduating from 2010 through 2019. These data indicate that about one-third of Eastern graduates enroll in post-baccalaureate programs and a majority of them complete those programs. While the numbers appear to be declining, many graduates work for several years before enrolling in graduate programs, so the numbers for each cohort tend to increase each year.

Table 8.10: Eastern Graduates Entering and Completing Graduate Programs by Graduation Year, 2010 to 2019

Graduation Year	Enrolled in Graduate Study	Graduate Degree Awarded	Total Graduates That Year
2010	419 (38%)	357 (33%)	1,089
2011	361 (36%)	291 (29%)	1,003
2012	407 (35%)	313 (27%)	1,156
2013	417 (37%)	316 (28%)	1,140
2014	339 (33%)	256 (25%)	1,041
2015	320 (31%)	212 (20%)	1,043
2016	330 (30%)	221 (20%)	1,106
2017	300 (28%)	165 (15%)	1,070
2018	197 (19%)	63 (6%)	1,016
2019	177 (17%)	39 (4%)	1,040

*Data from the National Student Clearinghouse, Summer 2020.

PROJECTIONS

While the COLAC continues to work with faculty and the administration to revise the curriculum of the LAC, assessment of the new SLOs has already begun. This assessment will be done on a three-year schedule. In the first year of each assessment process, critical thinking and communication will be assessed. In the second year, quantitative reasoning and ethical reasoning will be assessed. In the third year, creativity will be assessed. Table 8.11 displays the schedule for learning outcomes assessment over the next six academic years.

Table 8.11: Learning Outcome Assessment Schedule, 2020-2021 to 2025-2026

Learning Outcome	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Communication	X			X		
Creativity			X			X
Critical Thinking	X			X		
Ethical Reasoning		X			X	
Quantitative Reasoning		X			X	

Each assessment process will include direct assessment of student learning. The Assessment Task Force will conduct the assessment of student artifacts from courses in the LAC, and for at least the next six years, there will be ongoing faculty development in the summer months to train faculty in the learning outcomes. This training is tentatively being called the Early Adopters program and is being supported by the second Davis grant. The Early Adopters program is intended to create a “train the trainers” system as well. In the summer following each Early Adopter program, some Early Adopter faculty members will be asked to run workshops to further disseminate knowledge

and refine skills to embed these learning outcomes into LAC coursework. In the summer of 2021, Eastern will implement an Early Adopters program for faculty teaching in the LAC who want to focus on critical thinking and communication. This program will incentivize faculty development and require faculty to embed the learning outcomes into LAC courses, develop signature assignments, and submit artifacts for assessment on the learning outcome of focus. In the summer of 2022, the University will implement an Early Adopters program for faculty whose courses focus on quantitative reasoning, creativity, and ethical reasoning. Additional information can be found in the [Assessment Plan](#).

To provide external perspective and test the validity and reliability of internal assessment procedures, Eastern has joined the AAC&U's VALUE Institute. This institute allows Eastern to submit artifacts to be scored by certified VALUE Institute faculty, allowing for external validation of the University's own assessment. Eastern's Assessment Coordinator will submit critical thinking artifacts to the institute in May 2021. These artifacts will be taken from the sample that the Assessment Task Force will also be assessing. The results from the two groups will be compared to determine how the scores from Eastern's assessment team compare to those of the institute's assessors.

To improve retention and graduation rates, the reorganization of the ASC will continue. One key initiative entails moving the Opportunity Programs into the ASC and hiring a new director to develop, run, and assess those programs. This reorganization and the new director are expected to be in place by June 2021. To encourage more faculty to submit midterm grades to help identify students who are struggling academically, the COLAC is considering requiring faculty who elect to teach LAC courses to submit midterm grades as a condition of being permitted to teach the course.

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

Last Updated	Website location where policy is posted	Responsible Office or Committee
08/09/2014	https://www.easternct.edu/human-resources/documents/aaup_contract.pdf	AAUP-CSU BOR (collective bargaining)
04/01/2008	https://www.easternct.edu/academic-affairs/documents/SB_0708-16.pdf	University Senate
08/01/2001	https://www.easternct.edu/grants/documents/FinancialDisclosurePolicyConflictOfInterest.pdf	Provost/Vice President of Academic Affairs
12/18/2014	https://www.easternct.edu/registrar/ferpa.html	Board of Regents
06/29/2020	https://easternct.makelb.com/entry/307/	Academic Misconduct Committee
07/31/2017	https://www.easternct.edu/human-resources/documents/aaup_contract.pdf	Academic Freedom Committee
08/24/09	https://www.easternct.edu/academic-affairs/faculty-resources/protocol-application-for-research-on-human-subjects.html	Committee on the Use of Human Subjects in Research
	https://www.easternct.edu/academic-affairs/faculty-resources/protocol-application-for-research-on-human-subjects.html	Institutional Animal Care and Use Committee
	https://www.easternct.edu/equity-and-diversity/titleix.html	Office of Equity and Diversity
11/21/2013	https://www.easternct.edu/academic-affairs/faculty-resources/faculty-authored-materials.html	Provost/Vice President of Academic Affairs
09/19/2013	https://www.easternct.edu/human-resources/documents/consulting.pdf	Board of Regents
	https://www.ct.edu/files/policies/4.7%20Ethics%20Statement.pdf	Board of Regents
	https://www.easternct.edu/university-senate/documents/SB-1415-9CleanVersion.pdf	Personnel Policies Committee

? Policies

- Intellectual property rights
- Misconduct in Faculty Research
- Conflict of interest
- Privacy rights
- Student Academic Misconduct Policy
- Fairness for faculty
- Fairness for staff
- Academic freedom
- Research (Human Subjects Policy)
- Research (Animal Subjects Policy)
- Title IX
- Other; specify
- Adoption of Faculty-Authoried Materials
- Policy on Faculty Consulting
- Ethics Statement of the Connecticut State University System
- Procedures for Faculty Renewal, Tenure, and Promotion Evaluation and Professional Assessment

Final Grade Appeal Policy and Procedures		https://www.easternct.edu/registrar/forms/appeal-final-grade.html	University Senate
Policy on Communicating with the News Media		https://www.easternct.edu/university-relations/guidelines/media-relations-policy.html	University Relations
Other Human Resources Policies		https://www.easternct.edu/human-resources/policies.html	

Non-discrimination policies

Recruitment and admissions			CSCU-Board of Regents
Employment		https://www.ct.edu/files/pdfs/hr-policy-affirmative-action.pdf	
Evaluation		Collective Bargaining Agreements	
Disciplinary action		Collective Bargaining Agreements	
Advancement		Collective Bargaining Agreements	
Students	07/05/2018	https://easternct.makekb.com/entry/333/	Office of Equity and Diversity
Office of Accessibility Services		https://www.easternct.edu/nondiscrimination.html	Office of Equity and Diversity
Other; specify		https://www.easternct.edu/equity-and-diversity/hiring-searches/index.html	Office of Equity and Diversity
Procedures for Conducting Affirmative Action Searches		https://www.easternct.edu/equity-and-diversity/policies-and-procedures1/eastern-policies/discriminationandsexualharassment.html	Office of Equity and Diversity
Policy on Discrimination and Sexual Harassment	2020	https://www.easternct.edu/equity-and-diversity/documents/aa-plan.pdf	Office of Equity and Diversity
Affirmative Action Plan	07/30/2020		Office of Equity and Diversity

Resolution of grievances

Students (OAS)		https://www.easternct.edu/accessibility/files/OASGrievanceForm.pdf	Office of Equity and Diversity, Office of Accessibility Services
Students (Discrimination and Sexual Harassment)	2012	https://easternct.makekb.com/entry/323/	Office of Equity and Diversity
Faculty	07/31/2017	https://www.easternct.edu/human-resources/documents/aaup_contract.pdf	Human Resources
Staff	06/01/2016	https://www.easternct.edu/human-resources/documents/suoaF-contract1621.pdf	Human Resources
Other; specify			

Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

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

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.easternct.edu/connect-with-us/contact-us.html
Notice of availability of publications and of audited financial statement or fair summary	https://wp.cga.ct.gov/apa/
Processes for admissions	https://www.easternct.edu/admissions/index.html
Processes for employment	https://www.easternct.edu/human-resources/index.html
	https://www.easternct.edu/equity-and-diversity/hiring-searches/index.html
Processes for grading	https://www.easternct.edu/registrar/forms-policies-procedures.html
	https://www.easternct.edu/registrar/forms/appeal-final-grade.html
	https://www.easternct.edu/academics/university-catalogs.html
Processes for assessment	https://www.easternct.edu/assessment-committee/index.html
	https://www.easternct.edu/planning-and-institutional-research/documents/lac-assessment-plan.pdf
	https://www.easternct.edu/student-affairs/committees/assessment.html
Processes for student discipline	https://easternct.makekb.com/entry/307/
	https://www.easternct.edu/student-conduct/disciplinary-process/code-of-conduct.pdf
Processes for consideration of complaints and appeals	https://www.easternct.edu/registrar/forms/appeal-final-grade.html

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	Website location and/or publication where valid documentation can be found
An Eastern degree is different from other universities...	https://www.easternct.edu/degrees-of-difference/index.html
Success after Eastern	https://www.easternct.edu/success-after-eastern/index.html
Eastern Top Public Regional University in New England Says U.S. News & World Report	https://www.easternct.edu/news/stories-and-releases/2019/09-september/eastern-a-top-25-public-regional-university-in-u.s.-news-and-world-report.html

Date of last review of:	
Print publications	See note below.
Digital publications	See note below.

Please enter any explanatory notes in the box below

Various publications are updated at different times as warranted by changing requirements and conditions. The University catalog is updated annually.

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

Information	Website location
Institutional catalog	https://www.easternct.edu/academics/university-catalogs.html
Obligations and responsibilities of students and the institution	https://easternct.makekb.com/24/
Information on admission and attendance	https://www.easternct.edu/admissions/index.html
Institutional mission and objectives	https://www.easternct.edu/about-eastern/mission.html
Expected educational outcomes	https://www.easternct.edu/liberal-arts-core-curriculum/index.html
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.easternct.edu/about-eastern/index.html
Requirements, procedures and policies re: admissions	https://www.easternct.edu/admissions/index.html
Requirements, procedures and policies re: transfer credit	https://www.easternct.edu/admissions/apply/apply-transfer.html
A list of institutions with which the institution has an articulation agreement	https://www.ct.edu/transfer
Student fees, charges and refund policies	https://www.easternct.edu/fiscal-affairs/bursar-cashier.html
Rules and regulations for student conduct	https://easternct.makekb.com/24/
Procedures for student appeals and complaints	https://easternct.makekb.com/24/
Other information re: attending or withdrawing from the institution	https://www.easternct.edu/registrar/forms-policies-procedures.html
Academic programs	https://www.easternct.edu/programs/index.html
Courses currently offered	https://www.easternct.edu/graduate-division/index.html
Other available educational opportunities	https://ssb-prod.ec.easternct.edu/PROD/bvskfcls.p_termse1
	https://www.easternct.edu/honors/index.html
Other academic policies and procedures	https://www.easternct.edu/undergraduate-research/index.html
	https://easternct.makekb.com/24/
Requirements for degrees and other forms of academic recognition	https://www.easternct.edu/registrar/forms-policies-procedures.html
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://www.easternct.edu/advising/current-student/undergraduate-graduation-requirements.html
Names and positions of administrative officers	https://www.easternct.edu/academic-affairs/index.html
Names, principal affiliations of governing board members	https://www.easternct.edu/administration/index.html
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	https://www.ct.edu/regents/members
Programs, courses, services, and personnel not available in any given academic year.	https://www.easternct.edu/continuing-studies/off-campus-sites/groton.html
	n/a

Size and characteristics of the student body	https://www.easternct.edu/about-eastern/facts-at-a-glance.html
Description of the campus setting	https://www.easternct.edu/maps/campus-map.html
Availability of academic and other support services	https://www.easternct.edu/academic-services/index.html
Range of co-curricular and non-academic opportunities available to students	https://www.easternct.edu/student-activities/index.html
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.easternct.edu/library/index.html
Institutional goals for students' education	https://www.easternct.edu/liberal-arts-core-curriculum/index.html
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://www.easternct.edu/planning-and-institutional-research/index.html
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.easternct.edu/financial-aid/index.html
Expected amount of student debt upon graduation and loan payment rates	https://www.easternct.edu/financial-aid/types-of-aid/loans.html
Statement about accreditation	https://www.easternct.edu/planning-and-institutional-research/accreditation.html

Standard Nine: Integrity, Transparency, and Public Disclosure

INTEGRITY: DESCRIPTION

Integrity and high ethical standards are intrinsic to Eastern's mission as a public liberal arts university. Accordingly, the University adheres to Commission of Higher Education requirements for institutional integrity by maintaining, administering, and periodically reviewing a number of policies and procedures that promote high ethical standards among members of the University community (students, staff, faculty, and administrators) and between the University and other individuals or entities.

As a public institution of higher education in Connecticut, Eastern is governed by CGS. Before July 1, 2011, Eastern and its three sister institutions comprised the CSU system, governed by [CGS Chapter 185b Part II, sections 10a-87 through 10a-101](#). In 2011, the state consolidated its 12 community colleges, four state universities, and Charter Oak State College into the newly created CSCU system, functioning under the authority of a single [BOR](#). The BOR's authority was established in [CGS 185 Part I, Section 10a-1a](#), and it has operating and degree-granting authority and the power to establish and administer CSCU's operating fund.

Furthermore, the BOR develops policy for the universities and colleges it governs. As a member institution of CSCU, Eastern upholds all BOR [policies](#), as well as state and federal statutes. For example, the Code of Ethics established in [CGS Chapter 10](#) mandates that all state agencies develop and implement ethics statements in line with that code; Eastern, therefore, adheres to the [Ethics Statement of the CSCU system](#). The University is also bound by the [Connecticut Freedom of Information Act](#) as well as the federal FERPA. Accordingly, students are notified of their privacy rights under FERPA during orientation, and full information is available on the [Registrar's website](#). When there are any changes to state statutes, BOR resolutions, and/or CSCU policies, Eastern updates its own policies in response. University-level policies are also updated through a process of shared governance facilitated by the University Senate and its committees.

Where relevant, procedures for the fair resolution of related grievances are incorporated into all policies described herein, and the CBAs between each of the seven employee unions and the BOR or the state also include specific grievance procedures. The CBAs for [SUOAF](#) and [AAUP](#) are available on the website of the University's Office of Human Resources; the others are available on the website of the [Connecticut Office of Labor Relations](#). (See Standards Two and Seven for more information on the Office of Human Resources and the collective bargaining units on campus.)

Additionally, CBAs ensure academic freedom in teaching and research. The CSU-AAUP CBA for 2016-2021, for example, establishes in Article 4.1 that "the essential excellence of the universities is dependent upon maintaining an atmosphere of academic freedom and professional responsibility" and that a system of academic tenure, applicable to all full-time members of the faculty, is in place "for the purpose of protecting and nurturing academic freedom" but is "not a shield for incompetence or failure to perform duties properly assigned." Article 4.2 establishes that faculty have the right and "full freedom" to research and publish. Freedom further extends to discussions in the classroom (4.2.1). Similarly, the CSU/SUOAF-American Federation of State, County, and Municipal Employees CBA (2016-2021) Article 8.1 addresses the academic freedom of other administrative faculty (e.g., "those assigned teaching responsibilities which carry load credit or who engage in group instruction in informal settings" such as "freshman orientation, leadership development training, etc.").

In the tradition of liberal arts education, Eastern's recently revised and adopted outcomes for the LAC state: "Liberally educated students are curious and reflective. By practicing critical thinking skills, students develop the habits of questioning, evaluating, and forming educated

judgments in preparation for the challenges of personal and professional lives.” To support this commitment to critical inquiry, the University is committed to the principles of academic freedom in teaching, research, and creative activity.

While ensured those freedoms, both faculty and students are expected to uphold academic honesty and other ethical standards in their research and writing. The University’s CUHSR adheres to U.S. federal regulations as described in the Code of Regulations, Title 45, Part 46 Protection of Human Subjects (aka “The Common Rule”). Further, Eastern subscribes to the [Collaborative Institutional Training Initiative Program](#), which offers online research ethics and training courses. All faculty, staff, and students submitting a new IRB Protocol Application must submit a certificate of completion for one of the investigator basic training courses: Social & Behavioral Research or Biomedical Research, whichever is most relevant to the proposed research. All CUHSR informational and application materials are available [online](#).

In 2016, [University Senate bill \(SB 07/08-16\)](#) established a Policy and Procedures for Review of Alleged Misconduct in Research and Other Scholarly and Creative Activities by the Academic Misconduct Committee. Students are made aware of the University’s Academic Misconduct Policy through the [Student Handbook](#), [resources provided by the library](#), and statements in course syllabi. Instruction in ethical research and writing practices is incorporated into first-year writing courses and other courses in the University Writing Program and throughout the curriculum. Adherence to the Academic Misconduct Policy is overseen by the [Director of Student Conduct](#), and any cases of academic misconduct are reviewed by the Academic Misconduct Committee.

The work faculty produce in their research and teaching—their intellectual property—is governed by [CGS sections 10a-97 through 10a-99](#), except as provided by Appendix E of the CSU-AAUP CBA, which concerns the intellectual property of computer software products created by a faculty member. A course recording policy protects the intellectual property and privacy rights of professors by prohibiting students from recording classes unless doing so is a recommended accommodation from the Office of AccessAbility Services. Any faculty conflicts of interest in research, teaching, or other professional activity are addressed through policies that govern the adoption of [faculty-authored materials](#) as class texts, [faculty consulting](#), and [financial disclosures](#); the Division of Academic Affairs/Provost reminds faculty of these policies annually.

Another important aspect of University culture; racial and ethnic diversity; and equity among students, faculty, staff, and administrators is promoted via policies and efforts at all levels. The CSCU BOR, for example, has established an [Affirmative Action Policy Statement](#); it prescribes that the universities “administer all personnel policies in manners that insure that there is no discrimination based upon race, color, sex, religious creed, marital status, national origin, ancestry, intellectual disability, past or present history of mental disability, learning disability, physical disability, age, genetic information, gender identity and expression or sexual orientation.” Accordingly, the BOR requires that a nondiscrimination statement be included on all job advertisements and University publications. Additionally, the CBAs between the BOR and all six unions represented at the University include articles clearly ensuring nondiscrimination.

Furthermore, [the Office of Equity and Diversity](#) advises the President and the University community on hiring procedures, affirmative action planning, civil rights, and equity policies, and the Associate Provost/Vice President of Equity and Diversity serves as the University’s affirmative action officer. This office is responsible for ensuring the University’s compliance with all federal and state laws, including Title VII and Title IX of the Civil Rights Act, state employment and affirmative action laws (including regulations outlined in [CGS Secs. 46a-68-31 to 46a-68-74](#)), the ADA, the Age Discrimination in Employment Act, and the Family and Medical Leave Act. The office provides monitoring and programming to ensure compliance with applicable policies by all University personnel and ensures through its [Procedures for Conducting Affirmative Action Searches](#) that all

searches are conducted in a manner consistent with institutional goals of equity and diversity and in compliance with legal mandates. In the event of complaints, the office advises complainants that they also have a right to file with the [Connecticut Commission on Human Rights and Opportunities \(CHRO\)](#), the [U.S. Equal Employment Opportunity Commission](#), the [U.S. Department of Labor](#), and any other agency that enforces laws concerning discrimination in employment.

With regard to sexual discrimination, Eastern's policy on [Discrimination and Sexual Harassment](#) is published on the Office of Equity and Diversity's website, linked in the [Employee Handbook](#), and articulated in the [Student Handbook](#). The office is responsible for investigating complaints of sexual harassment and discrimination and contracts with consultants to provide training on sexual harassment prevention for University staff and students. Additionally, Eastern's Sexual Assault & Interpersonal Violence Response Team collaborates to streamline the process through which students impacted by interpersonal violence can access supportive social services.

The Associate Provost/Vice President of Equity and Diversity also serves as campus coordinator for the ADA. Eastern's [Guidelines for Reasonable Accommodations for People with Disabilities](#) is posted on the Office of Equity and Diversity's website. The office advises staff with disabilities, maintains files on staff, makes recommendations for accommodations for employees when necessary, and handles complaints from students and employees. Students with disabilities are served by the [Office of AccessAbility Services](#), which coordinates provision of accommodations and provides [Faculty Resources](#) that serve as a guide for implementing recommended accommodations. (See Standard Five for more information on the activities of the Office of AccessAbility Services.)

Eastern's President and the Division of Academic Affairs communicate regularly with the Commission of Higher Education, including through the submission of all required reports. The University's last comprehensive evaluation was completed in 2010, and the fifth-year interim report was submitted in 2015.

APPRAISAL

Eastern strives to make its various policies public and keep them updated so they are clear and serve those individuals and principles they are meant to protect. As noted earlier, many of the policies that govern the University are based on CGS or the policies of the CSCU BOR, and therefore, Eastern either adopts these policies or revises its own in response to changes at the state or system level. In the case of Eastern-specific policies, many were developed and adopted through the University Senate and its committees, particularly the Academic Affairs Committee and the Personnel Policies Committee. The regular reassessment and revision of such policies is therefore prompted through the shared governance procedures of the University Senate and does not always occur on a regular basis. In some cases, this is appropriate, but in other cases, policies are not updated as regularly as they should be. The Human Subjects Research Policy, for example, was not updated for five years, and a key policy document available on Eastern's website listed former Vice President for Academic Affairs Rhona Free as the University's Human Protections Administrator for several years after her departure from the University. These issues were addressed during the summer of 2019 when the CUHSR updated all procedures and forms.

More positively, the University's efforts to ensure equity and diversity among faculty, staff, and students continue to be effective. In particular, over the past five years, the Office of Equity and Diversity has conducted mandated state diversity training for new faculty and staff. Since October 2015, the training sessions have included a cross-section of newly hired full-time and part-time employees from among the teaching faculty, administrative faculty, facilities staff, and public safety staff. The Associate Provost/Vice President of Equity and Diversity also worked with Student Affairs to provide diversity and sexual harassment training for more than 60 residence hall directors and RAs. Additionally, the University completes its annual [Affirmative Action Plan](#) for the state

every year. It includes data on all complaints leveled against the University for the CHRO's review as well as data and discussion on all employment positions and hires for that academic year. In recent years, these reports have consistently affirmed that the University is meeting its goals for diversity in hiring. For example, 12 full-time faculty were hired for the 2020-2021 academic year; of those, five (41.7 percent) identify as racial or ethnic minorities. Overall, 33 percent of Eastern's full-time faculty identify as minorities compared with 22 percent in 2010. (See more on this in Standard Six)

Similarly, the Office of Equity and Diversity and the Office of Professional Development continue significant efforts to address issues of sexual harassment and violence, providing online training in the prevention of sexual harassment, sexual assault, domestic violence, interpersonal violence, and stalking, as well as through the University's nondiscrimination and equal employment policies. In the 2019-2020 academic year, more than 300 employees completed the online sexual assault prevention training. Appraisal of the effectiveness of programs that support racially and ethnically diverse students, as well as students with documented disabilities, is included in Standard Five.

TRANSPARENCY: DESCRIPTION

Recognizing the importance of a University's website in providing information to all its constituencies, Eastern completed, under the leadership of the Office of University Relations, a full overhaul of its website in the fall of 2019. The primary goal of this overhaul was making key information more readily accessible to prospective students while also using a standard template for all units so that information essential to current students is easy to locate. To continue making progress in this goal, additional staff provide support in maintaining and developing the website, and a content management system provides review dates, notifications, and other management tools.

The University's website offers information to all constituencies, but prospective students, more specifically, are provided with a variety of avenues for research about the institution and its programs. While the website of Eastern's [Office of Admissions](#) provides information about the admissions process to prospective students and their families, its staff also shares information via social media ([Facebook](#), [Twitter](#), and [Instagram](#)) and [YouTube](#). The online, multimedia [viewbook](#) is annually reviewed and revised collaboratively by Admissions and University Relations, with updated text, data, photographs, and graphics based on the most recent information and interests of prospective students. Key information of interest to prospective students and their families—such as [graduation and enrollment data](#)—is available on the [OPIR](#) website and included in other admissions materials where appropriate.

Additional essential elements of Eastern's web presence include the [Facts at a Glance](#) page, which provides a core set of data points, such as student demographics, student/faculty ratio, and student costs, and is updated regularly by University Relations and the Office of Institutional Research. Throughout the site, alumni and current students are featured, allowing prospective students to weigh their needs and interests against the real experiences of Eastern students. Websites for individual major programs include U.S. Bureau of Labor Statistics data describing salary potential in careers typically associated with the major, as well as information about the achievements of recent alumni.

Similarly, the University strives to ensure that information essential to current students is also readily available. For example, Eastern's [catalog](#) and website contain comprehensive information about the University's grading system, academic standing requirements, and the requirements of its various academic programs. The catalog is updated annually, as opposed to every two years before 2016, and is available exclusively as a PDF online. PDF editions of earlier versions as far back as 2002-2004 are also available online, and all print editions are available in the [University Archives](#) at the J. Eugene Smith Library and in the Registrar's Office. The Registrar's Office works

with individual departments to review content related to their programs before each edition is published, and departments are charged with ensuring that information on their websites is consistent with that in the catalog.

Also available online and regularly updated, the [Student Handbook](#) provides complete information about the Student Code of Conduct, disciplinary procedures, and the processes for complaints or appeals. Disciplinary procedures are also described on [the Office of Student Conduct's website](#), and the [Policy on Appeal by a Student for a Change in Final Grade](#) is available on the Office of the Registrar's website.

Students and other interested parties have access to information about the learning outcomes and assessment processes for various academic programs, as all departments are expected to post this information in full on their websites. Relatedly, completion of the New England Commission of Higher Education E-Series form (Option E1) is a required component of the annual report every department submits to their dean and the Provost.

Another important audience for which information is readily available is prospective employees, whether faculty, staff, or administrators. Information about processes for employment is made public on the [Office of Human Resources website](#), and information about search procedures and affirmative action are on the [Office of Equity and Diversity's website](#). In the case of student employment, the Office of Financial Aid maintains a student employment [website](#) with information about job opportunities on campus and related policies.

Information about the University's budget can be found on Eastern's [Budget Office](#) website. The most recent financial audit can be obtained through the state of Connecticut's [Office of the Auditors of Public Accounts](#). Financial statements for the four CSUs combined are published and shared online by the CSCU system's [Department of Finance](#). Should someone have a question or concern not covered in the resources noted above, they can find contact information for the heads of all offices and employees through a searchable [campus directory](#) on the University website. In its entries for full-time academic faculty, the online directory also includes information about academic credentials, and this list is also available on the [Academic Affairs](#) website.

Finally, the [OPIR](#) and the [Office of University Relations](#) cooperate in complying with all reasonable requests for publications and information within the guidelines and limitations of 1974's federal FERPA. Because Eastern is a public institution, much information about the University is available through Freedom of Information statutes.

APPRAISAL

The University's current website was launched November 1, 2019, and is the product of a complete overhaul accomplished over several years. During the process of creating and transitioning to the new site, up-to-date information was not always made available in order to avoid duplication of work. With the conversion complete, adjustments and updates continue as departments assess their new presence and work to be sure all information is readily available in this reconfigured organizational structure. The University's goal is for its website to provide full and accurate information for all current students, prospective students, and the greater community, so that all will understand Eastern's mission and how it is achieved through our admissions process, educational programs, support services, and other structures.

The University catalog and other major publications, including the Student Handbook, viewbook, Facts at a Glance, targeted admissions publications, [President's Annual Report](#), and [EASTERN \(the alumni magazine\)](#), along with print ads and videos, are comprehensive, carefully written, and designed to ensure that target audiences are provided with complete, easy-to-read information. The University has noted inconsistencies in the accuracy of current curricular requirements for various programs in the online catalog. Again, individual academic departments

have been responsible for maintaining and updating the information on their websites, as well as working with the Registrar to check catalog copy for errors before each edition is published. However, some departments are more consistent and prompt in updating their website information than others. Some smaller programs share support staff with several others, and some departments have only part-time support staff. This may be one contributor to the delay in updating information that cannot be easily addressed given the current fiscal realities that have limited hiring across the University.

The Office of University Relations works closely with faculty, staff, students, and persons outside the University community to maintain consistent style, messaging, and the currency and accuracy of information in Eastern publications. To further promote accuracy and consistency, the [OPIR](#) is consulted on a regular basis for current statistics about the University and its students.

The Office of University Relations also administers the University's media relations function—in accordance with the University's [Policy on Communicating with the News Media](#)—through its public relations staff. The office has extensive contacts with local, statewide, regional, and national news media, including print, radio, and television news outlets, and strives to ensure that the University mission is reflected in its communications with the press. Thus, most publications are routed through the Office of University Relations, assuring consistent quality. For those publications not routed through this office, such as independent department publications like alumni newsletters and planning guides for new students, the accuracy and timeliness of the information provided cannot always be confirmed. The University also provides server space for faculty members' own personal pages, whose content and design are the purview of individual faculty.

PUBLIC DISCLOSURE: DESCRIPTION

Descriptions throughout the earlier sections of this standard show that the Eastern community strives to adhere to and advance its mission in all its policies, processes, and publications and make all relevant information clear and readily available for prospective and current students, employees, and the general public.

Eastern's character as a liberal arts university was first authorized by the CSU system board in 1998. The University's [mission statement](#) is published on its website as well as in various other publications and communications, and all printed materials and electronic media published by the University are carefully reviewed and edited by the Office of University Relations to ensure they reflect the University's mission. The mission statement is revised every five to eight years as part of the strategic planning process, and each revision seeks to effectively articulate how Eastern provides a high-quality liberal arts education for a diverse body of students. (For more on this process, see Standard One.)

In addition to its articulation of Eastern's mission, the University catalog for the 2020-2021 academic year provides comprehensive information essential to students: requirements, procedures, and policies related to admissions and the transfer of credits; student fees, charges, and refund policies for both graduate and undergraduate students; information on withdrawal from the institution or individual classes; academic programs and courses currently offered; academic policies and procedures; requirements for degrees and other forms of academic recognition; educational objectives and expected educational outcomes; requirements for graduation; and a current list of faculty by department or program affiliation. Additional information about full-time faculty, including degrees and those on leave, is included in the online [faculty/staff directory](#).

While the catalog offers information about program requirements, course descriptions are available in the comprehensive online [course description database](#) maintained by the Office of the Registrar, which lists all courses by term going back to the fall of 2001. Each program's website links

to this database to provide descriptions of its specific courses, excluding those that the department has officially discontinued. Courses offered in the current semester, as well as for the prior two terms, are listed in the [online schedule](#), which also includes links to each course description.

Furthermore, students can find information about the learning goals and assessment processes of various academic majors on department websites; all academic departments are expected to post this information in full. Similarly, the learning outcomes of the LAC are posted on the website of the Liberal Arts Program Committee. While not every program posts data about student success in reaching learning goals, programs with additional accreditation do. The [Education](#) and [Social Work](#) programs post annual assessment data as required by their accrediting agencies—the NCATE and CSWE, respectively. Furthermore, the statement “Accredited by the New England Commission of Higher Education” appears as a footer on each page of the University website.

Eastern has no programs that can be completed off-campus, and there are no satellite campuses. However, the University does offer a small number of classes at an off-campus site in [Groton](#). These courses, mostly in Business Administration, Human Services, and Social Sciences, are targeted to nontraditional students who have earned a minimum of 60 credits and want a more accessible and flexible way to complete some of the coursework required for a BGS degree.

As is made clear with links provided earlier in this standard and throughout this self-study document, information about the size and characteristics of Eastern’s student body, the campus setting, the availability of academic and other support services, the range of cocurricular and non-academic opportunities available to students, and those institutional learning and physical resources from which a student can reasonably be expected to benefit is readily available on the University’s website. Much of this information is also found in the catalog and at the University’s page on [College Portrait](#). Information about the campus setting is included in the [viewbook](#) and [virtual tour](#) highlighted by Admissions. Students can find information about academic and other support services via the Campus Resources listing on the [Current Students](#) landing portal. That portal also includes a listing titled Campus Culture, which includes links to [the Office of Student Activities](#), the [Intercultural Center](#), and the [Pride Center](#), among others. The Office of Student Activities website includes a list of more than 90 [campus clubs](#) that may be searched alphabetically or by the following categories: Academic, Art/Media/Music, Club Sport, Cultural Identity/Religion-Based, Leadership/Service, Recreation, and Special Interest.

Additional general information about students’ success is shared in a number of other venues. Alumni achievement stories are shared in the viewbook and throughout the University’s website. [The OPIR](#) posts retention and graduation data, generally broken down by ethnicity, and information for Pell Grant/subsidized federal loan recipients. OPIR has also recently updated its website to include information from the Connecticut P20 WIN project, which details employment and wage data for graduates from Eastern by program. [Highlights in undergraduate research](#) are provided online, as are examples of student [engagement](#) in community service through the CCE. Finally, data about student success are made available in [U.S. News & World Report rankings](#), [College Portrait](#), and the U.S. Department of Education’s [College Score Card](#).

Many of the sources noted above also include information about the total and net cost of an Eastern education, as does the website for the [Office of Financial Aid](#). This page also links to a [Net Price Calculator](#) designed to assist families with early financial planning, and links in the Applying for Aid dropdown menu provide further information about filing the FAFSA, understanding the federal verification process, and other resources. Information about expected student debt upon graduation is included in the viewbook’s [Value](#) section and on the College Score Card site. To help current and accepted students make informed borrowing decisions, individualized federal shopping sheets available through the eWeb/Banner self-service site provide the University’s cohort default and loan repayment rates. All correspondence with current or prospective students that includes

written or contractual agreements makes clear the individual or department from which the correspondence originates and is sent on official University letterhead or from an easternct.edu email address.

In addition to four-year graduation rate information, the University provides guidance to all students about how they can complete their degree in four years through the model [Eastern in 4 plans](#). All first-year students are required to complete their own four-year academic plan based on these models. (See Standard Five for more information about Eastern in 4 planning.)

Just as Eastern seeks to make all relevant information widely available and up-to-date, the [BOR](#), the governing body of the CSCU system, maintains its own website with information about board members, committees, academic programs available at its various institutions, admissions, transfer agreements, and other topics.

APPRAISAL

Generally, Eastern is successful in its efforts to provide accessible, clear, and accurate information for interested parties, and the catalog clearly reinforces the University's mission, not just by including the mission statement itself, but also in the President's Message, the Core Values and The University section. However, prompt publication of new editions of the catalog has been inconsistent in recent years as the University moved to annual (rather than biennial) and online (rather than print) publication. In the past three years, the current catalog was not made available until after the fall semester had already begun.

Similarly, the course description database, which provides important information on available courses, has not been updated regularly to ensure it does not list courses that have not been taught for two consecutive years and will likely not be taught in the third year. This database is maintained by the Office of the Registrar based on the attributes of courses when they are approved or revised by departments with the approval of the Curriculum Committee and University Senate. While departments are encouraged to have defunct courses removed from the catalog, and thus from this database, many do not do so, and so they remain listed in the database.

Another responsibility of individual academic departments is providing clear information about learning goals and assessment practices. The University's Assessment Committee has been supporting departments, through workshops and other resources, in the development of goals and processes, and departments are required to address assessment in their annual reports. See Standard Eight for more on learning assessments.

Finally, while much information about educational costs and financial aid is made available to all on the Office of Financial Aid's website, only current or accepted students have access to the individualized federal shopping sheets available on eWeb/Banner that provide information about cohort default and loan repayment rates. Students and families in the early stages of the college decision process do not have access to similar information on Eastern's website, which might be helpful in making the decision to apply for admission.

PROJECTIONS

With the development of new technologies and pedagogical methods as well as the reality of the current COVID-19 pandemic, Eastern is exploring ways to ensure increasingly transparent and effective communication with its stakeholders. Students in particular evolve rapidly in their communication style, and the University endeavors to meet them where they are. Because of this, the institution will build upon its strong foundation of shared governance to develop and document best practices in effective communication learned throughout the recent pandemic and, more generally, to identify those practices that are likely to improve communication even during normal times, with a focus on those that will be most salient as technology evolves. To date, communication

strategies such as remote town hall meetings, recorded messages from the President and Provost, and the widespread use of teleconferencing technologies such as Webex, MS-Teams, and Zoom are those that can be explored as part of the institution's regular repertoire of campus-wide collaboration and communication. Further, the Office of University Relations will analyze website traffic to determine improved placement of the information that is vital to the campus community, the community at large, and potential students. Student Affairs and Academic Affairs will further oversee ongoing assessment of communication effectiveness.

In an effort to improve equity, the institution will also assess any gaps in educational or employment access that the recent pandemic may have brought to light. Over the next year, an ad hoc committee composed of representatives from the faculty, staff, and students will spearhead this work and report their findings to the campus community with recommendations to address any concerns.

Acronym Table

AAC&U	Association of American Colleges & Universities
AAUP	American Association of University Professors
ADA	Americans with Disabilities Act
APR	Academic Program Review
APRN	Advanced Practice Registered Nurse
ARC	Admissions, Retention, and Completion
ASAP	Academic Support and Assistance Program
ASC	Academic Success Center
BGS	Bachelor of General Studies
BOR	Board of Regents
CAPS	Counseling and Psychological Services
CBA	Collective Bargaining Agreement
CCE	Center for Community Engagement
CFO	Chief Financial Officer
CGS	Connecticut General Statutes
CHRO	Commission on Human Rights and Opportunities
CIO	Chief Information Officer
CIT	Center for Instructional Technology
CLA+	Collegiate Learning Assessment
CLL	Credit for Lifelong Learning
COFE	Committee on the Future of Eastern
COLAC	Committee on the Liberal Arts Core
COPLAC	Council of Public Liberal Arts Colleges
CPA	Certified Public Accountant
CSCU	Connecticut State Colleges & Universities
CSU	Connecticut State University
CSWE	Council on Social Work Education
CUHSR	Committee on the Use of Human Subjects in Research
DC-CAP	District of Columbia College Access Program
DFP	Data First Form
FAFSA	Free Application for Federal Student Aid
FDS	First-Destination Survey
FERPA	Family Educational Rights and Privacy Act
FLCs	Faculty Load Credits
FTE	Full-Time Equivalent
FYPC	First Year Program Committee
GPA	Grade Point Average
HIPs	High-Impact Practices
IPEDS	Integrated Postsecondary Education Data System
ITS	Information Technology Services
LAC	Liberal Arts Core
LACLOR	Liberal Arts Core Learning Outcomes Revision Committee
LAW	Liberal Arts Work
MISO	Measuring Information Services Outcomes
NCATE	National Council for Accreditation of Teacher Education

NEBHE	New England Board of Higher Education
NSSE	National Survey of Student Engagement
OPIR	Office of Planning and Institutional Research
PIN	Personal Identification Number
RA	Resident Assistant
SGA	Student Government Association
SHS	Student Health Services
SIT	Student Intervention Team
SLOs	Student Learning Outcomes
STEP/CAP	Summer Transition at Eastern Program/Contract Admissions Program
SOAR	Student Orientation, Advising, and Registration
TAP	Transfer and Articulation Policy



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AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	Office of Admissions' Transfer Page: https://www.easternct.edu/admissions/apply/apply-transfer.html University Catalog: https://www.easternct.edu/academics/university-catalogs.html
Print Publications	n/a
Self-study Page Reference	25

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

URL	Student Handbook: https://easternct.makekb.com/24/ Final Grade Appeal: https://www.easternct.edu/registrar/forms/appeal-final-grade.html
Print Publications	n/a
Self-study Page Reference	13, 93, 95

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

Method(s) used for verification	Password protected learning management system. ECSU Policy on Computer Use: https://easternct.makekb.com/entry/233/
Self-study Page Reference	27

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

URL	https://www.easternct.edu/accreditation.html
Print Publications	<i>The Chronicle</i> (Willimantic, CT)
Self-study Page Reference	i.-ii.

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

Chief Executive Officer: 

Date: 2/4/21

March 2016
June 2020

Appendix B
E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
UNIVERSITY WRITING PROGRAM	<p>Stage 1 - Eastern (easternct.edu)</p> <p>For Stage 1 SLO's only, Individual programs assess writing at Stages 2 and 3.</p>	<p>For Stage 1: There is an annual portfolio review. Portfolios are selected randomly each semester by the Coordinator of First-Year Writing, and reviewed in the spring, typically the week after finals. The criteria for assessment are based on the Stage 1 SLO's. These outcomes correspond to the national Council of Writing Program Administrators' Outcomes Statement for First-Year Composition, though the criteria at Eastern have evolved over time and are easier to assess. (The CWPA statement is based on best practices gathered from programs around the country; it is designed to be adapted, not to be used wholesale.)</p>	<p>For Stage 1: Portfolios are reviewed annually. They are reviewed by approximately four instructors in the first-year writing program (these rotate each year); the Coordinator of First-Year Writing; and the Writing Program Director. The Coordinator of First-Year Writing then summarizes the results which are sent to the administration via the Annual Report.</p>	<p>For Stage 1: When summarizing the results, the Coordinator of FYW makes notes of criteria that students seem to struggle with and develops workshops for instructors that help them address those criteria.</p>	<p>May 2020 (This program is reviewed annually through the annual reporting process.)</p>
At the institutional level					
For general education if an undergraduate institution					

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E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

LIBERAL ARTS CORE	Modified AAC&U VALUE rubrics assessing artifacts from LAC courses	The Assessment Task Force and Assessment Coordinator	New SLOs approved spring 2020, Committee on the Liberal Arts Core currently working on proposals to revise the entire curriculum.	Spring 2015	
For Degree Programs					
1. ACCOUNTING (Undergraduate)	<p>https://www.easternct.edu/accounting-business-information-systems/resources/visio-n-and-learning-outcomes.html</p>	<p>For our learning goals we have developed four outcomes. They are:</p> <p>Outcome 1: Provide students with a broad overall education and instruction in the principles, policies, and theories of accounting.</p> <p>Performance Criteria: Criterion 1:</p> <ul style="list-style-type: none"> Employ faculty with appropriate credentials. <p>Criterion 2:</p> <ul style="list-style-type: none"> Utilize high quality and up to date teaching materials. Provide real world examples. <p>Criterion 3:</p> <ul style="list-style-type: none"> Use technology to enhance instruction. (Technology Skills (TS)). <p>Criterion 4:</p> <ul style="list-style-type: none"> Performance in national certification exams. Student evaluations 	<p>Accounting faculty</p> <p>Curriculum Committee</p> <p>Department Evaluation Committee (DEC)</p> <p>Academic Program Review Committee (APRC)</p> <p>Program's External Reviewers</p> <p>Ongoing Academic Program Review</p>	<p>The Accounting program external reviewers (Dr. Henry Schwarzbach of the University of Rhode Island and Professor Matthew Marion of the University of Bridgeport, CT) visited campus on November 2013 and emailed their final report on May 2014. Here are some of their recommendations regarding our academic program's outcome and our response to their recommendations:</p> <p>1. <i>The External Reviewers recommended the addition of a Supply Chain and Operations Management Course in the third year.</i></p> <p>Program's Response: <i>We are very glad to report that we have already added (starting Fall 2016) BUS 260: Operations Management to the major. This course will provide Accounting majors with a background in each of the four major areas of business: management, marketing, finance, and operations and supply chain management (currently Accounting majors are required to take courses in management, marketing and finance). This course will help accounting students in their future careers as they will have to develop systems to account and audit enterprise operations.</i></p> <p>2. <i>The external reviewers and our superiors/leaders at Eastern recommended the relaunching of the MS in Accounting to help students attain the 150 credits required to become a CPA.</i></p> <p>Program's Response: We are very pleased to report that the MS degree in Accounting was relaunched on ground</p>	<p>May 2015</p> <p>Next program review will be in 2022/2023 academic year</p>

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

		<p>administered at the end of the semester.</p> <ul style="list-style-type: none"> • Student evaluations administered at the end of their tenured at Eastern (Exit Interview) <p><u>Criterion 5:</u></p> <ul style="list-style-type: none"> • Students employability • Employers' feedback. • Performance in national certification exams. <p><u>Outcome 2</u> Maintain a program that focuses on critical thinking (CT), ethical reasoning (ER), effective communication (EC), and technology skills (TS).</p> <p><u>Performance Criteria:</u></p> <p><u>Criterion 1:</u></p> <ul style="list-style-type: none"> • Case Studies (Critical Thinking (CT) and Ethical Reasoning (ER)) • Integrate ethics across the curriculum Ethical Reasoning (ER)) 		<p>on September 2016 and we began to offer it fully online in real time (synchronously) On fall 2019. The launch of our M.S. in accounting online has expanded our student base and enriched our academic programs, our university, and those of our partners and stakeholders. The potential to enlarge our community service and outreach programs is limitless.</p>	
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E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

		<p><u>Criterion 2:</u></p> <ul style="list-style-type: none"> • Papers, presentations, and formal communications with faculty (Effective communication (EC)). • Field studies (Effective communication (EC) & Technology skills (TS)). • <p><u>Criterion 3</u></p> <ul style="list-style-type: none"> • Assignments that require the use of software programs and other technology common to the field (Technology skills (TS)). • Increase proficiency in gathering and analyzing financial data through the use of technology (Technology skills (TS)). <p>Outcome 3: Promote experiential learning (EL) and foster the development of</p>			
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E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

		<p>leadership skills (L-S).</p> <p>Performance Criteria:</p> <p><u>Criterion 1:</u></p> <ul style="list-style-type: none"> • Field Internship (Promote experiential learning (EL) and foster the development of leadership skills (L-S)) <p><u>Criterion 2:</u></p> <ul style="list-style-type: none"> • Utilize student clubs and organizations (Promote experiential learning (EL) and foster the development of leadership skills (L-S)) • Field studies (Promote experiential learning (EL)) • Professional field trips (Promote experiential learning (EL)) <p><u>Criterion 3:</u></p> <ul style="list-style-type: none"> • Participation in professional meetings, workshops and student leadership conferences. 			
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E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

		<p>(Promote experiential learning (EL) and foster the development of leadership skills (LS))</p> <ul style="list-style-type: none"> • Voluntary Income Tax Assistance program (VITA) <p>(Promote experiential learning (EL) and foster the development of leadership skills (LS), and community service (CS))</p> <ul style="list-style-type: none"> • Guest speakers <p>(Promote experiential learning (EL))</p> <ul style="list-style-type: none"> • Case Studies <p>(Promote experiential learning (EL))</p> <p>Outcome 4: Cultivate an atmosphere that stimulates scholarly activities, prepares for professional employment and encourages community service with support for liberal arts education.</p> <p>Performance Criteria: <u>Criterion 1:</u></p> <ul style="list-style-type: none"> • Volunteer program – 			
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E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

		<p>Voluntary Income Tax Assistance (VITA) – Established in 1999. (Promote experiential learning (EL), foster the development of leadership skills (LS), and community service (CS) • Career fair</p> <p><u>Criterion 2:</u></p> <ul style="list-style-type: none"> • Student clubs and organizations • Cultivate an atmosphere that stimulates scholarly activities (SA), professional development (PD) and community service (CS)). • Accounting career fair (professional development (PD)) • <p><u>Criterion 3:</u></p> <ul style="list-style-type: none"> • Case analysis (Scholarly activities (SA)). • Independent 			
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E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

		<p>studies (Scholarly activities (SA)).</p> <ul style="list-style-type: none"> • Faculty research workshop and conferences (Scholarly activities (SA)). • Enhanced writing classes (ACC 303 and ACC 311). • Intensive writing and culminating in the development of high quality of research and scholarship (ACC 411 – Cape stone course) 			
<p>2. ACCOUNTING (Graduate)</p>	<p>Vision and Learning Outcomes - Eastern (easternct.edu)</p>	<p>Outcome 1 Provide specialized, graduate level education in accounting and business area to students seeking positions as professional accountants in various industries, local and state governments, and not-for-profit organizations.</p> <p><u>Performance Criteria:</u></p> <p><u>Criterion 1:</u> Employ faculty with appropriate credentials.</p> <p><u>Criterion 2:</u></p> <ul style="list-style-type: none"> • Utilize high quality and up to 	<p>Accounting faculty Curriculum Committee Department Evaluation Committee (DEC) Academic Program Review Committee (APRC) Program's External Reviewers Ongoing Academic Program Review</p>	<p>Relaunching our M.S. in Accounting has helped our students, graduates, and other potential students who wish to practice public accounting in Connecticut/ New England region to meet the minimum educational requirements as stipulated by the Connecticut State Board of Accountancy (e.g., 150 credit hours of education).</p>	<p>Pending: 2020 -2021 Academic year</p>

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		<p>date teaching materials.</p> <p><u>Criterion 3:</u></p> <ul style="list-style-type: none"> • To develop a theoretical and pragmatic understanding how businesses operate as successful competitive organizations. • To demonstrate basic competencies in each of the functional areas of accounting, finance, management, communication, and economics. • Use technology to enhance instruction. 			
	<p><u>Criterion 4:</u></p> <ul style="list-style-type: none"> • Performance in national certification exams. <p><u>Criterion 5:</u></p> <ul style="list-style-type: none"> • Students' employability. • Employers' feedback! Since the quality of any educational program is 				

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

		<p>usually judged by its ability to place its graduates, our graduates are sought by variety of employers (Big "4" accounting firms, corporations, federal and local governmental agencies.</p> <p><u>Outcome 2</u> Provide the academic background necessary to pursue certification in public accounting (CPA), and management accounting (CMA), and other accounting certifications.</p> <p><u>Performance Criteria:</u></p> <ul style="list-style-type: none"> • Allow students to fulfill the 150-credit requirement for the CPA exam. • Performance in national certification exams. <p><u>Outcome 3</u> Provide a well-balanced integration of theoretical accounting concepts and modern quantitative methods in decision-</p>			
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OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

		<p>making.</p> <p><u>Performance Criteria:</u></p> <ul style="list-style-type: none"> Build on students' undergraduate education, developing a broader understanding of how accounting relates to the total organization and what it takes to succeed in today's competitive global environment. This approach is case-oriented and designed in to provide students with the skills to fully participate in the corporate segment of the economy and other institutions/organizations. <p><u>Outcome 4</u></p> <p>Beyond the technical competency, emphasis will be placed on the further development of data analytical abilities;</p>			
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E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

		research, communication and interpersonal skills. Performance Criteria: <ul style="list-style-type: none"> • Students are challenged to develop strategies to overcome challenges and showcase leadership skills. • Case analysis (Scholarly activities (SA)). Communicate ideas in a scholarly style.			
3. ANTHROPOLOGY	https://www.easternct.edu/sociology/learning-major-learning-outcomes.html	In development. This is a new program			n/a This is a new program.
4. ART	Learning Outcomes - Eastern (easternct.edu)	Outside assessment reviewers for Capstone projects and for a required intro level course, Drawing I; Capstone projects; Selection for exhibitions and special projects; Participation in the Senior exhibition; Participation in CREATE and NCUR; Admission to Graduate Programs and jobs secured in the profession by our alumni; The Digital Art, New Media Studies-Digital Media Design, and Illustration concentrations require a portfolio before registering for upper level	Hired outside reviewers who used a department designed rubric		2016-2017

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<p>5. BIOCHEMISTRY</p>	<p>Biochemistry - Learning Goals - Eastern (easternct.edu)</p>	<p>classes; resume reviews; in-class and one-on-one critiques;</p> <p>Physical Biochemistry American Chemical Society Standardized exam Organic Chemistry American Chemical Society Standardized exam ECSU Comprehensive Exam Biology</p> <p>A specific rubric is used to evaluate lab reports, research papers, and lab work. The criteria included in the rubric examine data analysis, writing, presentation of data, quantitative calculation, interpretation of data, and a student's ability to communicate scientific concepts in an acceptable manner.</p> <p>Data gathered, including student performance in advanced laboratory-based course work, ACS standardized exams, success of students presenting material at research conferences, success of students receiving summer internships, and successful acceptance of students into the scientific positions and graduate programs in the field demonstrate excellent achievements by the</p>	<p>Please see description of the Biochemistry assessment Plan, Table I, Table II., and Gathered Outcome Assessment Data presented in the annual report</p>	<p>We have continued to develop a plan as far as the type of data to collect, the rubric for analysis, review of various student materials, and worked to identify positive areas of student achievement and area that might need further effort to help students achieve all of our goals and improve retention rates. Action items and future plans which have been discussed include:</p> <p>Request for a full-time professional scientific tutor line</p> <p>Expand and maintain creative signage highlighting the demand for biochemists in the workforce, alumni success, and undergraduate involvement in university activities and research</p> <p>Continue to seek funding and support to improve the availability of scientific instrumentation to students</p> <p>Development of an intermediate course between general and organic chemistry</p> <p>Development of senior proficiency examinations for laboratory skills</p> <p>Implementation of a post-grad survey including efficient electronic access, data collection, methods, and analysis Requested support:</p> <p>Additional line for added science technician to support growing demands of the department</p> <p>Additional faculty line to support increased enrollment in core chemistry courses (general and organic chemistry)</p> <p>Assistance for graduate surveys would be extremely helpful. This could include software and survey develop and analysis assistance.</p> <p>Hiring of a full-time devoted science tutor at the</p>	<p>APRC program and recently completed for the 2018-2019 AY</p>
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	students in the biochemistry major program.			
6. BIOLOGY	<p>Learning Goals - Eastern (easternct.edu)</p> <p>A grade of C- or better must be achieved in the four core biology courses (BIO 120, 130, 220, 230) before students enroll in advanced classes.</p> <p>The four core biology courses are used to establish writing competency levels and satisfy BIO 050 (the university-level intermediate writing requirement.)</p> <p>Students take an annual Bio Comp Exam at the beginning of their freshman year and at the end of their sophomore year. Individual scores are expected to increase by at least 5% each year.</p> <p>Seniors take the Field Test in Biology (ETS) which is normed against a cohort. Seniors receive a notation on their academic transcript as C/NC. Senior scores must be greater than the average sophomore score to receive credit.</p>	<p>Requirement for a minimum grade achievement level in the core courses was implemented in Fall 2009. It has led to good success in advanced bio courses. For F14/S15 semesters, 89.9% of students received a grade of C or better in upper-level biology courses for the major.</p> <p>The Bio Comp Exam was changed from a standardized exam to an in-house exam in 2009 to more accurately reflect our curriculum mileposts.</p> <p>Responses from the Bio Comp Exam are used to identify specific areas of the curriculum that require greater emphasis</p> <p>Technical and analytical skills will continue to be reinforced in all lab and field courses, and in supervised research.</p> <p>Practical lab exams are continuously modified to correspond to the needs of the student, course content, and changing technology.</p>	<p>tutoring center.</p> <p>Funding for new ACS style examinations and database management.</p> <p>Funding for new instrumentation</p>	Spring 2018

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	<p>The capstone Senior Seminar course will continue to emphasize:</p> <ul style="list-style-type: none"> • inquiry and communication skills relevant to the discipline, • the ethical connections of science and society, • the value of a discipline-based major within the context of a broader liberal arts education. 		
<p>7. BUSINESS ADMINISTRATION</p>	<p>We have no set plan for interpretation. We first need to determine where, who and when to assess the goals as well as how to interpret the evidence. We do have faculty meetings of business major faculty and this past year reviewed ETS test results and internship data</p>	<p>Last year some students took the ETS major field test in Business. This year internship evaluations were reviewed by the business faculty. The Department of Business Administration adopted four common learning goals this year. During the spring semester, rubrics were developed for communication, ethical reasoning and critical thinking to be used across programs. The business major has goals for communication, ethical reasoning and critical thinking and can use these rubrics to assess the goals.</p>	<p>https://www.easternct.edu/management-marketing/learning-outcomes/management-and-marketing-student-learning-outcomes.html</p>
<p>8. BUSINESS INFORMATION SYSTEMS</p>	<p>BIS faculty (annually)</p>	<p>Capstone course, job and internship placements, as well as professional certifications.</p>	<p>https://www.easternct.edu/accounting-business-information-systems/resources/vision-and-learning-outcomes.html</p>

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						Program Reviewers' visit and report were completed. The post External Reviewer's report meeting between the ECSU Provost, ECSU APRC Committee Representative, and the BIS Program Faculty occurred in Spring 2018 Semester.
9. COMMUNICATION	https://www.easternct.edu/communication/major-learning-outcomes.html	Three assessment exams are in development. Compiled external review survey data from Internship Supervisors is on file.	The Department of Communication Assessment Committee		Curricular Modifications. Program Modifications.	APRC Review of 2017
10. COMPUTER SCIENCE	https://www.easternct.edu/computer-science/resources/program-objectives.html	Please see the Assessment initiative outlined in Annual Report.	Faculty involved in assessment		Please see the Assessment initiative outlined above in Annual Report.	Spring 2019
11. CRIMINOLOGY	https://www.easternct.edu/sociology/learning-outcomes/criminology-major-learning-outcomes.html	Senior Exit Exam	New exam		New exam	Upcoming 2022 - 2023
12. DATA SCIENCE	Available on Data Science SLO Page					
13. ECONOMICS	Economics Program Vision and Learning Outcomes - Eastern (easternct.edu)	TUCE exam and AAC&U rubrics	The department meets annually to discuss the results of our assessment.		Changed Math class and reviewing other curriculum changes.	Currently in process, awaiting campus visit of reviewers which was postponed

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<p>14. EDUCATOR PREPARATION PROGRAMS: NCATE Accredited (Early Childhood Education, Elementary Education, Secondary Education, Physical Education)</p>	<p>https://www.easternct.edu/education/education-program-learning-outcomes.html</p>	<p>Licensure test scores (ECE test, CFRT, Praxis II), edTPA scores specific to each major, and performance in student teaching.</p>	<p>The education faculty review the data at three retreats during each academic year (August, January and May). During each retreat, a particular set of data is reviewed across programs and within programs to determine trends of improvement and to identify areas of concern. The assessment coordinator is responsible for providing the data and data analyses to the program faculty. Any program changes that are determined to be necessary are implemented by the course instructors and by the relevant university supervisors. The coordinator of the Office of Clinical and Educational Experiences (OCEE) shares data from student teaching directly with university supervisors and engages them in a review of their supervisory practices</p>	<p>Some of the changes made as a result of reviewing data include: Addition of pre-student experiences for candidates, inclusion of a course on families for early childhood education, revision of the student teaching evaluation instrument to include more specific/clear language on cultural competencies, greater emphasis on assessment in relevant courses</p>	<p>due to campus closure. Our programs went through the NCATE re-accreditation review process in 2017.</p>
<p>15. ENGLISH</p>	<p>https://www.easternct.edu/english/learning-outcomes.html</p>	<p>exit portfolio and exit survey</p>	<p>English Department Assessment Committee (annually)</p>	<p>Departmental discussion and faculty development about more explicit instruction around various curricular goals. Increased attention to curricular goals and preparing students for them in our gateway courses (ENG 202, 203, 204, and 205).</p>	<p>2012-2013 Review</p>
<p>16. ENVIRONMENTAL EARTH SCIENCE</p>	<p>EES Program Goals and Learning Outcomes - Eastern (easternct.edu)</p>	<p>Graduate knowledge survey is compared to knowledge survey completed following EES gateway course completion. Students</p>	<p>The Department faculty review knowledge survey results and discuss results at annual curriculum meeting. Results of graduate survey of EES student experiences</p>	<p>Subject areas which graduating students demonstrate the lowest proficiency in are documented. Course instructors are advised to improve their courses so that assessments of student-learning outcomes are improved. New syllabus practices proposed for clearer</p>	<p>May 15, 2019 (completed)</p>

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		create portfolio of all major courses populated with course artifacts. They compose reflection piece and create resumé at end of degree	is also considered.	articulation of learning outcomes. The new environmental science concentration is the direct result of faculty evaluation of 2019 APR self-study and external review, student surveys and analysis of CT and regional workforce trends. Internal scrutiny of EES graduate achievements during completion of major has been an annually recurring process since 2017.	
17. FINANCE	https://www.easternct.edu/economics-finance/resources/finance-major-learning-outcomes-assessment.html	In development. This is a new program.	n/a	n/a	Finance is a new program. There has been no program review.
18. HEALTH SCIENCES	Program Goals and Learning Outcomes - Eastern (easternct.edu)	Admission of graduate/professional academic programs, or employment. The first Comprehensive Examination was scheduled for Senior and Junior students on April 8, 2020, but was cancelled due to Novel Coronavirus pandemic emergency. The department is planning to have this exam in April 2021.	This evidence is objective and will be interpreted by all full-time faculty members in the department.	New course development and curriculum modification. Since this is a new major, and the curriculum was recently finished. The curriculum modifications are based on students' retention, persistent, graduate rates and graduate/professional programs admission prerequisites.	Not applicable. This is a new program. The first program review is scheduled for Academic Year 2020-2021.
19. HISTORY, HISTORY AND SOCIAL SCIENCES	https://www.easternct.edu/history/programs-of-study/learning-outcomes.html	Assessment of final research paper for each student in HIS200 and HIS40x, as described in Assessment section of annual report, using Learning Goals and Outcomes aligned with AHA standards	Instructors assess each category of learning outcomes for that semester; Assessment coordinator annually summarizes and analyzes results	Awaiting results of new Learning Outcomes (in process) before further revisions	2019
20. LABOR RELATIONS HUMAN RESOURCE MANAGEMENT	https://www.easternct.edu/economics-finance/labor-relations-and-human-resource-management-major-	We assess a different learning objective each year and this year we focused on ethical reasoning. We used	The evidence is interpreted by all four of the major faculty.	The data are being analyzed as this report is being written, so we have not taken any steps to close the loop just yet.	AY 2015-2016

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	learning-outcomes.html	embedded assignments in several classes (ECO 429, BUS 330, and PSY 304) this year.			
21. LIBERAL STUDIES	Learning Outcomes for Liberal Studies Majors - Eastern (easternct.edu)	Exit Portfolio; licensure examinations (Praxis II Elementary Education Multiple Subjects Test; Pearson CT Early	Evidence is evaluated by the Director of the Liberal Studies Program and/or a designee during a student's final semester (i.e., senior year) at Eastern	The Liberal Studies Major was implemented in Fall 2014, and four- and six-year graduation data has only recently become available. As a result of past analyses of student acquisition of learning goals, course offerings have been adjusted, and a new concentration area--Earth Science--has been introduced.	The major has not been in existence long enough to have been included in a review cycle.
22. MATHEMATICS	https://www.easternct.edu/mathematical-sciences/learning-outcomes/mathematics-major-learning-outcomes.html	Maple TA assessment in Calculus sequence courses (cornerstone of major), in MAT 420 proof assessment, in MAT 372 portfolio assessment.	Chair reviews data and then department members discuss during department meetings	During the previous year, we decided to add a post-midterm assessment in MAT 155/P, MAT 243, MAT 244. That appeared to help. Due to unusual circumstances this year, we did not do that and results decreased. If we are still able to have Maple TA (due to funding issue), we need to include the post-midterm assessment.	December 2015
23. MUSIC	Learning Goals and Outcomes - Eastern (easternct.edu)	Successful completion of MUS 490: Senior Project in Music. This course requires that students demonstrate the acquisition of many of the Music Major's primary learning outcomes in order to successfully complete the requirements of the project.	Each project supervisor reviews the final project and assigns a final grade. A second reader is also involved in the editing and evaluative process.	Review has led to the following modifications which will be implemented during AY20- 21: 1) Restructuring MUS 490 from an independent study format to a seminar format, which will solve numerous logistical and curricular issues and provide a more uniform set of expectations and outcomes for all senior music majors. 2) Adding MUS 395 Practicum to the Performance Concentration to necessitate that practicum/internship/independent study paperwork be submitted for every student who must meet the minimum departmental requirements to enroll in this course so that this capstone experience for all Performance Concentration students can be formally included in our curriculum structure.	The Music Program has successfully completed the entire APRC review process during AY 19-20.
24. NEW MEDIA STUDIES	https://www.easternct.edu/new-media-studies/				2018 - 2019

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25. ORGANIZATIONAL MANAGEMENT (Graduate)	https://www.easternct.edu/graduate-division/programs-of-study/organizational-management-ms.html#	Successful completion of comprehensive exam or thesis	Annually by the program coordinator	None	2019 - 2020
26. PHILOSOPHY	https://www.easternct.edu/political-science/learning-outcomes/philosophy-learning-outcomes.html	We do not have other method	Learning objectives assessed by a faculty external to the program. This is then reported to the Annual University Report.	2018-2019 was the first year the Philosophy program underwent this type of assessment. The review is only four years old. We need more time to implement changes.	First program coming up in 2021.
27. POLITICAL SCIENCE	https://www.easternct.edu/political-science/learning-outcomes/political-science-learning-outcomes.html	Regular assessment in the form of paper review and an exam.	The faculty as a group complete the assessment and interpret the results.	We have made numerous changes to the curriculum including developing a new assignment to enable students to produce more coherent literature reviews in research courses. In our next round of paper assessment we will be evaluating whether these changes have made a difference.	2018 – 2019
28. PSYCHOLOGY	https://www.easternct.edu/psychological-science/learning-outcomes/psychology-major-learning-outcomes.html	Learning Outcomes: a - c: Assessed using nationally normed ETS subject Test. All students are required to take this test for graduation. If they do not pass at our benchmark, they must take a remediation course. Rewards have been built into the assessment as well including receiving departmental honors. Learning Outcomes: d – i: Assessed using the MSC. This program was defunded. However, we plan on using the ACU rubrics for assessing a random sample of research methods papers. All students are required to complete an independent research project. All	Assessment data is reviewed each semester by the departmental Assessment Committee and is regularly presented and discussed at department meetings.	We will be reviewing this information in more detail at the next department retreat scheduled for summer 2020 to discuss these data.	2013-14

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		<p>students also have been completing NIH training on Ethics and we have transitioned to CITI for evaluation of ethics</p> <p>Learning Outcome j: We do not currently directly assess this. However, we do track the number of courses where this information is taught.</p> <p>Learning Outcome k – l: Assessed using the MSC. This program was defunded. However, we plan on using the AACU rubrics for assessing a random sample of research methods papers to assess written communication. All students are required to complete an independent research project. We assess this indirectly with the number of students who present their independent work either in class, as part of Psychological Science Night or presenting at discipline or undergraduate conferences. We also incentives external presentations with having this be a criteria for receiving highest departmental honors distinction. Learning Outcome m – n: We do not directly assess these outcomes. We have data to</p>			
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<p>29. SOCIAL WORK (CSWE Accredited)</p>	<p>https://www.easternct.edu/social-work/program-outcomes.html</p> <p>The learn 9 Core Competences aka learning outcomes appear on everyone core course syllabi in the social work program, they are also posted on the Social Work Program website and appear in the Social Work Program Student Handbook.</p>	<p>support these outcomes in the form of graduate school acceptances and we ask all our graduating seniors if they have secured employment in a related field in our exit survey. However, we have embedded this information in 2 courses. PSY 101 Introduction to the Psychology Major discusses careers in psychology and preparation for graduate school. PSY 390 is an optional course for upper level students where career goals are explored, graduate school expectations are presented and students create resumes, cover letters and statements of purpose.</p>	<p>During the exam week of the spring semester the social work program has an Assessment Day, attended by all the seniors in the program at which time they complete the exams and surveys. The student are made aware that their performance on the assessment exam will have not impact on their final grade. In addition, the program utilizes qualitative methods of assessment.</p>	<p>Implications of Advisement Assessment and Actions Taken</p> <p>The faculty discussed the implications of the data assessing advisement during the end of the academic year faculty retreat. The results of the survey were encouraging with most students indicating strongly agree or agree on all the items. However, the program felt that there is always opportunity for improvement. An analysis of current advisement efforts was conducted. It was acknowledged that more could be done to engage the pre-social work students. Therefore, going forward a member of the full-time faculty would visit all sections of the Introduction to Social Work classes to provided additional information about the social work program and the application process. The social work program invites a representative</p>	<p>Our program went through the CSWE re-accreditation review process in 2013.</p>
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		<p>students' knowledge development and values. To assess the learning environment Measure #3 (Social Work Program Exist Survey) and Measure #4 (<i>Social Work Evaluation and Assessment Project, Exist Survey</i>).</p>	<p>from career services to speak to the seniors about securing employment in social work; locating opportunities, preparing a resume, and interviewing techniques. In addition, the program hosts an alumni event where they come to talk to the students about their experience post- graduation. The thinking among the faculty is that efforts regarding to post graduate employment could be enhanced if access to former graduates could be expanded through the development of a social media platform for alumni.</p> <p>Implications of Qualitative Assessments</p> <p>Based on the information collected during the Social Work Program Advisory meetings, faculty oral evaluations, and My Journey assignments, there were three themes identified by the student participants which warrant consideration going forward: (1) the students experienced positive feelings about the cohort/learning community model but, expressed that they felt that they did not get to know students outside of their cohort as well as they would have liked and encourage that the program develop more cross cohort interactions (2) The students expressed that they felt that they would like to develop more effective skills regarding how to talk about issues of diversity and human rights and how to resolve conflicts. (3) The student expressed a desire for more support early in the process regarding employment opportunities. The program will engage in purposeful activities and programing during the academic year that will create more opportunities for cross cohort interactions. The program will also more opportunities for students to engage in talk about issues of diversity and human rights and employment seeking skills throughout the curriculum.</p>	
<p>30. SOCIOLOGY</p>	<p>Sociology Learning Outcomes - Eastern</p>	<p>1)Exit survey of Sociology majors</p>	<p>Sociology faculty administer the survey and</p>	<p>The last Academic</p>

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	easternct.edu	2)Comprehensive exam given to Senior sociology majors, covering major concepts in the core courses (note: not administered this year, due to COVID-19 pandemic)	exam and meet to discuss the results and discuss potential changes.	new required 1-credit course was created to bridge the gap between Introduction to Sociology and the core courses (SOC 201 – Introduction to the Sociology Major), community-building opportunities were instituted (Pizza with Professors twice a year, a Sociology Club, Alumni Dinner Panel, etc.), and new efforts to streamline the core courses are in development to enable more Sociology majors to work on a multiple-term research project with intention of culminating in a conference presentation.	Program Review was conducted in 2014-2015
31. SPANISH	https://www.easternct.edu/world-languages/spanish-major-learning-outcomes.html	A Spanish writing assessment tool, correlated with guidelines published by the American Council on the Teaching of Foreign Languages (ACTFL) Exit examination	The chair of the Department reviews evaluates the results of the assessment tool annually	More writing assignments have been integrated into our language courses. Students in the upper-level classes were given a more involved version of the assessment tool than last year's.	April 2019
32. SPORT AND LEISURE MANAGEMENT	Available on Sport and Leisure Management SLO Page	Scoring of rubrics based on cumulative faculty evaluations for each student via standard assessment rubrics, covering each curricular area as well as performance participation; Portfolio review of design, technology, management and media students; Capstone courses; Exit interviews.	Exit exam data is reviewed by the SLM unit, composed of all fulltime faculty who teach in SLM.	Curriculum changes and requirements.	2018
33. THEATER	Theatre Program Learning Outcomes - Eastern (easternct.edu)	Scoring of rubrics based on cumulative faculty evaluations for each student via standard assessment rubrics, covering each curricular area as well as performance participation; Portfolio review of design, technology, management and media students; Capstone courses; Exit interviews.	The program director reviews all written work developed for WST 351 and 481.	Since the implementation of the BA in Theatre in 2008, the program has vastly been revised, including the merging of two concentrations, the splitting of one concentration into two, and the creation of a new one in Dance & World Performance. Each year we revisit the Pathways to Leadership structure for students' participation in performance, and we continue the effective Freshman showcase which has helped bolster retention efforts.	2019 - 2020
34. WOMEN'S AND GENDER STUDIES	https://www.easternct.edu/womens-studies/womens-and-gender-studies-major-learning-goals-and-outcomes.html	The capstone experiences included 1:1 mentoring by primary project advisor, as well as second and third reader feedback by other faculty affiliated with	The program director reviews all written work developed for WST 351 and 481.	Curricular changes have been made in the Tier II writing-intensive gateway course to support student revision and communication across the curriculum.	Program review has not been conducted since the major was established. It is due to occur

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		<p>ourboard. At this time, GPA and written work are the primary data for assessing student outcomes. If there is data related to assessing students' verbal skills in additional media, that would be useful for our board to consider. All student work in WST 351 and in the capstone(481) is reviewed by the director.</p>		<p>2020 – 2021. Colleagues Dr. Yi-Chun Tricia Lee (Southern Connecticut State University) and Dr. Ariella Rotramel (Connecticut College) have been approached about doing this work in the future. Both are willing to serve in this way.</p>
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Institutions selecting E1a should also include E1b.

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the NECHE website: www.NECHE.org) for more information about completing these forms.

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(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
National Council for Accreditation of Teacher Education (NCATE); Educator Preparation Programs (Early Childhood Education, Elementary Education, Secondary Education, Physical Education)	April 2017	Issue Identified: There is no formal structure in place to ensure that the unit's school partners and other members of the professional community are systematically and regularly involved in the design delivery, and evaluation of field and clinical experiences.	1) CARE Interview (program based); 2) Planning Assessment (program based); 3) Student Teaching Evaluation (program based); 4) edTPA (national and related to licensure); 5) Licensure Tests (national and related to licensure); 6) End of Program Surveys (program based); 7) Employer Surveys (program based); 8) Completer Surveys (program based)	October 2021 (Continuing Visit by CAEP)
Council on Social Work Education (CSWE); Social Work	June 2013	None	1) The final senior field evaluation, 2) the SWEAP Foundation Curriculum Exam (Post)	June 2021 (Continuing)

*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.



**Connecticut State
Universities**

2020

Financial Statements

INCLUDING

Required Supplementary Information
Additional Supplemental Information

June 30, 2020

Connecticut State Universities Mission Statement

As part of the Connecticut State Colleges & Universities (CSCU) system, the four Connecticut State Universities offer exemplary and affordable undergraduate and graduate instruction leading to degrees in the liberal arts, sciences, fine arts, applied fields, and professional disciplines. They advance and extend knowledge, research, learning and culture while preparing students to enter the workforce and to contribute to the civic life of Connecticut's communities. Through a variety of living and learning environments, the Universities ensure access and diversity to meet the needs of a broad range of students. They support an atmosphere of inter-campus learning, the exploration of technological and global influences and the application of knowledge to promote economic growth and social justice.



**Members of the Board of Regents for Higher Education
(Between 7/1/19 – 6/30/20)**

- Thirteen members: nine appointed by the Governor; four appointed by legislative leaders
- Two students chosen by their peers (Chair and Vice Chair of Student Advisory Committee)
- Six non-voting, ex-officio members:
 - Four CT commissioners appointed by the Governor from the Departments of Public Health, Education, Economic and Community Development, and Labor
 - Chair and Vice Chair of the Faculty Advisory Committee

REGENTS AS OF 6/30/20

(Two vacancies: both legislative appointees.)

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 Merle W. Harris, Vice Chair
 Richard J. Balducci
 Aviva D. Budd
 Naomi K. Cohen
 Felice Gray-Kemp
 Holly Howery
 David R. Jimenez
 JoAnn Ryan
 Elease E. Wright
 Monica Maldonado, SAC, Chair
 Elena Ruiz, Vice Chair of Student Advisory Committee

EX-OFFICIO, NON-VOTING MEMBERS

David Blitz –Chair of the Faculty Advisory Committee
 Colena Sesanker – Vice Chair of the Faculty Advisory Committee
 Kurt Westby – Commissioner of the CT Department of Labor
 Dr. Miguel A. Cardona – Commissioner of the State Department of Education
 David Lehman – Commissioner of Department of Economic and Community Development (joined March 2019)
 Dr. Deidre Gifford - Acting Commissioner CT Dept. of Public Health

Former Board members (who served between 7/1/19 – 6/30/20)

Pete Rosa

Renée D. Coleman-Mitchell, Former Commissioner, Department of Public Health



Connecticut State Universities

Central Connecticut State University (CCSU)
1615 Stanley Street
New Britain, CT 06050
Dr. Zulma Toro, President

Eastern Connecticut State University (ECSU)
83 Windham Street
Willimantic, CT 06226
Dr. Elsa Nunez, President

Southern Connecticut State University (SCSU)
501 Crescent Street
New Haven, CT 06515
Dr. Joseph Bertolino, President

Western Connecticut State University (WCSU)
181 White Street
Danbury, CT 06810
Dr. John B. Clark, President

System Office, Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105
Mark E. Ojakian, President



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Introduction

Management's Discussion and Analysis provides an overview of the financial position and results of activities of the Connecticut State University System ("CSUS" or "System") and its component units for the fiscal year ended June 30, 2020 and 2019. This discussion has been prepared by and is the responsibility of management, and should be read in conjunction with the financial statements and footnote disclosures which follow this section.

The Board of Regents for Higher Education was established by the Connecticut General Assembly in 2011 (via Public Act 11-48 as amended by Public Act 11-61) bringing together the governance structure for the four Connecticut State Universities, twelve Connecticut Community Colleges and Charter Oak State College, effective July 1, 2011. The Board of Regents for Higher Education is authorized under the provisions of this public act to "serve as the Board of Trustees for the Connecticut State University System."

CSUS is a state-wide public university system of higher learning in the State of Connecticut with 31,582 enrolled students. The Universities offer high-quality applied educational doctoral, graduate and undergraduate programs in more than 150 subject areas and provide extensive opportunities for internships, community service and cultural engagement. In total, CSUS employed approximately 3,000 full time employees at June 30, 2020.

The CSUS is composed of four Universities that make up the primary reporting entity. The System's four Universities include:

- Central Connecticut State University (CCSU) in New Britain,
- Eastern Connecticut State University (ECSU) in Willimantic,
- Southern Connecticut State University (SCSU) in New Haven, and
- Western Connecticut State University (WCSU) in Danbury

As comprehensive, fully accredited Universities, CSUS institutions are Connecticut's Universities of choice for students of all ages, backgrounds, races and ethnicities. CSUS provides affordable and high quality, active learning opportunities, which are geographically and technologically accessible. CSUS graduates think critically, acquire enduring problem-solving skills and meet outcome standards that embody the competencies necessary for success in the workplace and in life.

Using the Financial Statements

CSUS's financial report includes the following financial statements: the Statements of Net Position, the Statements of Revenues, Expenses and Changes in Net Position and the Statements of Cash Flows. These financial statements are prepared in accordance with accounting principles generally accepted in the United States of America as defined by the Governmental Accounting Standards Board ("GASB"). GASB Statement No. 35 established standards for external financial reporting for public colleges and Universities, and requires that financial statements be presented on a basis to focus on the financial condition, results of operations, and cash flows of the System as a whole. As required by GASB Statements No. 34 and 35, fiscal year 2020 and 2019 financial data is presented, both for the CSUS *primary institution*, as well as for certain other organizations that have a significant related party relationship with CSUS (the "component units").

The component units are the CCSU Foundation, Inc., the ECSU Foundation, Inc., the Southern Connecticut State University Foundation, Inc., the Western Connecticut State University Foundation Inc. and the Connecticut State University System Foundation, Inc. (collectively, the "Foundations"). The Foundations are legally independent, tax-exempt non-profit organizations separate from university control, founded to foster and promote the growth, progress and general welfare of the Universities and to solicit, receive and administer donations for such purposes. The Foundations manage the majority of the Universities' endowments. However, the assets of these component units are not available to CSUS for

use at its discretion. This MD&A discusses the University's financial statements only and not those of its component units.

Financial Highlights

At June 30, 2020, total assets of the System were \$1,795.7 million, a decrease of \$32.9 million or 1.8% over the prior year of \$1,828.6 million, primarily due to a decrease in investments of \$13.8 million, decrease in due from the State of \$10.7 million, and a decrease in cash and cash equivalents of \$12.1 million.

Condensed Statements of Net Position

June 30, 2020 and 2019

(in millions)

	2020	2019	% Change
ASSETS			
Current assets	\$ 387.7	\$ 420.9	(7.9%)
Non-current assets:			
Capital assets, net	1,230.6	1,224.8	0.5%
Other	177.5	182.9	(3.0%)
Total assets	<u>1,795.7</u>	<u>1,828.6</u>	<u>(1.8%)</u>
DEFERRED OUTFLOWS OF RESOURCES	699.3	320.9	117.9%
LIABILITIES			
Current liabilities	150.9	145.7	3.6%
Non-current liabilities	2,822.6	2,294.9	23.0%
Total liabilities	<u>2,973.5</u>	<u>2,440.6</u>	<u>21.8%</u>
DEFERRED INFLOWS OF RESOURCES	138.8	130.6	6.3%
NET POSITION			
Net investment in capital assets	1,093.3	1,076.2	1.6%
Restricted nonexpendable	0.5	0.5	0.0%
Restricted expendable	24.0	32.6	(26.3%)
Unrestricted	<u>(1,735.1)</u>	<u>(1,531.0)</u>	<u>(13.3%)</u>
Total net position	<u>(617.2)</u>	<u>(421.7)</u>	<u>(46.4%)</u>

Total liabilities at June 30, 2020 of \$2,973.5 million increased by \$532.9 million, which is largely due to the pension and other post-employment benefits liabilities, which increased by \$544.6 million due to a reduction in discount rate, increases due to a change in proportion, and updates to future costs and trends. Bonds payable decreased by \$18.1 million.

At June 30, 2020 total net position, which represents the residual interest in the System's assets and deferred outflows of resources after liabilities and deferred inflows of resources are deducted, was (\$617.3) million, a decrease of \$195.6 million or 46.4% over fiscal year 2019's net position of (\$421.7) million. This decrease was primarily due to a decrease in deferred outflows related to the pension and OPEB and an increase in deferred inflows related to the pension that resulted in a net decrease of unrestricted net position of (\$204.1) million. Without reflecting the pension and other post-employment benefit liabilities, the total

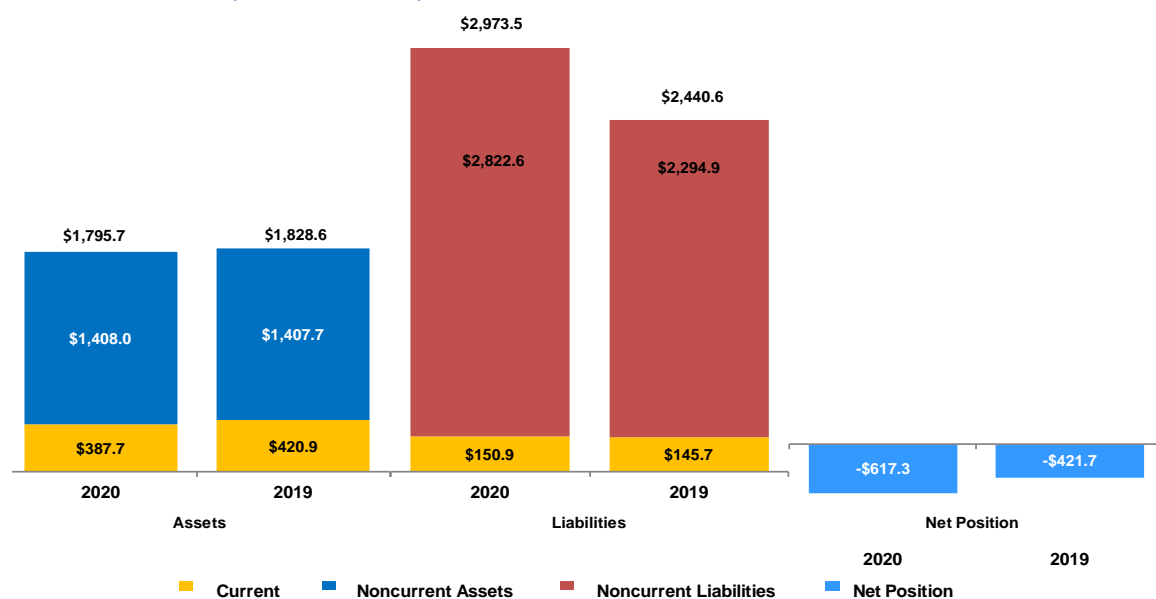
unrestricted net position would be \$118.6 million and 148.5 million, respectively, as of June 30, 2020 and 2019, which is a \$29.9 million decrease year over year. The decrease in unrestricted net position is largely due to room and board refunds that were issued in March 2020 due to the COVID19 pandemic. Please see more information on the results of the pandemic in the Economic Outlook section of the MD&A.

Statements of Net Position

The Statements of Net Position present the overall financial position of the System at the end of the fiscal year, and includes all assets and liabilities of the Connecticut State University System, including capital assets net of depreciation.

Current assets at June 30, 2020 of \$387.7 million decreased by \$33.2 million or 7.9% primarily due to the decrease in investments of \$15.2 million, a decrease in the amounts due from the state of \$10.7 million, and a decrease in cash and cash equivalents of \$7.3 million. The System’s current ratio of 2.6:1 at the end of fiscal year 2020 is a decrease from a ratio of 2.9:1 from the prior fiscal year end. The current ratio reflects a financial position sufficient to provide short term liquidity.

FINANCIAL POSITION (in millions of dollars)



Total non-current assets at June 30, 2020, of \$1,408.0 million increased by \$0.4 million primarily due to an increase in capital assets, net, of \$5.7 million offset by a decrease in noncurrent cash and cash equivalents of \$4.8 million.

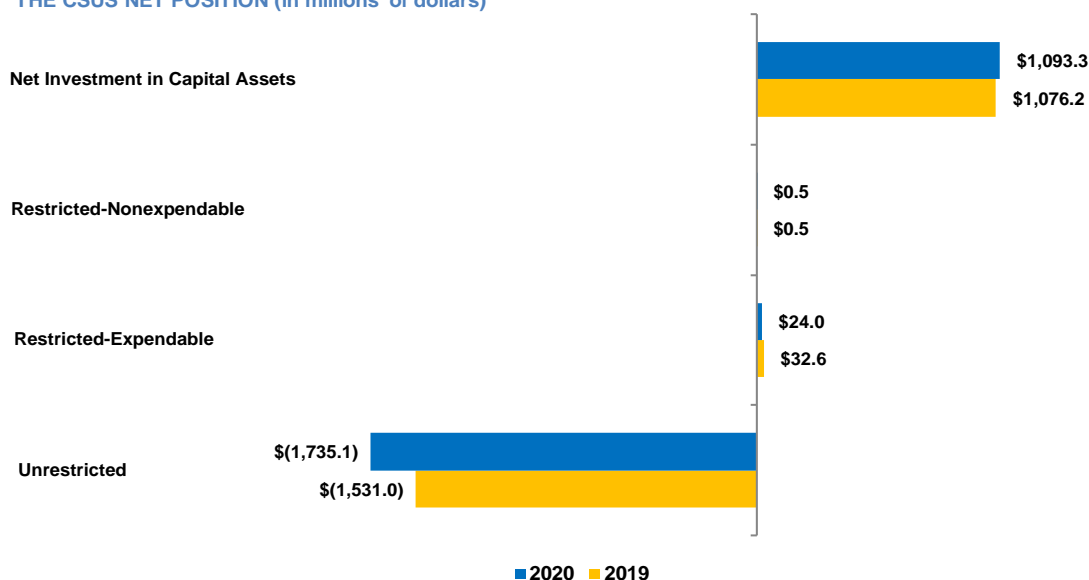
Current liabilities at June 30, 2020 of \$150.9 million increased by \$5.1 million or 3.6% due to an increase in accrued salaries and benefits payable of \$13.0 million offset by a decrease in accounts payable and due to the state which combined total \$9.3 million.

Non-current liabilities at June 30, 2020 of \$2,822.6 million increased by \$539.2 million. This is mainly due to a decrease in bonds payable, net of \$21.2 million offset by an increase in pension liability, net of \$167.4 million and an increase in OPEB, net of \$377.2 million. Pension liabilities represent the System’s proportionate share of the State Employee Retirement System’s (SERS) and the Teachers Retirement System’s (TRS) net pension liability. Other post-employment benefits liability represents the System’s proportionate share of the State’s OPEB liability as a whole.

Deferred inflows and outflows of resources are related to future periods. This is primarily related to the impact of recognizing net pension and net OPEB liabilities and refunding of debt. For pension and OPEB net liabilities they reflect differences between projected and actual assumptions and earnings, changes in actuarial assumptions, changes in proportion and differences between contributions and proportionate share of contributions and employer contributions subsequent to the measurement date. The difference between the reacquisition price and the net carrying amount of the old debt is reported as a deferred outflow of resources (loss) or deferred inflow of resources (gain).

Net investment in capital assets represents the System's capital assets net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets.

THE CSUS NET POSITION (in millions of dollars)



Restricted net position is divided into two classifications, expendable and nonexpendable. Restricted expendable net position is subject to externally imposed restrictions governing its use. In the System, restricted expendable net position primarily represents the residual balances of the System's unexpended grant funds. Restricted nonexpendable net position comprises the System's permanent funds such as the Endowment Fund. Most endowed funds are held with the individual institutions foundations for the benefit of the Universities.

Unrestricted net position (UNP) represents funds available to support CSUS activities and operations at the discretion of the Board of Regents, the President, and the University Presidents. Unrestricted net position is negative due to the System's share of the State's pension plan's net pension liability and OPEB. Although unrestricted net position is not subject to externally imposed restrictions, substantially all of the System's reserves are allocated for academic initiatives or programs and for capital and other purposes, including University fee receipts and parking fee receipts that have been designated by Universities to meet debt service obligations. Without reflecting the net pension liability and OPEB, unrestricted net position decreased \$29.9 million from 2019 to 2020. The decrease in unrestricted net position is largely due to room and board refunds as a result of the COVID-19 pandemic. UNP adjusted for net pension liability beginning in FY 2015 and net OPEB liability beginning in FY 2017 is as follows:

	FY15	FY16	FY17	FY18	FY19	FY20
UNP Adjusted:	115.1	136.8	143.1	143.5	148.5	118.6
UNP:	(370.5)	(361.6)	(1,411.9)	(1,462.7)	(1,531.0)	(1,735.1)

At fiscal year end June 30, 2020, the System had an investment in plant of \$2,209.0 million, an increase of \$64.3 million or 3.0% over fiscal year end 2019. This increase was primarily due to the increase in buildings and improvements placed in service.

Net Investment in Plant
June 30, 2020 and 2019
(in millions)

	2020	2019	% Change current year
Land	\$ 19.9	\$ 19.9	0.0%
Buildings & improvements	1,838.7	1,746.1	5.3%
Land improvements	107.3	105.8	1.4%
Furniture, Fixtures & Equipment	147.5	148.7	(0.8%)
Library books and materials	25.7	26.6	(3.4%)
Construction in progress	69.9	97.6	(28.4%)
Total investment in plant	2,209.0	2,144.7	3.0%
Less accumulated depreciation	978.4	919.9	6.4%
Investment in plant, net of depreciation	\$ 1,230.6	\$ 1,224.9	0.5%

In November 2007, Governor Rell signed Public Act 07-7, “An Act Authorizing and Adjusting Bonds of the State for Capital Improvements and Transportation Infrastructure Improvements and Concerning the Connecticut State University Infrastructure Act” which authorized \$80 million for CSUS capital projects. The total amount of allocations to CSUS between 1997 and 2017 were \$710.7 million.

Public Act 07-7 also established a \$950 million, 10-year program to support the financing of acquisition, construction, reconstruction, improvement and equipping of the facilities, structures, and related systems at the four Connecticut State Universities. This program, known as “CSCU 2020”, provided the CSU’s with additional flexibility in the allocation of bond funds with allotments approved annually by the Governor. The program was extended into funding year 2021 with a total allotment of \$1,069.5 million as of June 30, 2020. To date, the System has received \$1,069.5 million of the total \$1,069.5 million program total. Fiscal year 2021 is the final year of the CSCU 2020 program with all funding received to date. No other new fiscal year 2020 bond funds are legislatively authorized.

In addition to its capital plan for academic and related facilities that are supported by State general obligation bonds, the System is in the twenty-fifth year of its long-range capital plan for the renovation and development of auxiliary service facilities. Since we last reported no new Connecticut Health and Educational Facilities Authority (“CHEFA”) bond funds have been issued. Total construction funds allotted from the Connecticut Health and Educational Facilities Authority (“CHEFA”) revenue bond issues A - Q remains as \$644.6 million.

Through this past year, university projects remaining in the design phase are the new Business School at Southern Connecticut State University and an addition to Burritt Library at Central Connecticut State University. The Burritt Library project is the final CSCU 2020 named project of the program. Projects in construction are Barnard Hall renovations and the new Engineering Building, both at Central, as well as Southern’s new Health and Human Services Building. No new projects were completed for occupancy since the last reporting period.

Statements of Revenues, Expenses and Changes in Net Position

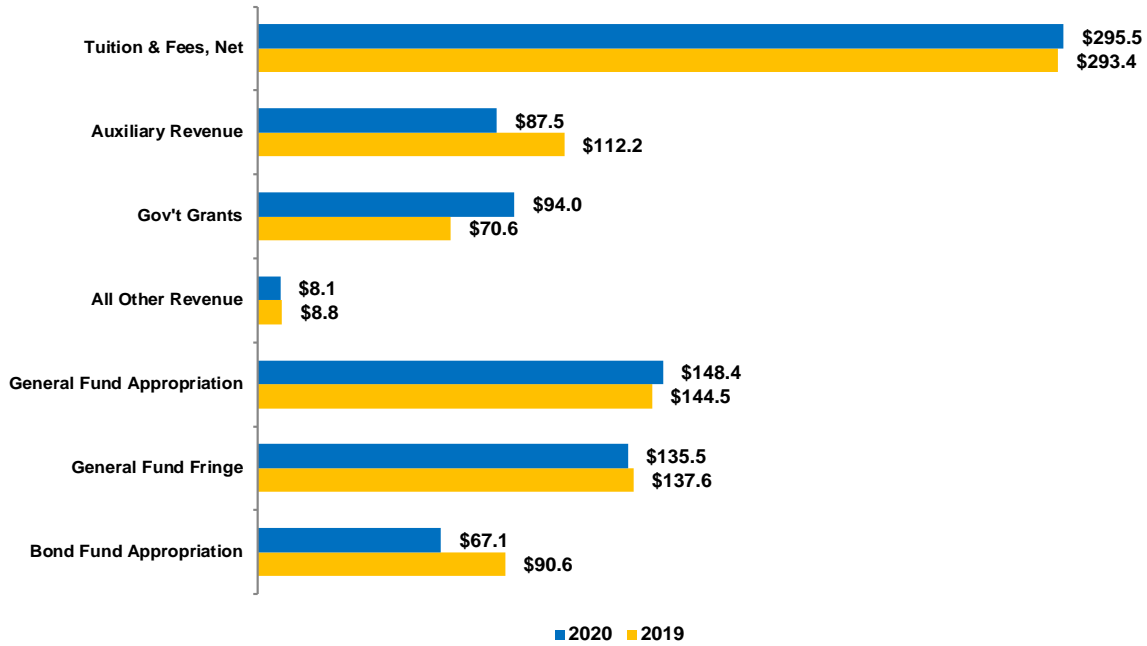
The Statements of Revenues, Expenses and Changes in Net Position present CSUS' results of operations, as well as the non-operating revenues and expenses.

Condensed Statements of Revenues, Expenses and Changes in Net Position
June 30, 2020 and 2019
(in millions)

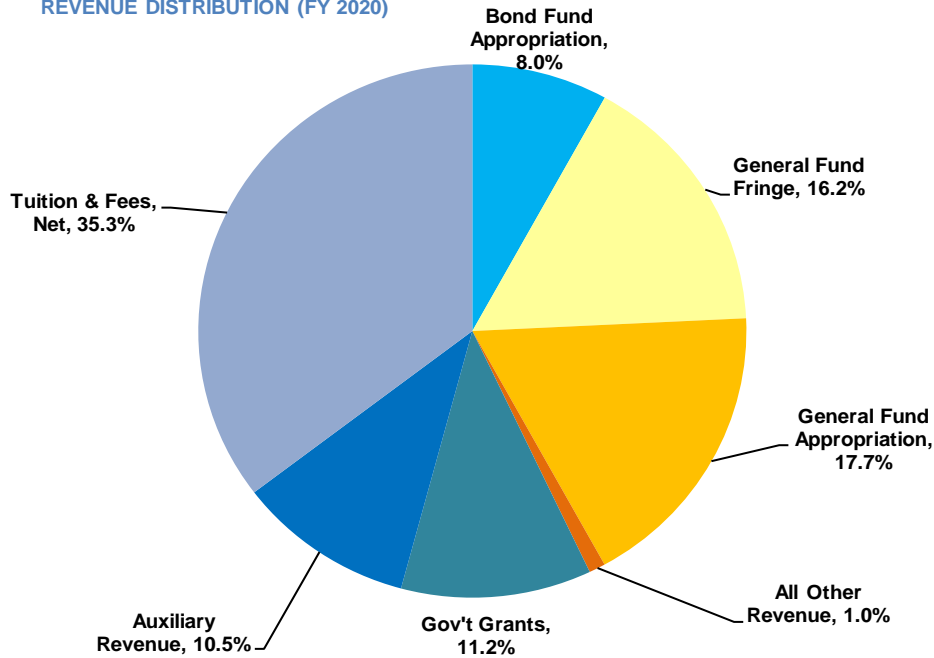
	2020	2019	% Change
OPERATING REVENUES			
Tuition and fees, net	\$ 295.5	\$ 293.4	0.7%
Auxiliary revenues	87.5	112.2	(22.0%)
Grants and indirect cost recoveries	28.0	25.0	11.9%
Other	8.4	7.9	5.8%
Total operating revenues	<u>419.3</u>	<u>438.5</u>	<u>(4.4%)</u>
OPERATING EXPENSES			
Expenses before depreciation and amortization	964.4	830.4	16.1%
Depreciation and amortization	67.1	65.3	2.8%
Total operating expenses	<u>1,031.6</u>	<u>895.8</u>	<u>15.2%</u>
Operating loss	<u>(612.3)</u>	<u>(457.3)</u>	<u>33.9%</u>
NON-OPERATING REVENUES (EXPENSES)			
State appropriations - general fund	283.9	282.1	0.6%
State appropriations - bond fund	67.1	90.6	(25.9%)
Pell grant revenue	45.1	45.6	(1.1%)
Federal emergency grant revenue	20.9	-	N/A
Investment income	7.9	11.4	(30.5%)
Other	(8.2)	(10.5)	(21.8%)
Total non-operating revenues (expenses)	<u>416.7</u>	<u>419.2</u>	<u>(0.6%)</u>
NET POSITION			
Change in net position	(195.6)	(38.1)	(413.4%)
Net position, beginning of year	<u>(421.7)</u>	<u>(383.6)</u>	<u>(9.9%)</u>
Net position, end of year	<u>\$ (617.3)</u>	<u>\$ (421.7)</u>	<u>(46.4%)</u>

In fiscal year 2020, state appropriations of \$351.0 million, representing 41.3% of the System's total net revenues, were \$21.7 million or 5.8% lower than fiscal year 2019. State appropriations are received for both operating and capital purposes. The majority of the State appropriation dollars for operating purposes are used to fund salaries and fringe benefits. In fiscal year 2020, 50.3% of the System's salary and fringe benefit costs were funded from State appropriations. This compares to 53.3% in fiscal year 2019.

REVENUE SUMMARY (in millions of dollars)



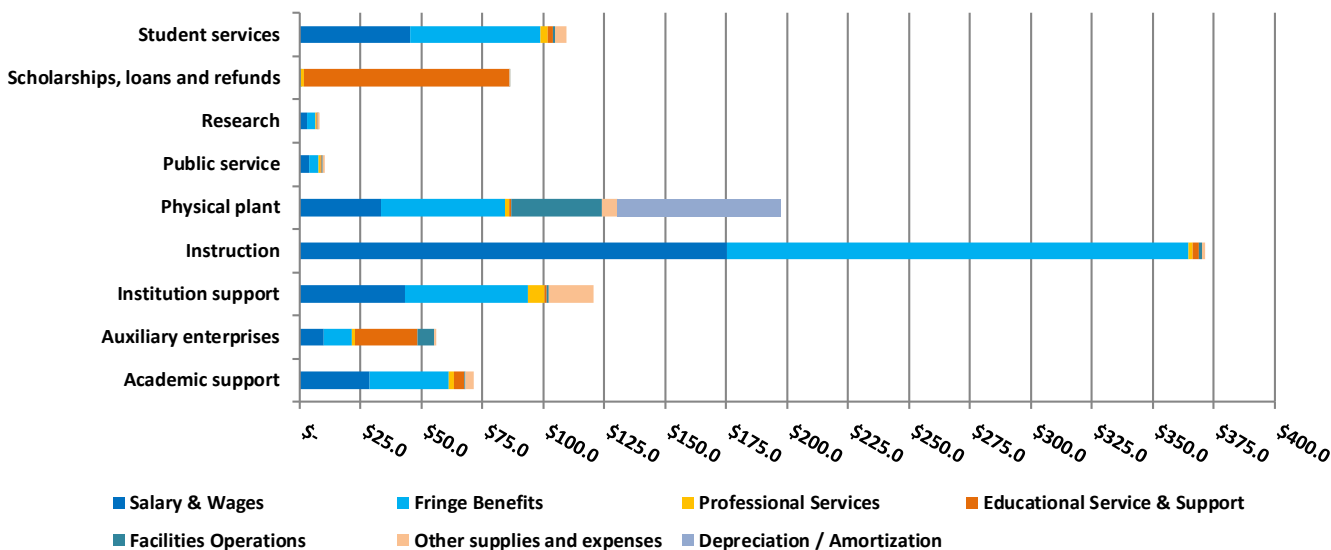
REVENUE DISTRIBUTION (FY 2020)



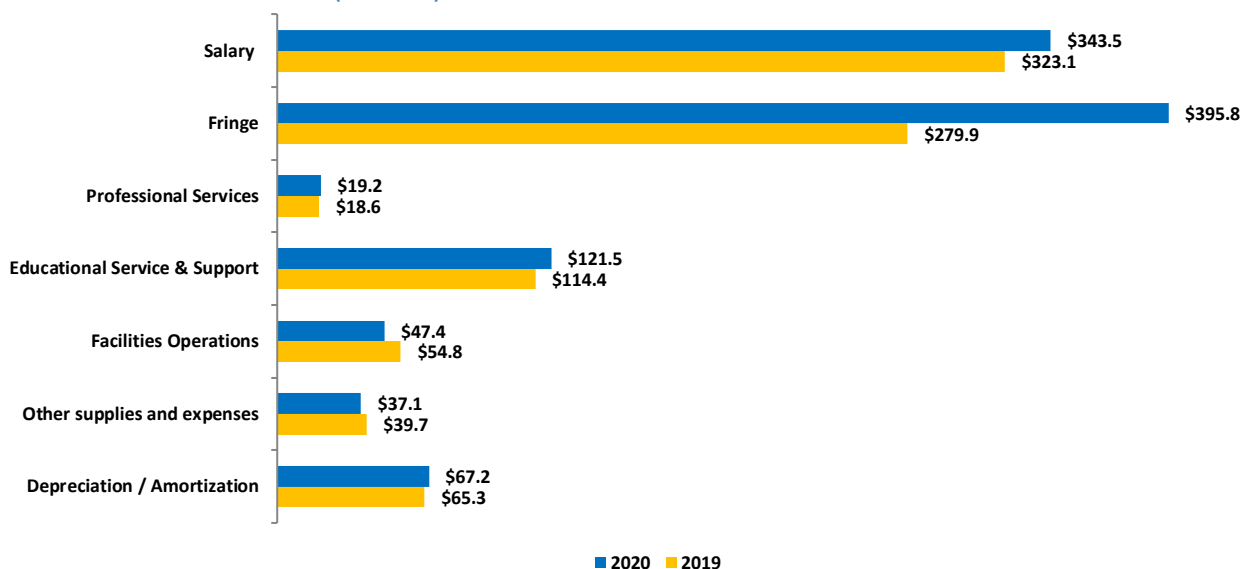
In fiscal 2020, total operating expenses less depreciation and amortization of \$964.4 million increased by \$134.0 million or 16.1% from the prior fiscal year. The primary cause of the increase was related to an increase in fringe benefits due to pension and OPEB liability of \$115.9 million and an increase in salaries and wages of \$20.4 million.

Note 11 to the financial statements details operating expenses by function. The following graph illustrates operating expenses by program & account type.

EXPENSE (in millions)



EXPENSE BY NATURAL CLASSIFICATION (in millions)



Statements of Cash Flows

The statements of cash flows present the significant sources and uses of cash. The System's net change in cash and cash equivalents at June 30, 2020 decreased \$12.1 million or 17.5%. This decrease was primarily driven by a larger operating loss driven by the room and board refunds given as a result of campus closures during the COVID-19 pandemic. Cash flow from these auxiliary revenues decreased by \$25.5 million during 2020. Also, during 2019 there was a new bond issuance which provided \$78.1 million in proceeds in capital and related financing activity cash flow. There were no bond issuances during 2020 and therefore no similar inflow of cash. Finally, less investments were purchased during 2020 than in 2019 which offset the decreases in cash noted previously.

Condensed Statements of Cash Flows
June 30, 2020 and 2019
(in millions)

	2020	2019	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$ (351.3)	\$ (324.7)	8.2%
Non-capital financing activities	351.5	343.4	2.4%
Capital & related financing activities	(34.6)	16.3	(312.3%)
Investing activities	22.3	(45.3)	149.2%
Net change in cash and cash equivalents	(12.1)	(10.3)	17.5%
CASH AND CASH EQUIVALENTS			
Cash and cash equivalents, beginning of year	357.8	368.1	(2.8%)
Cash and cash equivalents, end of year	\$ 345.7	\$ 357.8	(3.4%)

Economic Outlook

Connecticut and CSCU are in a period of immense economic uncertainty. The COVID-19 pandemic and ensuing economic dislocation have caused major budget and operational disruption in higher education and throughout the economy. State tax revenues are very difficult to predict, particularly for Connecticut's highly volatile income tax collections from capital gains, self-employment, and small business sectors, each of which faces its own pandemic-related challenges. This may result in lower levels of state subsidy to support operations, and a more challenging environment in which to make organizational changes to improve student success.

The economic behavior of our students and prospective students is also very hard to predict. The occupancy of CSU residence halls is down to 50% in the Fall 2020 semester. CSCU, and higher education as an industry, must try to understand when and under what circumstances these students will return. This is key because CSCU was confronting an underlying weakness in enrollment throughout the system before the pandemic changed our operations. The system needs to find a way not simply to return to 2019 enrollment levels, but to increase enrollment to levels that can sustain CSCU's diverse footprint of institutions.

Finally, CSCU will need to adapt to the changes in the economy that occur as we recover from the loss of jobs and income that occurred in 2020. CSCU institutions must, for instance, adapt to changes in the staffing needs in healthcare, manufacturing, and criminal justice sectors as they change during this downturn and recovery. CSCU is a committed partner to the state in meeting its economic development goals, and that will require adaptation as the needs of the state develop.



CSCU continues to make unprecedented changes through the merger of community colleges, reorganization of back-office functions under shared services, and austerity demanded by the sudden drop in revenue experienced in the Fall of 2020. These changes will allow us to meet the longer-term changes in the economy by making CSCU more dynamic and resilient.

The following table indicates historical enrollment of undergraduate and graduate students for the 2015-2016 through 2019-2020 academic years. Also indicated is full-time equivalent student enrollment. Enrollment this fiscal year has declined by 3% after a few years of relatively flat enrollment.

Fall Headcount Enrollment and Full Time Equivalent								
Year Ending June 30	Undergraduate	% Change	Graduate	% Change	TOTAL	% Change	Full Time Equivalent	% Change
2020	26,792	-3.31%	4,790	-4.45%	31,582	-3.48%	26,280	-3.03%
2019	27,709	0.17%	5,013	-6.68%	32,722	-0.94%	27,101	-0.73%
2018	27,661	-0.69%	5,372	0.71%	33,033	-0.46%	27,301	0.14%
2017	27,853	-2.04%	5,334	2.34%	33,187	-1.36%	27,263	-0.75%
2016	28,434	-0.53%	5,212	-5.51%	33,646	-1.33%	27,470	-0.95%

Additional Information

This financial report is designed to provide a general overview of CSUS's finances and to show accountability for the funds it receives. Questions about this report or requests for additional financial information should be directed to the CSCU Chief Financial Officer, Connecticut State Colleges & Universities (860-723-0251). University specific questions may also be directed to the Vice President for Finance at each individual University.

REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

GRANT THORNTON LLP
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The Board of Regents of
Connecticut State Colleges and Universities

Report on the financial statements

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component units of the Connecticut State University System (The System Office; Central Connecticut State University; Eastern Connecticut State University, Southern Connecticut State University, and Western Connecticut State University), an enterprise fund of the State of Connecticut (collectively, "CSUS" or the "System") as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the System's basic financial statements as listed in the table of contents.

Management's responsibility for the financial statements

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

Auditor's responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the aggregated discretely presented component units (the affiliated foundations (the "Foundations")), which statements reflect total assets of \$167.3 million and total net assets of \$165.7 million as of June 30, 2020, and total revenues, capital gains and losses, and other support of \$17.1 million for the year then ended. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundations, is based solely on the reports of other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the Connecticut State Universities System as of June 30, 2020, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 1, the financial statements present only the System, an enterprise fund of the State of Connecticut, and do not purport to, and do not present fairly, the financial position of the State of Connecticut as of June 30, 2020, the changes in its financial position or where applicable, its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other matters*Required supplementary information*

Accounting principles generally accepted in the United States of America require that the accompanying Management's Discussion and Analysis on pages 1 through 10 and the Schedule of Net Pension Liability and Related Ratios, Schedule of Net Other Post-Employment Benefits and Related Ratios, and Schedule of Contributions on pages S-1 through S-9 be presented to supplement the basic financial statements. Such information, although not a required part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. This required supplementary information is the responsibility of management. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the System's basic financial statements. The supplemental Combining Statement of Net Position, Combining Statement of Revenues, Expenses, and Changes in Net Position, Combining Statement of Cash Flows, Combining Statement of Net Position by Fund Group, and Combining Statement of Revenues, Expenses and Changes in Net Position by Fund Group included on pages 51 through 61 are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures. These additional procedures included comparing and reconciling the information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Report on 2019 summarized comparative information

We have previously audited the System's 2019 basic financial statements, and we expressed unmodified audit opinions on the respective financial statements of the business-type activities and the aggregate discretely presented component units in our report dated January 27, 2020. In our opinion, the accompanying summarized comparative information as of and for the year ended June 30, 2019 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Grant Thornton LLP

Boston, Massachusetts
December 22, 2020

Connecticut State University System

Statements of Net Position

June 30, 2020 and 2019

The logo for Connecticut State University (CSCU) consists of the letters "CSCU" in a bold, blue, sans-serif font, enclosed within a blue rectangular border.

	<u>2020</u>	<u>2019</u>
Assets		
Current assets		
Cash and cash equivalents (Notes 2 and 6)	\$ 206,682,716	\$ 213,951,794
Investments (Note 2)	106,039,932	121,196,238
Accounts receivable, net (Note 3)	12,740,050	10,882,233
Due from the State of Connecticut (Note 6)	55,381,257	66,116,244
Prepaid expenses and other current assets	6,819,679	8,788,484
Total current assets	<u>387,663,634</u>	<u>420,934,993</u>
Noncurrent assets		
Cash and cash equivalents (Notes 2 and 6)	139,059,549	143,875,419
Investments (Note 2)	34,517,743	33,196,032
Accounts receivable, net (Note 3)	3,697,799	5,524,343
Other assets	183,292	200,215
Investment in plant, net of accumulated depreciation (Note 4)	1,230,558,300	1,224,860,764
Total noncurrent assets	<u>1,408,016,683</u>	<u>1,407,656,773</u>
Total assets	<u>\$ 1,795,680,317</u>	<u>\$ 1,828,591,766</u>
Deferred outflows of resources		
Deferred pension (Note 13)	\$ 331,267,755	\$ 267,668,475
Deferred other post employment benefits (Note 13)	367,238,214	52,286,937
Deferred loss on bond refunding (Note 13)	842,046	995,577
Total deferred outflows of resources	<u>\$ 699,348,015</u>	<u>\$ 320,950,989</u>

The accompanying notes are an integral part of these financial statements.

Connecticut State University System

Statements of Net Position

June 30, 2020 and 2019



	<u>2020</u>	<u>2019</u>
Liabilities		
Current liabilities		
Accounts payable	\$ 17,573,799	\$ 22,752,253
Accrued salaries and benefits	73,919,436	60,948,741
Accrued compensated absences (Note 5)	5,316,466	4,492,445
Due to the State of Connecticut	746,318	4,825,126
Unearned tuition, fees and grant revenue (Note 10)	22,662,269	22,737,074
Bonds payable (Note 12)	18,345,000	19,520,000
Accrued bond interest payable	2,314,059	2,355,106
Other liabilities	3,281,311	2,827,365
Depository accounts	6,719,975	5,304,874
Total current liabilities	<u>150,878,633</u>	<u>145,762,984</u>
Noncurrent liabilities		
Accrued compensated absences (Note 5)	68,428,599	60,463,728
Bonds payable (Note 12)	334,986,976	356,230,676
Federal loan program advances	5,462,757	9,107,511
Deferred compensation	317,915	288,357
Pension liability, net (Note 8)	1,074,431,967	907,005,570
Other post employment benefits, net (Note 9)	1,338,986,646	961,772,722
Total noncurrent liabilities	<u>2,822,614,860</u>	<u>2,294,868,564</u>
Total liabilities	<u>\$ 2,973,493,493</u>	<u>\$ 2,440,631,548</u>
Deferred inflows of resources		
Deferred pension (Note 13)	\$ 23,621,531	\$ 30,128,242
Deferred other post employment benefits (Note 13)	115,194,745	100,438,398
Total deferred inflows of resources	<u>\$ 138,816,276</u>	<u>\$ 130,566,640</u>
Net Position		
Net investment in capital assets	\$ 1,093,326,197	\$ 1,076,183,307
Restricted		
Nonexpendable	467,116	467,116
Expendable	24,026,020	32,597,905
Unrestricted	<u>(1,735,100,770)</u>	<u>(1,530,903,761)</u>
Total net position	<u>\$ (617,281,437)</u>	<u>\$ (421,655,433)</u>

The accompanying notes are an integral part of these financial statements.



	<u>2020</u>	<u>2019</u>
Assets		
Cash and cash equivalents	\$ 7,656,077	\$ 5,005,679
Investments	150,043,565	150,137,311
Contributions and other receivables	6,538,786	5,194,886
Prepaid expenses and other assets	432,331	191,475
Beneficial interest in trusts	642,758	644,129
Investment in plant, net	<u>1,959,837</u>	<u>3,810,775</u>
Total Assets	<u>\$ 167,273,354</u>	<u>\$ 164,984,255</u>
Liabilities		
Accounts payable and accrued expenses	1,165,923	681,985
Other liabilities	<u>417,760</u>	<u>576,750</u>
Total liabilities	<u>1,583,683</u>	<u>1,258,735</u>
Net Assets		
Without donor restrictions	7,774,068	6,621,619
With donor restrictions	<u>157,915,603</u>	<u>157,103,901</u>
Total net assets	<u>165,689,671</u>	<u>163,725,520</u>
Total Liabilities and Net Assets	<u>\$ 167,273,354</u>	<u>\$ 164,984,255</u>

The accompanying notes are an integral part of these financial statements.

Connecticut State University System
 Statements of Revenues, Expenses and Changes in Net Position
 Year Ended June 30, 2020 and 2019



	<u>2020</u>	<u>2019</u>
Operating revenues		
Tuition and fees		
Tuition and fees (Note 1)	\$ 352,716,298	\$ 348,786,879
Less		
Scholarships allowance	(36,412,517)	(35,931,115)
Waivers	<u>(20,826,328)</u>	<u>(19,497,670)</u>
Tuition and fees, net of scholarship allowances and waivers	295,477,453	293,358,094
Federal grants and contracts	8,701,180	7,633,521
State and local grants and contracts	11,635,511	10,490,974
Nongovernment grants and contracts	6,869,900	6,184,590
Indirect cost recoveries	766,028	698,086
Auxiliary revenues (Note 1)	87,471,363	112,247,344
Other operating revenues	<u>8,359,015</u>	<u>7,867,262</u>
Total operating revenues	<u>419,280,450</u>	<u>438,479,871</u>
Operating expenses (Note 11)		
Salaries and wages	343,466,114	323,090,807
Fringe benefits	395,780,745	279,875,673
Professional services and fees	19,202,627	18,580,441
Educational services and support	121,492,594	114,436,008
Travel expenses	4,907,325	6,922,974
Operation of facilities	47,402,613	54,788,955
Other operating supplies and expenses	32,190,063	32,743,332
Depreciation expense	67,152,130	65,269,441
Amortization expense	<u>37,887</u>	<u>55,968</u>
Total operating expenses	<u>1,031,632,098</u>	<u>895,763,599</u>
Operating loss	<u>(612,351,648)</u>	<u>(457,283,728)</u>
Nonoperating revenues (expenses)		
State appropriations	283,884,100	282,099,732
Pell grant revenue	45,078,419	45,614,221
Federal emergency grant revenue	20,921,780	-
Gifts	3,648,396	4,459,676
Investment income	7,928,517	11,391,387
Interest expense	(11,670,523)	(11,456,038)
Other nonoperating revenues (expenses), net	<u>1,415,597</u>	<u>1,149,407</u>
Net nonoperating revenues (expenses)	351,206,286	333,258,385
Loss before other changes in net position	<u>(261,145,362)</u>	<u>(124,025,343)</u>
Other changes in net position		
State appropriations restricted for capital purposes	67,124,021	90,621,849
Loss on disposal of capital assets	<u>(1,604,663)</u>	<u>(4,670,724)</u>
Other changes in net position	<u>65,519,358</u>	<u>85,951,125</u>
Change in net position	(195,626,004)	(38,074,218)
Net position at beginning of year	<u>(421,655,433)</u>	<u>(383,581,215)</u>
Net position at end of year	<u>\$ (617,281,437)</u>	<u>\$ (421,655,433)</u>

The accompanying notes are an integral part of these financial statements.



	Without Donor Restrictions	With Donor Restrictions	2020 Total	2019 Total
Revenues, gains and other support				
Contributions	\$ 7,808,987	\$ 6,866,071	\$ 14,675,058	\$ 13,726,335
Program income	5,761	182,407	188,168	466,081
Investment income, net	326,510	1,822,805	2,149,315	7,837,071
Other income (loss)	591,968	(508,872)	83,096	100,685
Loss on disposal of asset	-	-	-	(150,000)
Net assets released from restrictions	8,090,048	(8,090,048)	-	-
Total revenues, gains and other support	<u>16,823,274</u>	<u>272,363</u>	<u>17,095,637</u>	<u>21,980,172</u>
Operating expenses				
Program services	12,149,318	-	12,149,318	11,012,081
Management and general	1,433,623	-	1,433,623	1,486,110
Fundraising	1,548,545	-	1,548,545	1,083,494
Total operating expenses	<u>15,131,486</u>	<u>-</u>	<u>15,131,486</u>	<u>13,581,685</u>
Other changes				
Prior period adjustment	(539,339)	539,339	-	-
Change in net assets	1,152,449	811,702	1,964,151	8,398,487
Net assets				
Beginning of year	6,621,619	157,103,901	163,725,520	155,327,033
End of year	<u>\$ 7,774,068</u>	<u>\$ 157,915,603</u>	<u>\$ 165,689,671</u>	<u>\$ 163,725,520</u>

The accompanying notes are an integral part of these financial statements.

Connecticut State University System

Statements of Cash Flows

Year Ended June 30, 2020 and 2019



	<u>2020</u>	<u>2019</u>
Cash flows from operating activities		
Tuition and fees	\$ 291,077,192	\$ 291,638,700
Grants and contracts	29,229,363	24,317,478
Auxiliary revenues	86,687,164	112,138,530
Other operating revenues	12,997,460	12,980,227
Payments to employees for salaries and benefits	(547,718,642)	(540,340,877)
Payments to suppliers	(3,756,684)	(4,835,592)
Professional services and fees	(19,202,627)	(18,580,441)
Educational services and support	(121,492,786)	(114,435,815)
Travel expenses	(4,907,325)	(6,922,974)
Operation of facilities	(49,913,592)	(57,736,002)
Other operating supplies and expenses	<u>(24,322,239)</u>	<u>(22,935,393)</u>
Net cash used in operating activities	<u>(351,322,716)</u>	<u>(324,712,159)</u>
Cash flows from noncapital financing activities		
State appropriations	283,551,363	291,433,387
Gifts for other than capital purposes	3,648,395	4,459,676
Nonoperating grants and revenue other	<u>64,284,113</u>	<u>47,514,140</u>
Net cash provided by noncapital financing activities	<u>351,483,871</u>	<u>343,407,203</u>
Cash flows from investing activities		
Proceeds from sales and maturities of investments	49,069,490	54,726,964
Purchases of investments	(35,234,896)	(111,172,515)
Interest and dividends received on investments	<u>8,483,564</u>	<u>11,154,010</u>
Net cash provided by investing activities	<u>22,318,158</u>	<u>(45,291,541)</u>
Cash flows from capital and related financing activities		
Cash paid for capital assets	(78,468,180)	(109,498,117)
State capital appropriations received	77,636,522	97,577,198
Proceeds from new bond issuance	-	78,079,212
Proceeds from refunding of bonds	-	23,346,283
Repayments of capital debt	(19,520,000)	(18,940,000)
Interest paid on capital debt	(14,212,603)	(13,089,006)
Payments to refunded bond escrow agent	-	(40,366,094)
Bond issuance payments	<u>-</u>	<u>(750,512)</u>
Net cash provided by capital and related financing activities	<u>(34,564,261)</u>	<u>16,358,964</u>
Net increase in cash and cash equivalents	(12,084,948)	(10,237,533)
Cash and cash equivalents, beginning of year	<u>357,827,213</u>	<u>368,064,746</u>
Cash and cash equivalents, end of year	<u>\$ 345,742,265</u>	<u>\$ 357,827,213</u>

The accompanying notes are an integral part of these financial statements.

Connecticut State University System

Statements of Cash Flows

Year Ended June 30, 2020 and 2019

(Continued)



	<u>2020</u>	<u>2019</u>
Reconciliation of operating loss to net cash used in operating activities		
Operating loss	\$ (612,351,648)	\$ (457,283,728)
Adjustments to reconcile operating loss to net cash used in operating activities		
Depreciation expense	67,152,130	65,269,441
Amortization	37,887	55,968
Changes in assets and liabilities:		
Receivables	(31,273)	1,322,978
Prepaid expenses and other	2,119,692	(1,415,754)
Accounts payable	(1,580,588)	3,087,138
Accrued salaries and benefits	12,970,695	(10,024,260)
Other liabilities	(58,948)	569,404
Due to/from the State of Connecticut	(4,078,808)	(998,829)
Unearned tuition, fees and grant revenues	(74,805)	590,424
Deferred compensation	29,558	31,383
Depository accounts	1,562,329	507,256
Accrued compensated absences	8,641,663	407,544
Pension Liability	167,426,397	18,662,676
Other post employment benefits	377,213,924	(41,200,327)
Changes in deferred outflows and inflows of resources		
Deferred pension contribution	(63,599,280)	37,695,680
Deferred other post employment benefit outflows	(314,951,277)	(2,930,282)
Deferred pension asset gains	(6,506,711)	10,835,026
Deferred other post employment benefit inflows	14,756,347	50,106,103
Net cash used in operating activities	<u>\$ (351,322,716)</u>	<u>\$ (324,712,159)</u>
Noncash financing activity		
Fixed assets included in accounts payable	\$ 5,740,571	\$ 7,179,921
Reconciliation of cash and cash equivalents to the combined statements of net position		
Cash and cash equivalents classified as current assets	\$ 206,682,716	\$ 213,951,794
Cash and cash equivalents classified as noncurrent assets	<u>139,059,549</u>	<u>143,875,419</u>
	<u>\$ 345,742,265</u>	<u>\$ 357,827,213</u>

The accompanying notes are an integral part of these financial statements.



1. Summary of Significant Accounting Policies

Organization

The Connecticut State Colleges and Universities System (“CSCU”) was established by the State of Connecticut (the “State”) in 2011 via Public Act 11-48 as amended by Public Act 11-61. This brought together the governance structure for the Connecticut State University System (“CSUS”), the Connecticut Community College System (“CCC”) and Charter Oak State College (“COSC”) under the newly formed Board of Regents (BOR) for Higher Education. The financial statements presented herein represent only the financial activities of CSUS. Separate financial statements are issued for CCC and COSC.

CSCU consists of seventeen separate institutions including four state universities, twelve community colleges and Charter Oak State College. The CSCU system offers associate degrees, baccalaureate, graduate and certificate programs, applied doctoral degree programs in education as well as short-term certificates and individual coursework in both credit and noncredit programs.

The System Office administers certain activities centrally for the provision of management information systems and services to the Universities. Primary among these activities are administration of certain system-wide information systems, telecommunications, capital projects planning and rebudgeting, technical support and debt service. Costs of such activities, including the allocation of funds to the Universities from bond proceeds, are included in the activity of the System Office and supported by revenues from State appropriations and Universities’ tuition and fee revenues which are allocated to the System Office through the budget allocation process. Such activities are eliminated in the statement of revenues, expenses and changes in net position.

Basis of Presentation

The financial statements for the CSUS institutions have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America (GAAP), as prescribed by the Government Accounting Standards Board (GASB). Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. These financial statements include the statements of CSUS institutions (the System) which includes: Central Connecticut State University (CCSU), Eastern Connecticut State University (ECSU), Southern Connecticut State University (SCSU), Western Connecticut State University (WCSU), and System Office (SO) and their aggregate discretely presented component units (primarily the foundations that support the four universities and the System Office).

CSUS’s financial statements include three statements: the statement of net position, the statement of revenues, expenses, and changes in net position and the statement of cash flows.

- The statement of net position presents information on all of the system’s assets, liabilities, deferred outflows and inflows, and net position.
- The statement of revenues, expenses and changes in net position presents information showing how the incumbent system’s net position changed during the fiscal years presented. All changes in net position are reported when the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, certain revenues and expenses are reported in the statement for items that will only result in cash flows in future fiscal periods (e.g., the accrual for compensated absences).
- The statement of cash flows is presented using the direct method. The direct method of cash flow reporting portrays net cash flow from operations by major class of operating receipts and expenditures (e.g., payments to employees for salaries and benefits).

Several legally separate, tax-exempt, affiliated organizations (the “Foundations”) must be considered component units of the CSUS and are presented discretely in these financial statements. The Foundations



act primarily as fund-raising organizations to supplement the resources that are available to the Universities in support of their programs. Although the Universities do not control the timing or amount of receipts from the Foundations, the majority of resources or income thereon that the Foundations hold and invest is restricted to the activities of the Universities by the donors. Since these restricted resources held by the Foundations can only be used by, or for the benefit of, the Universities, the Foundations are considered component units of CSUS primary institutions.

The Foundations are private nonprofit organizations that report under FASB standards, which include guidelines for *Financial Reporting for Not-for-Profit Organizations*. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. The disclosures included in the financial statements address only the Universities and not the related Foundations. No modifications have been made to the Foundation's financial information in CSUS's financial reporting entity for these differences.

Net Position

Resources are classified for reporting purposes into the following four net position categories:

- **Net Investment in Capital Assets**

Capital assets, at historical cost or fair market value on date of gift, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets. Similar net assets are included in net assets without donor restrictions in the statements of the component units.

- **Restricted Nonexpendable**

Net position subject to externally imposed stipulations that they be maintained in perpetuity by CSUS. Similar net assets are referred to as net assets with donor restrictions in the statements of the component units.

- **Restricted Expendable**

Net position whose use by CSUS is subject to externally imposed stipulations that can be fulfilled by actions of CSUS pursuant to those stipulations or that expire by the passage of time. Similar net assets are referred to as net assets with donor restrictions in the statements of the component units.

- **Unrestricted**

Net position that is not subject to externally imposed stipulations is considered unrestricted. Unrestricted net position may be designated for the specific purpose by actions of management or the BOR or may otherwise be utilized to satisfy certain contractual agreements with outside parties. Substantially all unrestricted net position will be utilized for support for academic and research programs and initiatives, and capital programs. Similar net assets are referred to as net assets without donor restrictions in the statements of the component units

Classification of Assets and Liabilities

CSUS presents short-term and long-term assets and liabilities in the statements of net position. Short-term assets include balances with maturities of one year or less, and assets expected to be received or used within one year or less, from the reporting date. Long-term assets represent balances with maturities of greater than one year, and assets expected to be received or used after one year, from the reporting date. Cash and cash equivalents and investments presented as short-term in the statements of net position include balances with a maturity of one year or less from the reporting date. Long-term cash and cash equivalents and investments include balances with a maturity of greater than one year from the reporting date and balances that have externally imposed restrictions as to use.



Cash and Cash Equivalents

Cash and cash equivalents consist of cash held by the state treasurer in a Short-Term Investment Fund (“STIF”), state general fund and capital appropriations, and petty cash. The STIF, stated at fair value, is held on behalf of CSUS by the State Treasurer and has original maturities of three months or less (see Notes 2 and 6). CSUS has long-term investments which include debt service reserve funds which are restricted for purposes in accordance with CHEFA regulations. Interest income is recognized on the accrual basis.

The largest inflow of cash related to non-capital financing is State appropriations and the portion of bond appropriations expended for non-capitalized equipment, deferred maintenance and other non-capital items. The appropriation is treated as a cash equivalent for accounting and reporting purposes, and is included in the cash flow statement.

Fair Value of Financial Instruments

Fair value approximates carrying value for cash and cash equivalents, notes and accounts receivable, accounts payable, accrued interest and deposits. Investments are carried at fair value, based upon quoted market prices.

Investment in Plant

Capital assets of the primary institutions are stated at historical cost or, in the case of donated property, at acquisition value at the date of the gift. Land, capitalized collections, and construction in progress are not depreciated. Construction period interest costs in excess of earnings associated with related unspent debt proceeds are capitalized as a component of the fixed asset. Depreciation of capital assets is calculated on a straight-line basis over the respective asset’s estimated useful life. Useful lives assigned to assets are as follows:

<u>Asset Class Description</u>	<u>Useful Life</u>
Buildings	40 years
Site & Building Improvements	20 years
Technology	5 years
Library Materials	10 years
Vehicles	10 years
Software	5 years
Non-Collectible Artwork	10 years
Other Equipment	10 years

Major construction projects for new physical plant and original equipment financed by the State of Connecticut capital outlay appropriations are managed and controlled by the Division of Construction Services of the State of Connecticut (“DCS”). The cost value of the project is recognized as revenue and recorded as state financed plant facilities by the Colleges and Universities when eligibility requirements are met. There were no such projects recognized at CSUS for the fiscal years ended June 30, 2020 and 2019.

Title to all assets, whether purchased, constructed or donated, is held physically by the State of Connecticut.

Interest Capitalization

Interest expense incurred during the construction of capital assets is capitalized, if material, net of interest income earned on related debt proceeds. CSUS incurred net interest expense of \$10.7 million and \$8.9 million in the fiscal years ended June 30, 2020 and 2019, respectively. Interest capitalized for the fiscal years ended June 30, 2020 and 2019 totaled \$0.6 million and \$0.8 million, respectively. The cumulative capitalized interest was \$28.1 million and \$27.5 million as of June 30, 2020 and 2019, respectively, and is being amortized over 35 years. The cumulative capitalized interest net of amortization was \$20.9 million and \$21.2 million as of June 30, 2020 and 2019, respectively. Amortization of capitalized interest for each of the years ended June 30, 2020 and 2019 was \$0.8 million.

Accrued Compensated Absences (ACA)

Employees earn the right to be compensated during absences for vacation leave, sick leave and related fringe benefits. The accompanying statements of net position reflects the accrual for the amounts earned as of year-end.

Pension & Other Post Employment Obligations

The System records pension and other post-employment benefit obligations equal to the net liability for its portion of the state defined benefit and retiree health plans. These net liabilities are measured as the total pension and health liability, less the amount of the respective plan's fiduciary net position. The total liability is determined based upon discounting projected benefit payments based on the benefit terms and legal agreements existing at the plan's fiscal year end. Projected benefit payments are required to be discounted using a single rate that reflects the expected rate of return on investments, to the extent that plan assets are available to pay benefits, and a tax-exempt, high-quality municipal bond rate when plan assets are not available. Because there are other state entities participating in the plans, the net liability recorded by CSUS is based on an allocation of the total net liability, as determined by an independent actuary.

Pension and other post-employment benefit expenses are recognized for benefits earned during the period, interest on the unfunded liability and changes in benefit terms. The differences between expected and actual experience and changes in assumptions about future economic or demographic factors are reported as deferred inflows or outflows of resources and are recognized over the average expected remaining service period for employees eligible for pension benefits. The differences between expected and actual returns are reported as deferred inflows or outflows and are recognized over five years.

Unearned Tuition, Fees and Grant Revenues

Unearned tuition, fees and grant revenues consist primarily of tuition and fees that have been collected but are applicable to the summer and fall sessions held subsequent to the reporting date. Charges related to these sessions are reported in the period the tuition and fees are recognized as income.

Tuition and Fees Revenue

Student tuition and fees revenue is recognized in the period earned net of scholarship allowance and waivers. Student aid for scholarships recorded in the statement of revenues, expenses and changes in net position includes payments made directly to students. Any aid applied directly to the students' accounts in payment of tuition and fees, housing charges and dining services is reflected as a scholarship allowance.

Auxiliary Revenues

Auxiliary revenues consist of housing charges, dining services, fees for health and injury insurance coverage and telecommunication charges. The auxiliary revenues are recognized in the period earned.

Operating Activities

Operating activities as reported in the statement of revenues, expenses and changes in net position are those that generally result from exchange transactions such as payments received for providing services and payments made for services or goods received. Nearly all of CSCU expenses are from exchange transactions. Certain significant revenue streams relied upon for operations are recorded as non-operating revenues, including state appropriations, Pell, gifts and investment income.

Income Taxes

CSUS is a component unit of the State of Connecticut and is exempt from federal and state income taxes under the doctrine of intergovernmental tax immunity found in the U.S. Constitution. Accordingly, no provision for income taxes has been recorded in the accompanying financial statements. CSUS qualifies as a public charity eligible to receive charitable contributions under Section 170(b)(1)(A)(ii) of the Internal Revenue Code, as amended (the Code).

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes and revenues and expenses recognized during the reporting period. Major estimates include the accrual for employee compensated absences, pension and other post-employment benefit liabilities, estimated lives of capital assets and the allowances for doubtful accounts. Actual results could differ from those estimates.

GASB Pronouncements Effective For Fiscal Year 2020

In April 2018, GASB released Statement No. 88, *Certain Disclosures Related to Debt, including Direct Borrowings and Direct Placements*. This statement requires that additional essential information related to debt be disclosed in notes to financial statements, including unused lines of credit; assets pledged as collateral for the debt; and terms specified in debt agreements related to significant events of default with finance-related consequences, significant termination events with finance-related consequences, and significant subjective acceleration clauses. The requirements of this Statement are effective for reporting periods beginning after December 15, 2019 with earlier application encouraged. This standard was adopted in fiscal year 2020 and there was an immaterial impact as a result of the adoption.

GASB Pronouncements Effective in Future Fiscal Years

In January 2017, GASB released Statement No. 84, *Fiduciary Activities*. This Statement establishes criteria for identifying fiduciary activities of all state and local governments. The focus of the criteria generally is on (1) whether a government is controlling the assets of the fiduciary activity and (2) the beneficiaries with whom a fiduciary relationship exists. This Statement also provides for recognition of a liability to the beneficiaries in a fiduciary fund when an event has occurred that compels the government to disburse fiduciary resources. The requirements of this Statement are effective for reporting periods beginning after December 15, 2019, with earlier application encouraged.

In June 2017, GASB released Statement No. 87, *Leases*. The objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This statement requires the recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities. The requirements of this Statement are effective for reporting periods beginning after June 15, 2021 in accordance with GASB 95, with earlier application encouraged.

In June 2018, GASB released Statement No. 89, *Accounting for Interest Cost Incurred before the End of a Construction Period*. This statement establishes accounting requirements for interest cost incurred before the end of a construction period. The requirements of this Statement are effective for reporting periods beginning after December 15, 2020 in accordance with GASB 95, with earlier application encouraged.

In May 2019, GASB released Statement No. 91. The primary objectives of this Statement are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. The requirements of this Statement are effective for reporting periods beginning after December 15, 2021 in accordance with GASB 95, with earlier application encouraged.

Subsequent Events

In accordance with generally accepted accounting principles, CSCU has evaluated subsequent events for the period after June 30, 2020, through December 22, 2020, the date the financial statements were issued.



No items needing to be reported were noted. In March 2020, the World Health Organization declared the outbreak of a novel coronavirus (COVID-19) as a pandemic, which continues to spread throughout the United States. As a result, all on-campus coursework and student activities were suspended effective March 13, 2020. All employees, except certain identified essential employees, were required to work from home. Almost all courses have been converted to online courses.

The Universities were awarded a total of \$26.1 million from the Coronavirus Aid, Relief, and Economic Security Act (“CARES”): Higher Education Emergency Relief Fund to address the unprecedented COVID-19 challenges. Half of the total award was to be awarded as emergency financial aid grants to students. As of June 30, 2020, the Universities have used \$20.9 million of the total grant towards covering student room and board refunds issued as a result of the pandemic and towards Emergency Financial Aid Grants to students. The remaining balances from the CARES Act will be drawn down and spent in 2021.

While the disruption is currently expected to be temporary, there is uncertainty around the duration. Therefore, while CSCU expects this matter to negatively impact its financial position for 2021, the related financial impact cannot be reasonably estimated at this time.

2. Cash, Cash Equivalents and Investments

Cash and cash equivalents are invested in the State of Connecticut Treasurer’s Short-Term Investment Fund (STIF), a combined investment pool of high quality, short-term money market instruments. CSUS may add or withdraw monies on a daily basis with interest earned from date of deposit to date of withdrawal. The primary investment objectives of the STIF are the preservation of principal and the provision of liquidity to meet participants’ daily cash flow requirements.

The STIF is managed by investment managers in accordance with the investment guidelines established by the State Treasurer. These guidelines prohibit investment in derivative securities other than floating rate securities which vary in the same direction as individual short-term money market indices, and limit the ability to enter into reverse repurchase agreements in amounts not to exceed five percent (5%) of the STIF’s net assets at the time of execution.

Cash and cash equivalents also include operating funds held by the State of Connecticut in a pooled, interest credit program which earns interest at a rate determined monthly by the Office of the State Treasurer. The interest rates at June 30, 2020 and 2019 were 0.25% and 2.42% respectively.

Cash, cash equivalents and investments at June 30 are as follows:

	2020		2019	
	Cost	Fair Value	Cost	Fair Value
Cash and cash equivalents	\$ 345,742,265	\$ 345,742,265	\$ 357,827,213	\$ 357,827,213
U.S. Mutual Funds-Governmental	125,992,378	125,992,378	139,826,971	139,826,971
Guaranteed Investment Contracts	14,565,297	14,565,297	14,565,299	14,565,299
	<u>\$ 486,299,940</u>	<u>\$ 486,299,940</u>	<u>\$ 512,219,483</u>	<u>\$ 512,219,483</u>

Investments are pooled by the State and separate accounting is maintained as to the amounts allocable to the various funds and programs.

Credit Risk – Credit risk is the risk that an investor will lose money because of the default of the security issuer or investment counterparty. CSUS is invested in U.S. Government obligations, which are not considered to have credit risk. The average credit quality rating of CSUS’s guaranteed investment contracts was AA-, as rated by Standard & Poor’s Ratings as of June 30, 2020 and 2019.



Custodial Credit Risk – At June 30, 2020 and 2019, the carrying amount of CSUS’s bank deposits was \$4.9 million and \$4.3 million as compared to bank balances of \$7.5 million and \$6.0 million respectively. The difference between the carrying amount and bank balances was primarily caused by outstanding checks and deposits in transit. Of such bank balances, \$6.7 million and \$5.2 million was uninsured and uncollateralized and therefore subject to custodial credit risk as of June 30, 2020 and 2019 respectively.

Concentration of Credit Risk – Concentration of credit risk is assumed to arise when the amount of investments with one issuer exceeds 5% or more of the total value of investments. 70% and 69% of CSUS total cash, cash equivalents and investments was invested in the STIF and the State’s pooled interest credit program accounts as of June 30, 2020 and 2019 respectively.

Interest Rate Risk – Interest rate risk is the risk that changes in interest rates will adversely affect the fair market value of an investment. Interest rate risk is managed by establishing targets for the preferred duration of the fixed income component of the investment portfolio by asset class by limiting investments through target allocations to different asset classes.

Investment maturities of CSUS’s debt securities at June 30 (in years) are as follows:

Debt Securities	Fair Value	Less Than 1 Year	1 to 5 Years	6 to 10 Years	More Than 10 Years
June 30, 2020					
U.S. Government obligations	\$ 125,992,378	\$ 125,992,378	\$ -	\$ -	\$ -
Guaranteed Investment Contracts	14,565,297	-	14,565,288	1	9
	<u>\$ 140,557,675</u>	<u>\$ 125,992,378</u>	<u>\$ 14,565,288</u>	<u>\$ 1</u>	<u>\$ 9</u>
June 30, 2019					
U.S. Government obligations	\$ 139,826,971	\$ 139,826,971	\$ -	\$ -	\$ -
Guaranteed Investment Contracts	14,565,299	1	14,565,288	1	9
	<u>\$ 154,392,270</u>	<u>\$ 139,826,972</u>	<u>\$ 14,565,288</u>	<u>\$ 1</u>	<u>\$ 9</u>

GASB No. 72, “Fair Value measurements and Application” sets forth the framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy under GASB No. 72 are described as follows:

Level 1 - Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that CSUS has the ability to access.

Level 2 - Inputs other than Level 1 that are observable, either directly or indirectly and include: quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in inactive markets; inputs other than quoted prices that are observable for the asset or liability; inputs that are derived principally from or corroborated by observable market data by correlation or other means.

Level 3 - Unobservable inputs that are supported by little or no market activity and that are significant to the fair value measurement. Unobservable inputs are developed based on the best information available in the circumstances and may include the CSUS’s own data.

All of the investments held at June 30, 2020 and 2019 are Level 1. There are no liabilities subject to the fair value provisions of GASB No. 72.



3. Accounts Receivables

Receivables consisted of the following at June 30:

	<u>2020</u>	<u>2019</u>
Student accounts receivable	\$ 15,694,398	\$ 13,502,705
Student loans receivable	8,390,727	10,178,523
Grants receivable	3,775,913	2,728,811
Miscellaneous receivables	<u>583,527</u>	<u>969,624</u>
	28,444,565	27,379,663
Less allowance for doubtful accounts	<u>(12,006,716)</u>	<u>(10,973,087)</u>
Net accounts receivable	<u>\$ 16,437,849</u>	<u>\$ 16,406,576</u>

Student loans made through the Federal Perkins Loan Program (the “Program”) comprise substantially all of the loans receivable at June 30, 2020 and 2019. The Program provides for cancellation of a loan at rates of 10% to 30% per year up to a maximum of 100% if the participant complies with certain provisions. The federal government reimburses the CSUS for amounts cancelled under these provisions.

CSUS has provided an allowance for uncollectible loans, which, in management’s opinion, is sufficient to absorb loans that will ultimately be written off. The allowance for uncollectible loans was \$3.5 million as of both June 30, 2020 and 2019. As management determines that loans are uncollectible and not eligible for reimbursement by the federal government, the loans are written off and assigned to the US Department of Education.



4. Capital Assets

Capital assets for the Universities consist of the following at June 30, 2020 and 2019:

	Balance June 30, 2018	Additions	Retirements and Transfers	Balance June 30, 2019	Additions	Retirements and Transfers	Balance June 30, 2020
Capital assets not being depreciated:							
Land	\$ 19,926,269	\$ -	\$ -	\$ 19,926,269	\$ -	\$ -	\$ 19,926,269
Capitalized collections	8,576,526	341,093	(8,709)	8,908,910	47,000	(225,665)	8,730,245
Construction in progress	101,763,008	94,750,518	(98,933,084)	97,580,442	54,119,956	(81,815,768)	69,884,630
Total capital assets not being depreciated	\$ 130,265,803	\$ 95,091,611	\$ (98,941,793)	\$ 126,415,621	\$ 54,166,956	\$ (82,041,433)	\$ 98,541,144
Other capital assets:							
Land improvements	\$ 106,897,583	\$ 1,799,948	\$ (2,867,030)	\$ 105,830,501	\$ 2,259,581	\$ (841,106)	\$ 107,248,976
Buildings and building improvements	1,643,223,074	107,122,466	(4,239,911)	1,746,105,629	95,702,661	(3,110,894)	1,838,697,396
Furniture, fixtures and equipment	148,216,178	8,906,204	(8,461,037)	148,661,345	3,981,524	(5,105,052)	147,537,817
Library materials	47,565,066	270,601	(30,104,391)	17,731,276	168,556	(935,165)	16,964,667
Total other capital assets	1,945,901,901	118,099,219	(45,672,369)	2,018,328,751	102,112,322	(9,992,217)	2,110,448,856
Less accumulated depreciation for:							
Land improvements	(71,201,803)	(4,124,206)	3,551,128	(71,774,881)	(3,992,319)	609,906	(75,157,294)
Buildings and building improvements	(679,755,950)	(49,053,895)	3,711,320	(725,098,525)	(52,627,924)	2,195,092	(775,531,357)
Furniture, fixtures and equipment	(109,517,764)	(10,604,919)	8,216,555	(111,906,128)	(9,608,037)	4,864,458	(116,649,707)
Library materials	(36,172,314)	(1,486,421)	26,554,661	(11,104,074)	(923,850)	934,582	(11,093,342)
Total accumulated depreciation	(896,647,831)	(65,269,441)	42,033,664	(919,883,608)	(67,152,130)	8,604,038	(978,431,700)
Other capital assets, net	\$ 1,049,254,070	\$ 52,829,778	\$ (3,638,705)	\$ 1,098,445,143	\$ 34,960,192	\$ (1,388,179)	\$ 1,132,017,156
Capital asset summary:							
Capital assets not being depreciated	\$ 130,265,803	\$ 95,091,611	\$ (98,941,793)	\$ 126,415,621	\$ 54,166,956	\$ (82,041,433)	\$ 98,541,144
Other capital assets, at cost	1,945,901,901	118,099,219	(45,672,369)	2,018,328,751	102,112,322	(9,992,217)	2,110,448,856
Total cost of capital assets	2,076,167,704	213,190,830	(144,614,162)	2,144,744,372	156,279,278	(92,033,650)	2,208,990,000
Less accumulated depreciation	(896,647,831)	(65,269,441)	42,033,664	(919,883,608)	(67,152,130)	8,604,038	(978,431,700)
Capital assets, net	\$ 1,179,519,873	\$ 147,921,389	\$ (102,580,498)	\$ 1,224,860,764	\$ 89,127,148	\$ (83,429,612)	\$ 1,230,558,300



5. Accrued Compensated Absences

Accrued compensated absences as of June 30 include:

	<u>2020</u>	<u>2019</u>
Accrued vacation	\$ 28,801,409	\$ 25,125,327
Accrued sick leave	26,105,970	24,761,929
Other accrued fringe benefits	<u>18,837,686</u>	<u>15,068,917</u>
	73,745,065	64,956,173
Less: current portion	<u>5,316,466</u>	<u>4,492,445</u>
Noncurrent portion	<u>\$ 68,428,599</u>	<u>\$ 60,463,728</u>

Activity for compensated absences, as of June 30, includes:

Balance as of June 30, 2018	\$ 64,548,628
Additions in fiscal year 2019	4,864,292
Benefits paid to participants in fiscal year 2019	<u>(4,456,747)</u>
Balance as of June 30, 2019	<u>\$ 64,956,173</u>
Additions in fiscal year 2020	14,417,055
Benefits paid to participants in fiscal year 2020	<u>(5,628,163)</u>
Balance as of June 30, 2020	<u>\$ 73,745,065</u>

These accruals represent estimated amounts earned by all eligible employees through June 30, 2020 and 2019. These accrued compensated absences will be settled over a number of years, and are not expected to have a significant impact on the future annual cash flows of the System. The current portion of compensated absences is estimated based on recent past history and is presented in today's dollars.

6. Related Parties

Periodically, public acts may be signed into law by the Governor stating that the Secretary of the Office of Policy and Management may approve monies to be transferred from CSCU's operating reserves to another purpose within the State of Connecticut. CSUS made no transfers to the State of Connecticut during fiscal years 2020 and 2019.

Accrued salaries and related fringe benefit costs for CSCU employees within CSUS, whose salaries will be charged to the State of Connecticut General Fund, represent a related party balance. CSUS has also recorded a receivable from the State of Connecticut related to allocated bond financing for capital projects when allotted by the Governor.

Amounts due from the State of Connecticut as of June 30 are comprised of the following:

	<u>2020</u>	<u>2019</u>
Receivable for accrued salaries, interest and fringe benefits to be paid by State of Connecticut General Fund	\$ 36,301,453	\$ 35,248,038
State appropriations for capital projects	<u>19,079,804</u>	<u>30,868,206</u>
	<u>\$ 55,381,257</u>	<u>\$ 66,116,244</u>



The accompanying statement of net position includes balances among related parties. Significant balances for the year ended June 30, were as follows:

	<u>2020</u>	<u>2019</u>
Cash balances held with the State of Connecticut on behalf of the CSUS	\$ 252,947,884	\$266,282,389
Amounts invested in the State of Connecticut Short-Term Investment Fund (STIF)	87,871,563	87,240,139
	<u>\$ 340,819,447</u>	<u>\$353,522,528</u>

7. Commitments and Contingencies

CSUS makes expenditures in connection with restricted government grants and contracts which are subject to final audit by government agencies. CSUS is of the opinion that the amount of disallowances, if any, sustained through such audits would not materially affect the financial position of CSUS.

CSUS is a defendant in various legal actions arising out of the normal course of its operations. Although the final outcome of such actions cannot presently be determined, management is of the opinion that the eventual liability, if any, will not have a material effect on CSUS's financial position.

CSUS had outstanding purchase orders and related commitments for materials, services and capital expenditures that had not been received as of June 30. These commitments are not recorded as liabilities until materials or services are received. The commitments of total net position balances at June 30 were as follows:

	<u>2020</u>	<u>2019</u>
System Office	6,102,334	10,383,183
Central Connecticut State University	2,829,839	2,862,152
Eastern Connecticut State University	1,713,436	2,050,918
Southern Connecticut State University	2,639,703	2,390,902
Western Connecticut State University	4,645,485	5,145,746
	<u>\$17,930,797</u>	<u>\$ 22,832,901</u>

8. Pension Plans

Plan Description

All regular full-time employees participate in one of two retirement plans. The State of Connecticut is statutorily responsible for the pension benefits of CSCU employees who participate in the State Employees' Retirement System ("SERS"). SERS is the administrator of a single employer defined benefit public employee retirement system ("PERS"). SERS provides retirement, disability, death benefits and cost of living adjustments to plan members and their beneficiaries. Plan benefits, cost of living adjustments, contribution requirements of plan members and the State and other plan provisions are described in agreements between the State and the State Employee Bargaining Agent Coalition ("SEBAC") as authorized by the General Statutes. SERS does not issue standalone financial reports. Information on the plan is currently publicly available in the State of Connecticut's Comprehensive Annual Financial Report prepared by the Office of the State Comptroller, and in annual actuarial valuations prepared by the State Retirement Commission.



Employees hired before July 1, 2011 participate in Tier I, Tier II, Tier IIA, or TRS depending on several factors.

Employees hired after July 1, 2011 but before July 31, 2017 were eligible to participate in Tier III or the Hybrid Plan, the 2 primary SERS plan options available (some employees are eligible to elect the Teachers Retirement System - "TRS"). The Hybrid Plan, which became effective July 1, 2011 under the 2011 agreement between the State of Connecticut and SEBAC, provides a retirement plan option for employees hired on or after July 1, 2011 in a position statutorily defined as a state teacher or a professional staff member in higher education. The Hybrid Plan is a defined benefit plan that provides members with a life-time defined benefit the same as the benefit provided under SERS Tier III with the option at the time of retirement to elect to receive a lump sum payment of their contributions with a 5% employer match and 4% interest in lieu of a defined benefit.

Employees hired after July 1, 2017 are eligible to participate in Tier IV as a result of the 2017 SEBAC agreement. The SERS Tier IV plan is comprised of both a traditional Defined Benefit component and a new Defined Contribution component. The Tier IV Defined Benefit component provides a pre-defined monthly retirement income for life, with the amount being affected by years of service, retirement age, and the member's final average earnings for members that satisfy the Tier IV minimum age and service eligibility requirements. The Tier IV Defined Contribution component establishes an account consisting of an accumulation of employee and employer contributions both set equal to 1%, as well as investment gains or losses. Each Tier IV member will have an account with the third party administrator of the State of Connecticut Alternate Retirement Program (ARP). CSCU makes contributions on behalf of the employees in SERS plans through a fringe benefit charge assessed by the State of Connecticut.

Alternatively, employees may choose to participate in the Alternate Retirement Plan which is a defined contribution plan managed by Prudential. Under this arrangement, plan participants contribute 6.5% of their pay or they can opt out of the 6.5% and contribute 5% and the State contributes 6.5% to individual participants' investment accounts managed by Prudential. CSCU pays a fringe benefit charge to the State which includes the 6.5% employer contribution, employee health benefits and an administrative charge. The aforementioned 2011 SEBAC agreement provided CSCU employees who were both hired before July 1, 2011 and participating in ARP with a one-time irrevocable option through December 31, 2018 of electing to transfer their membership from ARP to the Hybrid Plan and purchasing credit in the Hybrid Plan for their prior services at full actuarial cost.

Funding Policy

The contribution requirements of plan members and the State are established and may be amended by the State legislature subject to the contractual rights established by collective bargaining.

Tier I Plan B regular and Plan B Hazardous Duty members are required to contribute 2% and 4% of their annual salary up to the Social Security Taxable Wage Base, respectively, plus 5% above that level. Tier I Plan C and Hybrid Plan members are required to contribute 5% of their annual salary. Tier IIA Plan and Tier III Plan regular and Hazardous Duty members are required to contribute 2% and 5% of their annual salaries, respectively. Tier IV employees contribute 5% of their salary (8% for hybrid and hazardous duty members) plus 1% into the defined contribution component.

The State is required to contribute at an actuarially determined rate, which may be reduced or increased by an act of the State legislature. The rate was 59.99% for SERS and 33.44% for TRS for the fiscal year ended June 30, 2020. The State contributed \$72.1 million and \$1.9 million, on behalf of the System, for SERS and TRS, respectively, for fiscal year 2020, equal to 100% and 77% of the required contributions that year. The rate was 64.30% for SERS and 41.84% for TRS for the fiscal year ended June 30, 2019. The State contributed \$58.7 million and \$1.2 million, on behalf of the System, for SERS and TRS, respectively, for fiscal year 2019, equal to 99% and 52% of the required contributions that year.



Net Pension Liability

The Systems' net pension liability is valued one year in arrears. The net pension liability recorded in the financial statements as of June 30, 2020 was measured and valued as of June 30, 2019 and the total pension liability used to calculate the net pension liability was determined by the most current actuarial valuation as of that date. The net pension liability recorded in the financial statements as of June 30, 2019 was measured and valued as of June 30, 2018 and the total pension liability used to calculate the net pension liability was determined by the most current actuarial valuation as of that date. The System's proportion of the net pension liability was based on a projection of the System's long-term share of contributions to the pension plan relative to the projected contributions of all participating entities and the State, actuarially determined. As of June 30, 2020, for the TRS plan, the CSUS's proportion was 0.19% and for the SERS plan, the CSUS's proportion was 4.57%. As of June 30, 2019, for the TRS plan, the CSUS's proportion was 0.19% and for the SERS plan, the CSUS's proportion was 4.57%.

All SERS and TRS assets are available to pay any participants benefits. However, the portion of each plan's net pension liability attributable to the CSUS is calculated separately. The net pension liability for the CSUS as of June 30, 2020 for SERS and TRS was \$1,042.3 million and \$32.1 million, respectively. The net pension liability for the CSUS as of June 30, 2019 for SERS and TRS was \$882.4 million and \$24.8 million, respectively.

Actuarial Assumptions for SERS:

The total pension liability was determined using the following actuarial assumptions, applied to all periods:

Measurement Year	2019	2018
Inflation	2.50%	2.50%
Salary increases including inflation	3.50% to 19.50%	3.50% to 19.50%
Investment rate of return net of pension plan investment expense, including inflation	6.90%	6.90%

Mortality rates were based on the RP-2014 White Collar Mortality Table projected to 2020 by scale BB at 100% for males and 95% for females.

The actuarial assumptions used in the June 30, 2019 valuation (which was the basis for recording the June 30, 2020 financial statement liabilities) were based on the results of the actuarial experience study as of June 30, 2019. The actuarial assumptions used in the June 30, 2018 valuation (which was the basis for recording the June 30, 2019 financial statement liabilities) were based on the results of the actuarial experience study as of June 30, 2018.

The long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage.



The best estimates of geometric rates of return for each major asset class as of the 2019 measurement date are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Domestic Equity Fund	20%	5.6%
Developed Market International Stock Fund	11%	6.0%
Emerging Markets International Stock Fund	9%	7.9%
Core Fixed Income	16%	2.1%
Inflation Linked Bond Fund	5%	1.1%
Emerging Market Debt Fund	5%	2.7%
High Yield Bond Fund	6%	4.0%
Real Estate Fund	10%	4.5%
Private Equity	10%	7.3%
Alternative Investments	7%	2.9%
Liquidity Fund	1%	0.4%
	100%	

The best estimates of geometric rates of return for each major asset class as of the 2018 measurement date are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Large Cap U.S. Equities	21.0%	5.8%
Developed Non-U.S. Equities	18.0%	6.6%
Emerging Market (Non-U.S.)	9.0%	8.3%
Real Estate	7.0%	5.1%
Private Equity	11.0%	7.6%
Alternative Investments	8.0%	4.1%
Fixed Income	8.0%	1.3%
High Yield Bonds	5.0%	3.9%
Emerging Market Bond	4.0%	3.7%
TIPS	5.0%	1.0%
Cash	4.0%	0.4%
	100.0%	

Actuarial Assumptions for TRS:

The total pension liability was determined using the following actuarial assumptions, applied to all periods:

Measurement Year	2019	2018
Inflation	2.50%	2.75%
Salary increases including inflation	3.25% to 6.50%	3.25% to 6.50%
Investment rate of return net of pension plan investment expense, including inflation	6.90%	8.00%

Mortality rates were based on the RPH-2014 White Collar table with employee and annuitant rates blended from ages 50 to 80, projected to the year 2020 using the BB improvement scale and further adjusted to grade in increases (5% for females and 8% for males) to rates over age 80 for the period after service retirement and for dependent beneficiaries as well as for active members.

The long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

The target asset allocation and best estimates of arithmetic real rates of return for each major asset class as of the 2019 measurement date are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Public Equity - US Equity	20.0%	8.1%
Public Equity - International Developed Equity	11.0%	8.5%
Public Equity - Emerging Markets Equity	9.0%	10.4%
Fixed Income - Core Fixed Income	16.0%	4.6%
Fixed Income - Inflation Linked Bonds	5.0%	3.6%
Fixed Income - High Yield	6.0%	6.5%
Fixed Income - Emerging Market Debt	5.0%	5.2%
Private Equity	10.0%	9.8%
Real Estate	10.0%	7.0%
Alternative Investments - Real Assets	4.0%	8.2%
Alternative Investments - Hedge Funds	3.0%	5.4%
Liquidity Fund	1.0%	2.9%
	100.0%	

The target asset allocation and best estimates of arithmetic real rates of return for each major asset class as of the 2018 measurement date are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Large Cap U.S. Equities	21.0%	5.8%
Developed Non-U.S. Equities	18.0%	6.6%
Emerging Market (Non-U.S.)	9.0%	8.3%
Real Estate	7.0%	5.1%
Private Equity	11.0%	7.6%
Alternative Investments	8.0%	4.1%
Fixed Income	7.0%	1.3%
High Yield Bonds	5.0%	3.9%
Emerging Market Bond	5.0%	3.7%
Inflation Linked Bonds	3.0%	1.0%
Cash	6.0%	0.4%
	100.0%	

Discount Rate for SERS:

The discount rate used to measure the total pension liability was 6.9% in the 2019 and 2018 measurement years. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the State's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term



expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Discount Rate for TRS:

The discount rate used to measure the total pension liability was 6.9% and 8.0% in the 2019 and 2018 measurement years, respectively. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that State contributions will be made at the actuarially determined rates in future years. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of Net Pension Liability to Changes in Discount Rate

The following table presents the current-period net pension liability of the CSU System calculated using the current-period discount rate assumption of 6.9% for SERS and 6.9% for TRS, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate (in thousands):

	1% Decrease (SERS - 5.9%) (TRS - 5.9%)	Current Discount (SERS - 6.9%) (TRS - 6.9%)	1% Increase (SERS - 7.9%) (TRS - 7.9%)
SERS	\$ 1,244,792,451	\$ 1,042,307,443	\$ 873,402,450
TRS	40,071,419	32,123,860	25,442,342

The following table presents the June 30, 2018 measurement date net pension liability of the CSU System calculated using the current-period discount rate assumption of 6.9% for SERS and 8.0% for TRS, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate (in thousands):

	1% Decrease (SERS - 5.9%) (TRS - 7.0%)	Current Discount (SERS - 6.9%) (TRS - 8.0%)	1% Increase (SERS - 7.9%) (TRS - 9.0%)
SERS	\$ 1,052,933,671	\$ 882,364,851	\$ 740,043,792
TRS	31,303,967	24,769,362	19,243,241



Pension Expense, Deferred Outflows and Deferred Inflows of Resources Related to Defined Benefit Pension Plan

For the years ended June 30, 2020 and 2019, the CSUS recognized pension expense of \$97.2 million and \$67.3 million, respectively. A schedule of deferred outflows and inflows of resources as of June 30, 2020 and 2019 is presented in Note 13. The net amount of deferred outflows and deferred inflows of resources related to the pensions attributed to the CSUS that will be recognized in pension expense during the next five years is as follows (in thousands):

Fiscal Years				
Ending June 30,	SERS		TRS	Total
2020	\$ 88,121,806	\$	3,517,807	\$ 91,639,613
2021	58,495,050		2,935,784	61,430,834
2022	27,261,899		3,141,781	30,403,680
2023	28,895,116		2,732,141	31,627,257
2024	15,502,085		1,513,185	17,015,270
Thereafter	\$ -	\$	429,963	429,963

9. Other Post-Employment Benefits

The State of Connecticut provides post-retirement health care and life insurance benefits to eligible CSCU employees, in accordance with Sections 5-257(d) and 5-259(a) of the Connecticut General Statutes. When employees retire, the State pays up to 100% of their health care insurance premium cost (including the cost of dependent coverage). This benefit is available to retirees of the State Employees' Retirement System and participants in the Connecticut Alternate Retirement Program who meet certain age and service criteria.

The State also pays 100% of the premium cost for a portion of the employee's life insurance continued after retirement. The amount of life insurance continued at no cost to the retiree is determined in a formula based on the number of years of State service that the retiree had at the time of retirement. The State finances the cost of post-retirement health care and life insurance benefits

There is a single State sponsored defined benefit OPEB plan open to CSCU employees, the State Employee OPEB Plan (SEOPEBP). The State Comptroller's Healthcare Policy and Benefits Division under the direction of the Connecticut State Employees Retirement Commission administers the State Employee OPEB Plan. The membership of the commission is composed of the State Treasurer or designee, who is a nonvoting ex-officio member; fifteen trustees, including six trustees representing state employees; six trustees representing state management; two trustees who are professional actuaries and one neutral trustee who serves as chairman. Also, the State Comptroller, ex officio, serves as the nonvoting secretary. The Governor makes all appointments except the employee trustees who are selected by employee bargaining agents. Management and employee trustees make the appointments of the chairman and the actuarial trustee positions.

Plan Description

SEOPEBP is a single-employer defined benefit OPEB plan that covers retired employees of CSCU who are receiving benefits from any State-sponsored retirement system. The plan provides healthcare and life insurance benefits to eligible retirees and their spouses. Plan benefits, required contributions of plan participants and the State, and other plan provisions are described in Sections 5-257 and 5-259 of the General Statutes.

Funding Policy

The contribution requirements of the plan members and the State are established and may be amended by the State legislature, or by agreement between the State and employees' unions, upon approval by the State legislature. The cost of providing plan benefits is financed approximately 100 percent by the State on a pay-as-you-go basis through an annual appropriation in the General fund



outside of the CSCU entities. CSCU contributes and helps fund the annual appropriation based upon a designated fringe rate established by the State.

Investments

The State Treasurer employs several outside consulting firms as external money and investment managers, to assist the State’s Chief Investment Officer, as they manage the investment programs of the State Employee OPEB Plan. Plan assets are managed primarily through asset allocation decisions with the main objective being to maximize investment returns over the long term at an acceptable level of risk. There is no concentration of investments in any one organization that represents 5.0 percent or more of plan net position available for benefits.

The following is the asset allocation policy as of June 30, 2020:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Domestic Equity Fund	20%	5.6%
Developed Market International Stock Fund	11%	6.0%
Emerging Markets International Stock Fund	9%	7.9%
Core Fixed Income	16%	2.1%
Inflation Linked Bond Fund	5%	1.1%
Emerging Market Debt Fund	5%	2.7%
High Yield Bond Fund	6%	4.0%
Real Estate Fund	10%	4.5%
Private Equity	10%	7.3%
Alternative Investments	7%	2.9%
Liquidity Fund	1%	0.4%
	100%	

The following is the asset allocation policy as of June 30, 2019:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Large Cap U.S. Equities	21%	5.8%
Developed Non-U.S. Equities	18%	6.6%
Emerging Market (Non-U.S.)	9%	8.3%
Real Estate	7%	5.1%
Private Equity	11%	7.6%
Alternative Investments	8%	4.1%
Fixed Income	8%	1.3%
High Yield Bonds	5%	3.9%
Emerging Market Bond	4%	3.7%
Inflation Linked Bonds	5%	1.0%
Cash	4%	0.4%
	100%	

Net OPEB Liability

The Systems’ net OPEB liability is valued one year in arrears. The net OPEB liability recorded in the financial statements as of June 30, 2020 of \$1,338.9 million was measured and valued as of June 30, 2019 and the total liability used to calculate the net liability was determined by the most current actuarial valuation as of that date. The net OPEB liability recorded in the financial statements as of



June 30, 2019 of \$961.8 million was measured and valued as of June 30, 2018 and the total liability used to calculate the net liability was determined by the most current actuarial valuation as of that date. The System’s proportion of the net OPEB liability was based on a projection of the System’s long-term share of contributions to the OPEB plan relative to the projected contributions of all participating entities and the State, actuarially determined.

For the SEOPEBP plan, at June 30, 2020 and 2019 the System’s proportion was 6.47% and 5.57%, respectively. All plan assets are available to pay any participants benefits. However, the portion of each plan’s net liability attributable to CSCU is calculated separately. The net liability for the CSU System as of June 30, 2020 and 2019 for SEOPEBP was \$1,338.9 and \$961.8 million, respectively.

Actuarial Assumptions:

The total OPEB liability was determined by actuarial valuations as of June 30, 2019 and 2018, using the following actuarial assumptions:

Measurement Year	2019
Payroll growth rate	3.50%
Salary increases	3.25% to 19.50% varying by years of service and retirement system
Discount rate	3.58%
Healthcare cost trend rates:	
Medical	6.0% graded to 4.5% over 6 years
Prescription drug	3.00%
Dental and Part B	4.50%
Administrative expense	3.00%
Measurement Year	2018
Payroll growth rate	3.50%
Salary increases	3.25% to 19.50% varying by years of service and retirement system
Discount rate	3.95% as of June 30, 2018 and 3.68% as of June 30, 2017
Healthcare cost trend rates:	
Medical	6.5% graded to 4.5% over 4 years
Prescription drug	8.0% graded to 4.5% over 7 years
Dental and Part B	4.50%
Administrative expense	3.00%

Mortality rates for the State Employees OPEB Plan were based on the RP-2000 Healthy Annuitant Mortality Table for male rates projected 15 years (set back 2 years) and female rates projected 25 years (set back one year) under Scale AA.

The discount rate used to measure the total OPEB liability for SEOPEBP was 3.58% and 3.95% for measurement dates June 30, 2019 and 2018, respectively. The projection of cash flows used to determine the discount rate was performed in accordance with GASB pronouncements.

On December 20, 2019, there was a change in law, which repealed the excise “Cadillac” tax. The OPEB valuation has not taken this into account; this may have an impact on future OPEB obligations.

The following presents the current period net OPEB liability, as well as what the net OPEB liability would be if it were calculated using a discount rate and healthcare cost trend rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate utilized:



For measurement date of June 30, 2019:

Discount rate comparison:	1% Decrease (2.58%)	Current Discount (3.58%)	1% Increase (4.58%)
Net OPEB Liability	\$ 1,558,371,578	\$ 1,338,986,646	\$ 1,160,895,577

Health care trend rate comparison:	1% Decrease	Current Rate	1% Increase
Net OPEB Liability	\$ 1,147,843,319	\$ 1,338,986,646	\$ 1,580,245,043

For measurement date of June 30, 2018:

Discount rate comparison:	1% Decrease (2.95%)	Current Discount (3.95%)	1% Increase (4.95%)
Net OPEB Liability	\$ 1,115,705,630	\$ 961,875,749	\$ 836,956,018

Health care trend rate comparison:	1% Decrease	Current Rate	1% Increase
Net OPEB Liability	\$ 819,295,275	\$ 961,857,749	\$ 1,142,545,824

OPEB Expense, Deferred Outflows and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2020 and 2019, the CSUS recognized OPEB expense of \$76.9 million and \$5.9 million, respectively. A schedule of deferred outflows and inflows of resources as of June 30, 2020 and 2019 is disclosed in Note 13. The net amount of deferred outflows and deferred inflows of resources related to OPEB attributed to the CSUS that will be recognized in pension expense during the next five years is as follows:

Fiscal Years	OPEB
Ending June 30,	
2021	\$ 39,481,814
2022	39,481,685
2023	46,036,159
2024	59,350,917
2025	14,480,895
Thereafter	\$ -

10. Unearned Tuition, Fees and Grant Revenue

Unearned tuition, fees and grant revenue consists of the following at June 30:

	2020	2019
Unearned tuition and fees	\$ 18,210,948	\$ 21,031,240
Grants and contracts	4,388,287	1,663,655
Other	63,034	42,179
	<u>\$ 22,662,269</u>	<u>\$ 22,737,074</u>



11. Natural Classification with Functional Classification

The operating expenses by functional classification were as follows:

	Year ended June 30, 2020							Total	
	Salaries and wages	Fringe benefits	Professional services and fees	Educational services and support	Travel expense	Operation of facilities	Other operating supplies and expenses		
Academic support	\$ 28,700,045	\$ 32,626,368	\$ 2,064,918	\$ 4,268,682	\$ 1,152,100	\$ 190,629	\$ 2,408,059	\$ -	\$ 71,410,801
Auxiliary enterprises	9,746,940	11,801,711	1,192,205	25,476,933	148,326	7,039,262	784,792	-	56,190,169
Institution support	43,135,277	50,745,134	6,569,203	1,037,743	518,352	727,223	17,693,432	-	120,426,364
Instruction	175,515,508	189,135,871	1,564,582	2,667,995	454,857	1,263,814	1,116,530	-	371,719,157
Physical plant	33,266,857	51,202,278	1,696,365	800,076	96,731	37,128,243	6,100,961	67,152,130	197,481,528
Public service	3,881,654	3,753,188	1,032,332	472,449	382,950	233,021	434,468	-	10,190,062
Research	3,274,629	3,152,454	629,780	334,641	319,303	46,815	533,514	-	8,291,136
Scholarships, loans and refunds	486,459	173,377	1,256,110	84,238,076	9,048	4,304	140,524	-	86,307,898
Student services	45,458,745	53,190,364	3,197,132	2,195,999	1,825,658	769,302	2,977,783	-	109,614,983
Total expenses	\$ 343,466,114	\$ 395,780,745	\$ 19,202,627	\$ 121,492,594	\$ 4,907,325	\$ 47,402,613	\$ 32,190,063	\$ 67,152,130	\$ 1,031,632,098

	Year ended June 30, 2019							Total	
	Salaries and wages	Fringe benefits	Professional services and fees	Educational services and support	Travel expense	Operation of facilities	Other operating supplies and expenses		
Academic support	\$ 26,503,931	\$ 22,959,868	\$ 1,673,320	\$ 4,787,896	\$ 1,623,163	\$ 370,626	\$ 3,042,230	\$ -	\$ 60,961,034
Auxiliary enterprises	9,391,266	8,723,054	1,535,630	29,913,452	71,423	7,854,823	1,079,585	-	58,569,233
Institution support	41,170,236	35,202,076	5,752,805	1,137,450	594,798	681,342	15,954,803	-	100,493,510
Instruction	166,007,959	133,392,317	1,855,075	2,548,803	913,581	521,165	1,819,694	-	307,058,594
Physical plant	31,485,202	37,995,965	2,153,966	840,793	79,598	43,613,039	6,386,499	65,269,441	187,880,471
Public service	4,173,240	3,077,914	1,285,968	607,129	641,226	404,635	499,906	-	10,690,018
Research	2,821,765	1,954,205	849,949	439,885	530,631	47,508	504,353	-	7,148,296
Scholarships, loans and refunds	475,980	80,717	313,651	71,077,034	5,275	675	72,426	-	72,025,758
Student services	41,061,228	36,489,557	3,160,077	3,083,566	2,463,279	1,295,142	3,383,836	-	90,936,685
Total expenses	\$ 323,090,807	\$ 279,875,673	\$ 18,580,441	\$ 114,436,008	\$ 6,922,974	\$ 54,788,955	\$ 32,743,332	\$ 65,269,441	\$ 895,763,599



12. Bonds, Notes Payable and Capital Lease Obligations

The State of Connecticut, through acts of its legislature, provides funding for certain major plant facilities at CSCU. The State obtains its funds for these construction projects from general obligation bonds which it issues from time to time. The State is responsible for all repayments of the bonds in accordance with bond indentures.

Debt service on bonds issued by the State to finance educational and general facilities is funded by the General Fund of the State, which is in the custody of the State Treasurer. These bonds do not require repayment by CSCU and, accordingly, the State's debt obligation attributable to CSCU's educational and general facilities is not reported as CSCU debt in the accompanying financial statements.

Principal outstanding of the CHEFA Bonds issued directly by CSCU at June 30 was as follows:

CHEFA Series	Issue Date	Issuance Amount	Mature in Years:	Interest Rates:	Outstanding Principal 2020	Outstanding Principal 2019
I	4/18/2007	\$ 2,760,000	2008 - 2033	3.00% - 5.25%	\$ 15,160,000	\$ 17,475,000
J	6/22/2011	27,035,000	2012 - 2031	2.00% - 4.00%	18,205,000	19,405,000
K	6/22/2011	14,010,000	2012 - 2020	3.00% - 4.00%	-	4,845,000
L	4/4/2012	9,040,000	2012 - 2029	2.50% - 4.00%	45,515,000	45,530,000
M	1/10/2013	34,060,000	2014 - 2033	3.00% - 5.00%	25,800,000	27,185,000
N	10/23/2013	80,340,000	2015 - 2034	4.10% - 5.00%	63,875,000	66,980,000
O	9/11/2014	21,240,000	2015 - 2031	2.00% - 4.00%	16,790,000	16,810,000
P-1	9/13/2016	55,030,000	2016 - 2036	2.50% - 5.00%	49,640,000	51,525,000
P-2	9/13/2016	19,530,000	2016 - 2036	2.50% - 5.00%	5,080,000	9,830,000
Q-1	5/10/2019	71,260,000	2020 - 2039	3.00% - 5.00%	71,260,000	71,260,000
Q-2	5/10/2019	20,845,000	2020 - 2039	5.00% - 5.00%	20,845,000	20,845,000
					<u>\$ 332,170,000</u>	<u>\$ 351,690,000</u>

In connection with the fiscal year 2019 refunding of portions of Series I, CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. As a result, the refunded bonds were considered an in-substance defeasance and the liability for those bonds has been removed from the statement of net position as of June 30, 2019. The outstanding amount of the refunded bonds totaled \$20.8 million and \$40.2 million as of June 30, 2020 and 2019, respectively. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of \$0.9 million. The difference, which is recorded as a deferred loss on bond refunding, is being charged to interest expense over the remaining life, before the refunding, of the Series I bond. As a result of the defeasance, CSUS reduced its aggregate debt service payments by \$7.6 million and achieved an economic gain (the difference between the present value of the old and new debt service payments) of \$3.8 million.

In connection with the fiscal year 2017 refunding of portions of Series G and H, CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. As a result, the refunded bonds were considered an in-substance defeasance and the liability for those bonds has been removed from the statements of net position as of June 30, 2017. The outstanding amount of the refunded bonds totaled \$4.9 million and \$9.8 million at June 30, 2020 and 2019, respectively. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of \$0.6 million. The difference, which is recorded as a deferred loss on bond refunding, is being charged to interest expense over the remaining life, before the refunding, of the Series H bond. As a result of the defeasance, CSUS reduced its aggregate debt service payments by \$2.0 million and achieved an economic gain (the difference between the present value of the old and new debt service payments) of \$1.8 million.

In connection with the fiscal year 2015 refunding of portions of Series F and G, CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. As a result, the refunded bonds were considered an in-substance defeasance and the liability for those bonds has been removed from the statements of net position. The outstanding amount of the refunded bonds totaled \$17.8 million at June 30, 2020 and 2019. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of \$0.8 million. The difference, which is recorded as a reduction of bonds payable, is being charged to operations over the life of the new bonds (Series O) using the straight-line method. As a result of the defeasance, CSUS reduced its aggregate debt service payments by \$2.2 million and achieved an economic gain (the difference between the present value of the old and new debt service payments) of \$1.5 million.

In connection with the fiscal year 2012 refunding of portions of Series B and E, CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. As a result, the refunded bonds were considered an in-substance defeasance and the liability for those bonds has been removed from the statements of net position. The outstanding amount of the refunded bonds totaled \$45.9 million at June 30, 2020 and 2019. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of \$2.5 million. The difference, which is recorded as a reduction of bonds payable, is being charged to operations over the life of new bonds using the straight-line method. As a result of defeasance, CSUS reduced its aggregate debt service payments by \$8.6 million and achieved an economic gain (the difference between the present value of the old and new debt service payments) of \$4.2 million.

In connection with the fiscal year 2011 advance refunding of portions of Series E, CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. As a result, the refunded bonds will be considered to be defeased and the liability for those bonds has been removed from the statements of net position. The outstanding balance on the refunded bonds was paid off in November 2019. The outstanding amount of the refunded bonds totaled \$5.1 million at June 30, 2019. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of \$0.5 million. The difference, which was recorded as a reduction of bonds payable, is being charged to operations over the life of new bonds using the straight-line method. As a result of defeasance, CSUS reduced its aggregate debt service payments by \$1.0 million and achieved an economic gain (the difference between the present value of the old and new debt service payments) of \$0.9 million.

In connection with the fiscal year 2007 advance refunding of portions of Series D, E and G, CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. As a result, the refunded bonds were considered to be defeased, and the liability for those bonds has been removed from the statements of net position. The outstanding amount of these refunded bonds totaled \$53.5 million and \$55.8 million at June 30, 2020 and 2019, respectively. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of \$2.4 million. The difference, which was recorded as a reduction of bonds payable, is being charged to operations over the life of new bonds using the straight-line method.

In connection with the fiscal year 2005 advance refunding of portions of Series B, C, D and E, CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. The refunded bonds were considered to be defeased, and the liability for those bonds has been removed from the statements of net position. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of \$3.1 million. The difference, which is recorded as a reduction of bonds payable, is being charged to operations over the life of new bonds using the straight-line method. The outstanding balance on the refunded bonds was paid off in November 2019. The outstanding amount of these refunded bonds totaled \$5.0 million at June 30, 2019.

Revenue bond interest is payable to the bondholders on May 1 and November 1 of each year. Revenue bonds mature on November 1, in the years set forth below:

<u>Maturity</u>	<u>Principal</u>	<u>Interest</u>
2021	\$ 18,345,000	\$ 13,438,431
2022	19,060,000	12,568,856
2023	19,710,000	11,678,506
2024	20,400,000	10,757,269
2025	20,155,000	9,838,481
2026-2030	105,145,000	35,404,132
2031-2035	97,205,000	12,697,347
2036-2040	32,150,000	2,094,706
	<u>\$ 332,170,000</u>	<u>\$ 108,477,728</u>

Long-term liabilities activity for the year ended June 30, 2020 and 2019 was as follows:

	<u>Balance June 30, 2019</u>	<u>Additions</u>	<u>Retirements</u>	<u>Balance June 30, 2020</u>
Bonds payable	\$ 351,690,000	\$ -	\$ (19,520,000)	\$ 332,170,000
Premium on bonds payable	25,584,719	-	(3,070,265)	22,514,454
Discount on bonds payable	(1,524,043)	-	171,565	(1,352,478)
Total bonds payable	<u>\$ 375,750,676</u>	<u>-</u>	<u>\$ (22,418,700)</u>	<u>\$ 353,331,976</u>
	<u>Balance June 30, 2018</u>	<u>Additions</u>	<u>Retirements</u>	<u>Balance June 30, 2019</u>
Bonds payable	\$ 318,690,000	\$ 92,105,000	\$ (59,105,000)	\$ 351,690,000
Premium on bonds payable	18,106,568	9,649,661	(2,171,510)	25,584,719
Discount on bonds payable	(2,199,595)	(329,166)	1,004,718	(1,524,043)
Total bonds payable	<u>\$ 334,596,973</u>	<u>101,425,495</u>	<u>\$ (60,271,792)</u>	<u>\$ 375,750,676</u>



13. Deferred Outflows and Inflows of Resources

Deferred outflows and deferred inflows of resources consisted of the following as of June 30, 2020 and 2019:

As of June 30, 2020	SERS	TRS	OPEB	Debt Refunding	Total
DEFERRED OUTFLOWS OF RESOURCES					
Difference between expected and actual experience	\$ 70,816,198	\$ -	\$ -	\$ -	\$ 70,816,198
Changes of assumptions or other inputs	68,418,762	7,873,592	178,870,945	-	255,163,299
Net difference between projected and actual earnings on pension plan investments	-	533,544	-	-	533,544
Changes in proportion and differences between employer contributions and proportionate share of contributions	100,785,007	7,741,045	135,193,590	-	243,719,642
Employer contributions after measurement date	73,503,269	1,596,338	53,173,679	-	128,273,286
Loss on bond refunding	-	-	-	842,046	842,046
Total	\$ 313,523,236	\$ 17,744,519	\$ 367,238,214	\$ 842,046	\$ 699,348,015
DEFERRED INFLOWS OF RESOURCES					
Difference between expected and actual experience	\$ -	\$ 800,429	\$ 33,788,936	\$ -	\$ 34,589,365
Changes of assumptions or other inputs	-	-	44,308,283	-	44,308,283
Net difference between projected and actual earnings on pension plan investments	2,480,091	-	290,514	-	2,770,605
Changes in proportion and differences between employer contributions and proportionate share of contributions	19,263,919	1,077,092	36,807,012	-	57,148,023
Total	\$ 21,744,010	\$ 1,877,521	\$ 115,194,745	\$ -	\$ 138,816,276
As of June 30, 2019					
DEFERRED OUTFLOWS OF RESOURCES					
Difference between expected and actual experience	\$ 31,144,275	\$ -	\$ -	\$ -	\$ 31,144,275
Changes of assumptions or other inputs	96,143,563	2,329,817	-	-	98,473,380
Net difference between projected and actual earnings on pension plan investments	-	458,025	-	-	458,025
Changes in proportion and differences between employer contributions and proportionate share of contributions	53,924,881	9,692,571	3,541,193	-	67,158,645
Employer contributions after measurement date	72,114,688	1,860,655	48,745,744	-	122,721,087
Loss on bond refunding	-	-	-	995,577	995,577
Total	\$ 253,327,407	\$ 14,341,068	\$ 52,286,937	\$ 995,577	\$ 320,950,989
DEFERRED INFLOWS OF RESOURCES					
Difference between expected and actual experience	\$ -	\$ 1,022,554	\$ -	\$ -	\$ 1,022,554
Changes of assumptions or other inputs	-	-	50,819,798	-	50,819,798
Net difference between projected and actual earnings on pension plan investments	2,766,435	-	386,547	-	3,152,982
Changes in proportion and differences between employer contributions and proportionate share of contributions	25,537,106	802,147	49,232,053	-	75,571,306
Total	\$ 28,303,541	\$ 1,824,701	\$ 100,438,398	\$ -	\$ 130,566,640

Connecticut State University System

Supplemental Financial Information

June 30, 2020 – 2014

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Connecticut State University System

Schedule of Net Pension Liability and Related Ratios (Unaudited)

June 30, 2020 – 2014



State Employee Retirement System Plan

Last 10 Fiscal Years ¹

	2020	2019	2018	2017	2016	2015	2014 ¹
System's proportion of the net pension liability	4.57%	4.07%	3.81%	4.23%	3.96%	3.61%	3.12%
System's proportionate share of the net pension liability	\$ 1,042,307,443	\$ 882,364,851	\$ 876,023,924	\$ 972,052,721	\$ 653,585,476	\$ 577,889,607	\$ 516,857,599
System's covered payroll	\$ 196,237,881	\$ 175,778,524	\$ 144,700,282	\$ 152,194,773	\$ 154,782,123	\$ 140,369,452	\$ 119,305,259
System's proportionate share of the net pension liability as a percentage of its covered payroll	531%	502%	605%	639%	422%	412%	433%
Plan Fiduciary net position as a percentage of the total pension liability	36.79%	36.62%	36.25%	31.69%	39.23%	39.54%	N/A ¹

¹ Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

Teachers Retirement System Plan

Last 10 Fiscal Years ¹

	2020	2019	2018	2017	2016	2015	2014 ¹
System's proportion of the net pension liability	0.19%	0.19%	0.09%	0.09%	0.10%	0.10%	0.10%
System's proportionate share of the net pension liability	\$ 32,123,860	\$ 24,769,362	\$ 12,309,255	\$ 12,986,359	\$ 10,523,910	\$ 9,727,277	\$ 10,728,942
State's proportionate share of the net pension liability associated with the System	\$ 27,059,919	\$ 24,769,425	\$ 12,986,445	\$ 12,986,447	\$ 10,523,916	\$ 9,714,654	N/A ¹
Total	\$ 59,183,779	\$ 49,538,787	\$ 25,295,700	\$ 25,972,806	\$ 21,047,826	\$ 19,441,931	\$ 10,728,942
System's covered payroll	\$ 5,075,252	\$ 4,728,567	\$ 3,652,263	\$ 4,127,906	\$ 3,930,206	\$ 3,813,448	\$ 3,063,073
System's proportionate share of the net pension liability as a percentage of its covered payroll	633%	524%	337%	315%	268%	255%	350%
Plan Fiduciary net position as a percentage of the total pension liability	52.00%	57.69%	55.93%	52.26%	59.50%	61.56%	N/A ¹

¹ Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.



Schedule of Net Other Post Employment Benefits Liability and Related Ratios

Last 10 Fiscal Years ¹

	2020	2019	2018	2017
System's proportion of the net OPEB liability	6.47%	5.57%	4.62%	4.73%
System's proportionate share of the net OPEB liability	\$ 1,338,986,646	\$ 967,345,901	\$ 996,032,245	\$ 1,021,241,708
System's covered payroll	\$ 234,304,156	\$ 246,718,621	\$ 251,238,643	\$ 260,590,503
System's proportionate share of the net OPEB liability as a percentage of its covered payroll	571%	392%	396%	392%
Plan Fiduciary net position as a percentage of the total OPEB liability	5.47%	4.69%	3.03%	1.94%

¹ Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.



State Employee Retirement System Plan

Last 10 Fiscal Years ¹

	2020	2019	2018	2017	2016	2015	2014
Contractually required contribution	\$ 72,114,688	\$ 59,187,070	\$ 64,638,177	\$ 64,086,201	\$ 54,526,224	\$ 45,788,758	\$ 33,007,798
Contributions in relation to the contractually required contribution	(72,114,688)	(58,713,574)	(64,121,072)	(63,573,511)	(54,253,593)	(45,788,758)	(32,974,790)
Contribution deficiency (excess)	\$ -	\$ 473,496	\$ 517,105	\$ 512,690	\$ 272,631	\$ -	\$ 33,008
System's covered payroll	\$ 175,778,524	\$ 175,778,524	\$ 144,700,282	\$ 152,194,773	\$ 154,782,123	\$ 140,369,452	\$ 119,305,259
Contributions as a percentage of covered payroll	41.03%	33.40%	44.31%	41.77%	35.05%	32.62%	27.64%

¹ Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

Teachers Retirement System Plan

Last 10 Fiscal Years ¹

	2020	2019	2018	2017	2016	2015
Contractually required contribution	2,431,612	2,393,909	922,727	\$ 889,376	\$ 943,917	\$ 909,799
Contributions in relation to the contractually required contribution	(1,860,654)	(1,234,134)	(569,543)	(1,323,934)	(1,516,991)	(1,343,282)
Contribution deficiency (excess)	\$ 570,958	\$ 1,159,775	\$ 353,184	\$ (434,558)	\$ (573,074)	\$ (433,483)
System's covered payroll	\$ 4,728,567	\$ 4,728,567	\$ 3,652,263	\$ 4,127,906	\$ 3,930,206	\$ 3,813,448
Contributions as a percentage of covered payroll	39.35%	26.10%	15.59%	32.07%	38.60%	35.22%

¹ Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.



Other Post Employment Benefits

Last 10 Fiscal Years ¹

	2020	2019	2018	2017
Contractually required contribution	48,745,744	44,676,991	38,553,325	36,046,001
Contributions in relation to the contractually required contribution	(48,745,744)	(44,676,991)	(38,553,325)	(36,046,001)
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -
System's covered payroll	\$ 234,304,156	\$ 246,718,621	\$ 251,238,643	\$ 260,590,503
Contributions as a percentage of covered payroll	20.80%	18.11%	15.35%	13.83%

¹ Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

1. Changes in Benefit Terms

Pension Plans

Changes of benefit terms:

- Beginning July 1, 2019, annual interest credited on mandatory contributions set at 4.0%.
- For members retiring on or after July 1, 2019 with a partial refund option election (Plan N), if 50% of the benefits paid prior to death do not exceed the Member's mandatory contributions plus interest frozen at the date of the benefit commencement, the difference is paid to the Member's beneficiary.

Changes of assumptions:

The changes in assumptions are summarized below:

- Reduce the inflation assumption from 2.75% to 2.50%.
- Reduce the real rate of return assumption from 5.25% to 4.40% which, when combined with the inflation assumption change results in a decrease in the investment rate of return assumption from 8.00% to 6.90%.
- Increase the annual rate of wage increase assumption from 0.50% to 0.75%.
- Phase in to a level dollar amortization method for the June 30, 2024 valuation.

State Employee OPEB Plan

- The discount rate was updated in accordance with GASB Statement No. 75 to 3.58% as of June 30, 2020 and 3.95% as of June 30, 2019.
- The mortality rates for SERS, ARP, Hybrid and other were updated to be consistent with the corresponding retirement plan assumptions.
- Per capita health costs, administrative expenses, and retiree contributions were updated for recent experience.
- Health care trend rates and retiree contribution increase rates were adjusted.

Connecticut State University System

Supplemental Information – Combining Statements of Net Position

June 30, 2020 and 2019



	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2020	2019
Assets								
Current assets:								
Cash and cash equivalents	\$ 68,572,053	\$ 31,641,024	\$ 57,908,499	\$ 22,426,861	\$ 26,134,279	\$ -	\$ 206,682,716	\$ 213,951,794
Investments	-	-	-	-	106,039,932	-	106,039,932	121,196,238
Accounts receivable, net	5,285,353	1,933,860	3,736,018	1,784,819	-	-	12,740,050	10,882,233
Due from the State of Connecticut	17,040,168	9,215,177	14,339,631	9,641,088	5,145,193	-	55,381,257	66,116,244
Due from SO and Universities	81,467	2,316,442	800,973	590,539	-	(3,789,421)	-	-
Prepaid expenses and other current assets	3,064,004	787,979	1,320,880	49,176	1,597,640	-	6,819,679	8,788,484
Total current assets	94,043,045	45,894,482	78,106,001	34,492,483	138,917,044	(3,789,421)	387,663,634	420,934,993
Noncurrent assets:								
Cash and cash equivalents	14,652,582	14,910,568	28,477,260	1,126,462	79,892,677	-	139,059,549	143,875,419
Investments	-	-	-	-	34,517,743	-	34,517,743	33,196,032
Accounts receivable, net	1,255,703	448,273	728,869	1,264,954	-	-	3,697,799	5,524,343
Other assets	-	-	157,758	13,531	12,003	-	183,292	200,215
Investment in plant	613,281,799	512,567,818	608,411,154	433,179,672	41,549,557	-	2,208,990,000	2,144,744,372
Accumulated depreciation	(269,477,776)	(190,747,650)	(307,842,283)	(193,315,149)	(17,048,842)	-	(978,431,700)	(919,883,608)
Investment in plant, net of accumulated depreciation	343,804,023	321,820,168	300,568,871	239,864,523	24,500,715	-	1,230,558,300	1,224,860,764
Total noncurrent assets	359,712,308	337,179,009	329,932,758	242,269,470	138,923,138	-	1,408,016,683	1,407,656,773
Total assets	\$ 453,755,353	\$ 383,073,491	\$ 408,038,759	\$ 276,761,953	\$ 277,840,182	\$ (3,789,421)	\$ 1,795,680,317	\$ 1,828,591,766
Deferred outflows of resources:								
Deferred pension	\$ -	\$ -	\$ -	\$ -	\$ 331,267,755	\$ -	\$ 331,267,755	267,668,475
Deferred other post employment benefits	-	-	-	-	367,238,214	-	367,238,214	52,286,937
Deferred loss on bond refunding	-	-	-	-	842,046	-	842,046	995,577
Total deferred outflows of resources	\$ -	\$ -	\$ -	\$ -	\$ 699,348,015	\$ -	\$ 699,348,015	\$ 320,950,989

Connecticut State University System

Supplemental Information – Combining Statements of Net Position

June 30, 2020 and 2019



	CSCU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2020	2019
Liabilities								
Current liabilities:								
Accounts payable	\$ 6,918,587	\$ 3,260,406	\$ 3,381,330	\$ 2,074,079	\$ 1,939,397	\$ -	\$ 17,573,799	\$ 22,752,253
Accrued salaries and benefits	25,871,845	12,345,215	23,528,658	11,688,888	484,830	-	73,919,436	60,948,741
Accrued compensated absences	1,881,585	851,661	1,503,648	977,664	101,908	-	5,316,466	4,492,445
Due to the State of Connecticut	24,289	-	315,169	-	406,860	-	746,318	4,825,126
Due to SO and Universities	-	-	-	-	3,789,421	(3,789,421)	-	-
Unearned tuition, fees and grant revenue	7,141,148	1,869,085	10,134,796	3,497,808	19,432	-	22,662,269	22,737,074
Bonds payable	-	-	-	-	18,345,000	-	18,345,000	19,520,000
Accrued bond interest payable	-	-	-	-	2,314,059	-	2,314,059	2,355,106
Other liabilities	311,538	51,527	2,310,491	374,786	232,969	-	3,281,311	2,827,365
Depository accounts	1,900,766	1,007,778	3,355,537	448,224	7,670	-	6,719,975	5,304,874
Total current liabilities	44,049,758	19,385,672	44,529,629	19,061,449	27,641,546	(3,789,421)	150,878,633	145,762,984
Noncurrent liabilities:								
Accrued compensated absences	21,697,172	11,856,842	20,650,510	12,406,804	1,817,271	-	68,428,599	60,463,728
Bonds payable	-	-	-	-	334,986,976	-	334,986,976	356,230,676
Federal loan program advances	1,343,504	969,357	1,708,255	1,441,641	-	-	5,462,757	9,107,511
Deferred compensation	-	-	-	-	317,915	-	317,915	288,357
Pension liability, net	-	-	-	-	1,074,431,967	-	1,074,431,967	907,005,570
Other post employment benefits, net	-	-	-	-	1,338,986,646	-	1,338,986,646	961,772,722
Total noncurrent liabilities	23,040,676	12,826,199	22,358,765	13,848,445	2,750,540,775	-	2,822,614,860	2,294,868,564
Total liabilities	\$ 67,090,434	\$ 32,211,871	\$ 66,888,394	\$ 32,909,894	\$ 2,778,182,321	\$ (3,789,421)	\$ 2,973,493,493	\$ 2,440,631,548
Deferred inflows of resources:								
Deferred pension	\$ -	\$ -	\$ -	\$ -	\$ 23,621,531	\$ -	\$ 23,621,531	\$ 30,128,242
Deferred other post employment benefits	-	-	-	-	115,194,745	-	115,194,745	100,438,398
Total deferred inflows of resources	\$ -	\$ -	\$ -	\$ -	\$ 138,816,276	\$ -	\$ 138,816,276	\$ 130,566,640
Net Position								
Net investment in capital assets	\$ 343,800,672	\$ 321,737,495	\$ 300,568,871	\$ 239,864,523	\$ (112,645,364)	\$ -	\$ 1,093,326,197	\$ 1,076,183,307
Restricted:								
Nonexpendable	-	60,000	-	407,116	-	-	467,116	467,116
Expendable	7,833,765	3,149,611	5,501,468	3,328,487	4,212,689	-	24,026,020	32,597,905
Unrestricted	35,030,482	25,914,514	35,080,026	251,933	(1,831,377,725)	-	(1,735,100,770)	(1,530,903,761)
Total net position	\$ 386,664,919	\$ 350,861,620	\$ 341,150,365	\$ 243,852,059	\$ (1,939,810,400)	\$ -	\$ (617,281,437)	\$ (421,655,433)

Connecticut State University System

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

June 30, 2020 and 2019



	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2020	2019
Operating revenues:								
Tuition and fees:								
Tuition and fees, gross	\$ 122,524,208	\$ 54,002,048	\$ 116,346,467	\$ 59,843,575	\$ -	\$ -	\$ 352,716,298	\$ 348,786,879
Less:								
Scholarships allowance	(10,263,282)	(11,571,204)	(8,330,092)	(6,247,939)	-	-	(36,412,517)	(35,931,115)
Waivers	(5,884,031)	(2,607,470)	(10,367,784)	(1,967,043)	-	-	(20,826,328)	(19,497,670)
Tuition and fees, net of scholarship allowances and waivers	106,376,895	39,823,374	97,648,591	51,628,593	-	-	295,477,453	293,358,094
Federal grants and contracts	3,793,147	865,437	2,936,840	1,105,756	-	-	8,701,180	7,633,521
State and local grants and contracts	4,188,307	1,625,074	4,365,422	1,456,708	-	-	11,635,511	10,490,974
Nongovernment grants and contracts	1,841,032	710,090	4,261,114	57,664	-	-	6,869,900	6,184,590
Indirect cost recoveries	390,672	154,730	220,626	-	-	-	766,028	698,086
Auxiliary revenues	23,431,956	23,763,485	21,986,518	18,289,404	-	-	87,471,363	112,247,344
Other operating revenues	4,159,851	946,212	2,178,102	1,074,850	-	-	8,359,015	7,867,262
Total operating revenues	144,181,860	67,888,402	133,597,213	73,612,975	-	-	419,280,450	438,479,871
Operating expenses:								
Salaries and wages	105,820,473	59,751,025	110,546,516	63,018,168	4,329,932	-	343,466,114	323,090,807
Fringe benefits	67,831,750	39,931,115	69,570,300	41,201,169	177,246,411	-	395,780,745	279,875,673
Professional services and fees	4,788,380	2,825,070	6,393,303	3,718,201	1,477,673	-	19,202,627	18,580,441
Educational services and support	43,030,834	16,504,019	41,007,556	20,937,585	12,600	-	121,492,594	114,436,008
Travel expenses	1,955,420	713,892	1,487,342	652,715	97,956	-	4,907,325	6,922,974
Operation of facilities	19,460,320	7,183,538	10,598,050	10,043,321	117,384	-	47,402,613	54,788,955
Other operating supplies and expenses	5,401,080	3,631,708	5,772,843	5,058,252	12,326,180	-	32,190,063	32,743,332
Depreciation expense	16,754,466	15,972,155	20,598,377	13,250,912	576,220	-	67,152,130	65,269,441
Amortization expense	-	-	31,037	6,850	-	-	37,887	55,968
Total operating expenses	265,042,723	146,512,522	266,005,324	157,887,173	196,184,356	-	1,031,632,098	895,763,599
Operating loss	\$ (120,860,863)	\$ (78,624,120)	\$ (132,408,111)	\$ (84,274,198)	\$ (196,184,356)	\$ -	\$ (612,351,648)	\$ (457,283,728)

Connecticut State University System

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

June 30, 2020 and 2019



	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2020	2019
Nonoperating revenues (expenses)								
State appropriations	\$ 87,260,463	\$ 54,527,601	\$ 82,758,567	\$ 51,971,203	\$ 7,366,266	\$ -	\$ 283,884,100	\$ 282,099,732
Pell grant revenue	14,680,693	6,964,583	15,941,138	7,492,005	-	-	45,078,419	45,614,221
Federal emergency grant revenue	7,378,482	3,379,670	6,197,754	3,965,874	-	-	20,921,780	-
Gifts	2,907,450	529,993	148,696	62,257	-	-	3,648,396	4,459,676
Investment income	1,380,698	826,398	1,448,810	463,232	3,809,379	-	7,928,517	11,391,387
Interest expense	-	-	-	-	(11,670,523)	-	(11,670,523)	(11,456,038)
Capital projects financed by SO	806,711	9,501,896	1,653,863	1,920,537	(13,883,007)	-	-	-
Other nonoperating revenues (expenses), net	540,931	22,562	418,346	433,758	-	-	1,415,597	1,149,407
Net nonoperating revenues (expenses)	114,955,428	75,752,703	108,567,174	66,308,866	(14,377,885)	-	351,206,286	333,258,385
Loss before other changes in net position	(5,905,435)	(2,871,417)	(23,840,937)	(17,965,332)	(210,562,241)	-	(261,145,362)	(124,025,343)
Other changes in net position								
State appropriations restricted for capital purposes	34,786,619	4,600,871	9,940,882	17,567,293	228,356	-	67,124,021	90,621,849
Loss on disposal of capital assets	(315,452)	(575,767)	(49,799)	(663,645)	-	-	(1,604,663)	(4,670,724)
Interagency transfers	(14,802,100)	(7,719,229)	(9,830,782)	(6,848,279)	39,200,390	-	-	-
Other changes in net position	19,669,067	(3,694,125)	60,301	10,055,369	39,428,746	-	65,519,358	85,951,125
Change in net position	13,763,632	(6,565,542)	(23,780,636)	(7,909,963)	(171,133,495)	-	(195,626,004)	(38,074,218)
Net position at beginning of year	372,901,287	357,427,162	364,931,001	251,762,022	(1,768,676,905)	-	(421,655,433)	(383,581,215)
Net position at end of year	\$ 386,664,919	\$ 350,861,620	\$ 341,150,365	\$ 243,852,059	\$ (1,939,810,400)	\$ -	\$ (617,281,437)	\$ (421,655,433)

Connecticut State University System
 Supplemental Information – Combining Statements of Cash Flows
 June 30, 2020 and 2019



	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2020	2019
Cash flows from operating activities:								
Tuition and fees	\$ 103,368,658	\$ 38,695,004	\$ 97,164,567	\$ 51,848,963	\$ -	\$ -	\$ 291,077,192	\$ 291,638,700
Grants and contracts	9,627,992	3,200,601	13,966,872	2,433,898	-	-	29,229,363	24,317,478
Auxiliary revenues	23,648,207	23,649,237	21,092,470	18,297,250	-	-	86,687,164	112,138,530
Other operating revenues	5,102,365	1,846,665	4,187,576	1,860,854	-	-	12,997,480	12,980,227
Payments to employees for salaries and benefits	(169,863,566)	(97,049,618)	(173,664,081)	(100,472,441)	(6,668,936)	-	(547,718,642)	(540,340,877)
Payments to suppliers	(1,476,464)	(451,882)	626,190	(2,100,660)	(353,868)	-	(3,756,684)	(4,835,592)
Professional services and fees	(4,788,380)	(2,825,070)	(6,393,303)	(3,718,201)	(1,477,673)	-	(19,202,627)	(18,580,441)
Educational services and support	(43,031,026)	(16,504,019)	(41,007,556)	(20,937,585)	(12,600)	-	(121,492,786)	(114,435,815)
Travel expenses	(1,955,420)	(713,892)	(1,487,342)	(652,715)	(97,956)	-	(4,907,325)	(6,922,974)
Operation of facilities	(19,460,320)	(9,694,566)	(10,598,050)	(10,043,321)	(117,335)	-	(49,913,592)	(57,736,002)
Other operating supplies and expenses	(5,290,878)	(358,495)	(5,135,534)	(2,092,440)	(11,444,892)	-	(24,322,239)	(22,935,393)
Net cash used in operating activities	(104,118,832)	(60,206,035)	(101,248,191)	(65,576,398)	(20,173,260)	-	(351,322,716)	(324,712,159)
Cash flows from noncapital financing activities:								
State appropriations	86,340,620	55,307,508	81,900,196	52,641,461	7,361,578	-	283,551,363	291,433,387
Gifts for other than capital purposes	2,907,449	529,993	148,696	62,257	-	-	3,648,395	4,459,676
Nonoperating grants and revenue other	20,806,858	9,876,984	21,899,099	11,701,172	-	-	64,284,113	47,514,140
Interagency transfers	(14,802,100)	(7,719,229)	(9,830,782)	(6,848,279)	39,200,390	-	-	-
Net cash provided by noncapital financing activities	\$ 95,252,827	\$ 57,995,256	\$ 94,117,209	\$ 57,556,611	\$ 46,561,968	\$ -	\$ 351,483,871	\$ 343,407,203
Cash flows from investing activities:								
Proceeds from sales and maturities of investments	\$ -	\$ -	\$ -	\$ -	\$ 49,069,490	\$ -	\$ 49,069,490	\$ 54,726,964
Purchases of investments	1,380,521	826,398	1,887,129	463,232	(35,234,896)	-	(35,234,896)	(111,172,515)
Interest and dividends received on investments	1,380,521	826,398	1,887,129	463,232	3,926,284	-	8,483,564	11,154,010
Net cash provided by (used in) investing activities	-	-	-	-	17,760,878	-	22,318,158	(45,291,541)
Cash flows from capital and related financing activities:								
Cash paid for capital assets	(33,050,119)	(18,581,540)	(11,440,548)	(14,679,875)	(716,098)	-	(78,468,180)	(109,498,117)
Capital projects financed by SO	1,005,520	11,816,733	1,009,124	1,536,587	(15,367,964)	-	-	-
State capital appropriations received	34,786,619	4,600,871	10,422,763	17,567,294	10,258,975	-	77,636,522	97,577,198
Proceeds from new bond issuance	-	-	-	-	-	-	-	78,079,212
Proceeds from refunding of bonds	-	-	-	-	-	-	-	23,346,283
Repayments of capital debt	-	-	-	-	(19,520,000)	-	(19,520,000)	(18,940,000)
Interest paid on capital debt	-	-	-	-	(14,212,603)	-	(14,212,603)	(13,089,006)
Payments to refunded bond escrow agent	-	-	-	-	-	-	-	(40,366,094)
Bond issuance payments	-	-	-	-	-	-	-	(750,512)
Net cash provided by (used in) capital and related financing activities	2,742,020	(2,163,936)	(8,661)	4,424,006	(39,557,690)	-	(34,564,261)	16,358,964
Net increase (decrease) in cash and cash equivalents	(4,743,464)	(3,548,317)	(5,252,514)	(3,132,549)	4,591,896	-	(12,084,948)	(10,237,533)
Cash and cash equivalents, beginning of year	87,968,099	50,099,909	91,638,273	26,685,872	101,435,060	-	357,827,213	368,064,746
Cash and cash equivalents, end of year	\$ 83,224,635	\$ 46,551,592	\$ 86,385,759	\$ 23,553,323	\$ 106,026,956	\$ -	\$ 345,742,265	\$ 357,827,213

Connecticut State University System
 Supplemental Information – Combining Statements of Cash Flows
 June 30, 2020 and 2019



	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2020	2019
Reconciliation of operating loss to net cash used in operating activities:								
Operating loss	\$ (120,860,863)	\$ (78,624,120)	\$ (132,408,111)	\$ (84,274,198)	\$ (196,184,356)	\$ -	\$ (612,351,648)	\$ (457,283,728)
Adjustments to reconcile operating income (loss) to net cash provided by (used in) operating activities:								
Depreciation expense	16,754,466	15,972,155	20,598,377	13,250,912	576,220	-	67,152,130	65,269,441
Amortization	-	-	31,037	6,850	-	-	37,887	55,968
Changes in assets and liabilities:								
Receivables	(246,876)	(45,334)	337,483	(76,546)	-	-	(31,273)	1,322,978
Prepaid expenses and other	77,121	20,139	(385,409)	510,869	1,896,972	-	2,119,692	(1,415,754)
Accounts payable	(2,231,504)	270,982	1,274,618	474,869	(1,369,553)	-	(1,550,588)	3,087,138
Accrued salaries and benefits	1,690,002	3,590,912	4,558,677	3,131,075	29	-	12,970,695	(10,024,260)
Other liabilities	42,454	19,182	-	(120,585)	1	-	(58,948)	569,404
Due to/from State of Connecticut	(74)	(2,475,112)	75,771	(2,086,253)	406,860	-	(4,078,808)	(998,829)
Due to/from Universities	(241)	-	192	-	49	-	-	-
Unearned tuition, fees and grant revenues	(2,106,294)	(698,611)	2,226,921	503,179	-	-	(74,805)	590,424
Deferred compensation	-	-	-	-	29,558	-	29,558	31,383
Depository accounts	664,249	247,049	249,674	401,357	-	-	1,562,329	507,256
Accrued compensated absences	2,098,728	1,516,723	2,192,579	2,702,073	131,560	-	8,641,663	407,544
Pension liability	-	-	-	-	167,426,397	-	167,426,397	18,662,676
Other post employment benefits	-	-	-	-	377,213,924	-	377,213,924	(41,200,327)
Changes in deferred outflows and inflows of resources:								
Deferred pension contribution	-	-	-	-	(63,599,280)	-	(63,599,280)	37,695,680
Deferred other post employment benefit outflows	-	-	-	-	(314,951,277)	-	(314,951,277)	(2,930,282)
Deferred pension asset gains	-	-	-	-	(6,506,711)	-	(6,506,711)	10,835,026
Deferred other post employment benefit inflows	-	-	-	-	14,756,347	-	14,756,347	50,106,103
Net cash used in operating activities	\$ (104,118,832)	\$ (60,206,035)	\$ (101,248,191)	\$ (65,576,398)	\$ (20,173,260)	\$ -	\$ (351,322,716)	\$ (324,712,159)
Noncash investing, noncapital financing and capital and related financing transactions:								
Fixed assets included in accounts payable	\$ 1,188,053	\$ 2,614,423	\$ 1,037,195	\$ 900,900	\$ -	\$ -	\$ 5,740,571	\$ 7,179,921
Reconciliation of cash and cash equivalents to the combined statements of net assets:								
Cash and cash equivalents classified as current assets	\$ 68,572,053	\$ 31,641,024	\$ 57,908,499	\$ 22,426,861	\$ 26,134,279	\$ -	\$ 206,682,716	\$ 213,951,794
Cash and cash equivalents classified as noncurrent assets	14,652,582	14,910,568	28,477,260	1,126,462	79,892,677	-	139,059,549	143,875,419
	\$ 83,224,635	\$ 46,551,592	\$ 86,385,759	\$ 23,553,323	\$ 106,026,956	\$ -	\$ 345,742,265	\$ 357,827,213



Connecticut State University System

Supplemental Information – Combining Statement of Cash Flows

June 30, 2020 and 2019

1. Basis of Presentation of Supplemental Information

The supplementary schedules are presented to provide information from the stand-alone books and records of the universities and system office. The supplementary schedules exclude certain eliminating entries necessary to prepare the consolidated financial statements of CSUS. The supplementary schedules also do not include the impact of the adoption of GASB 68, *Pensions*, or GASB 75, *other post-employment benefits*, on the individual universities as reported in the financial statements of CSUS because the liability has not been allocated to the universities but rather is reflected only at the CSUS system level in the financial statements.



Required Communications to the Audit Committee of the Board of Regents of the Connecticut State Colleges and Universities

Fiscal year ended June 30, 2020

December 16, 2020

This communication is intended solely for the information and use of the Audit Committee and is not intended to be and should not be used by anyone other than these specified parties.



Open items as of December 11, 2020

All three entities

- Review of revised Financial Statements

Universities

- Engagement Quality Control Reviewer to review Pension/OPEB

CCC

- Finalization of pension/OPEB adjusting entries and reviews of updated workpapers/calculations, and revised APA report
- Manager/Partner Review of State Appropriations, Net Assets, Journal Entries, and GPA
- Audited financial statements for 2 foundations

COSC

- Manager/Partner Review of Journal Entries
- Review of Cash Flow Support

Upon finalization of these items, GT will perform updating inquiries with management prior to issuance of our reports. When we complete the remaining open items, any matters that are required to be communicated to the Audit Committee that have not been communicated at the meeting on December 16, 2020, will be included in an addendum to this document within 40 days of issuance of our reports, if necessary.



Significant risks and other areas of focus

The following provides an overview of the areas of audit focus based on our risk assessments. The audit was executed in accordance with the plan presented to the audit committee in June 2020, except as it relates to the timeline for completion.

Areas of focus	Results
Tuition and Fee Revenues* & related receivables/deferrals	<ul style="list-style-type: none"> Performed disaggregated revenue analyses analyzing student tuition & fee revenue relative to enrollment data Performed detailed transaction testing over student tuition & fee revenues Tested completeness & accuracy of deferred revenue based on academic term in which student was registered & payment received Performed a statistical sample of outstanding student receivable balances and inspected supporting cash receipts and/or ensured management's reserve/collections policy was being followed Tested management's process for establishing an allowance for doubtful accounts No exceptions noted
Grant revenue	<ul style="list-style-type: none"> Tested a selection of grant deferred revenue balances Performed detailed transaction testing over grant revenue No exceptions noted
Net Pension & OPEB Liabilities (and related deferred inflows/outflows & expense)	<ul style="list-style-type: none"> Reviewed management's methodology and journal entries to record pension/OPEB liability and related accounting Reviewed the reports issued by the Auditors of Public Accounts Performed testing over the census data used by the State to calculate liabilities Refer to Summary of Adjustments for errors identified (pg 6-7)

*- denotes a significant risk



Grant Thornton

Significant risks and other areas of focus, continued

Areas of focus	Results
State and Capital Appropriations	<ul style="list-style-type: none"> Reconciled amounts to the GL, including confirmation of certain amounts with the State <p>No exceptions noted</p>
Capital Assets	<ul style="list-style-type: none"> Vouched a sample of capitalized amounts to supporting invoice/disbursement detail & analytically reviewed depreciation expense for reasonableness <p>No exceptions noted</p>
Auxiliary revenues	<ul style="list-style-type: none"> Performed detailed transaction testing over auxiliary revenue (room & board, meal plan, other fees) Tested a selection of student receivable balances Reviewed management's allowance for doubtful accounts <p>No exceptions noted</p>
Debt	<ul style="list-style-type: none"> Confirmed amounts outstanding Tested cash activity to source documentation Tested interest expense for reasonableness <p>No exceptions noted</p>

COVID-19 pandemic

Accounting and reporting considerations

The COVID-19 pandemic impacted the operations and financial results of the C SCU entities to varying degrees. The pandemic has had, and will likely continue to have, an ongoing impact in the following accounting and disclosure areas specific to C SCU:

- 1) Impact of various federal relief programs- Universities and Community Colleges were eligible to participate in certain federal government relief programs to mitigate the financial impacts of the pandemic. GT performed testing of the CARES Act funding received (Part A- Student portion and Part B- Institution portion). These amounts are presented as non-operating revenues in the Statement of Revenues, Expenses and Changes in Net Position.
- 2) Disclosures of risks and uncertainties- Disclosure of risks and uncertainties related to future operations/activities, accounting estimates, and vulnerabilities, among others were included in the draft financial statements. GT reviewed the disclosures for accuracy and transparency.

Use of the Work of Others

Other Auditors

Foundations: GT noted that each of the Foundations at the Universities, Community Colleges, and Charter Oak have separate auditors. In our auditor's report on each entity's financial statements, we make reference to the audits performed by the other unaffiliated auditors. GT notes for 1 of the foundations of CSUS, a prior period error was identified & recorded in the current year. There is a passed adjustment to correct opening Net Position. Refer to the Summary of Adjustments for details (pg 6-7).

Net Pension and OPEB Liabilities and related accounts: The State of Connecticut engages the State Auditor of Connecticut to perform the audit of the valuation prepared by independent actuaries as part of recording the Net Pension and OPEB Liabilities, related deferred inflows/outflows and pension/OPEB expense. We assess the qualifications of the state auditor in connection with our audits over CSCU entities.

Specialists

IT- The audit team includes IT specialists who performed design effectiveness testing of Banner for CSUS and CCC as well as Jenzabar at Charter Oak. Results of that aspect of the audits were previously communicated in September 2020.



Summary of Adjustments

	Corrected Misstatements	Uncorrected Misstatements	Disclosure Adjustments	Omitted Disclosures
CSUS	None noted	Yes – see pg 7 for details	None noted	None noted
CCC	Yes – see pg 7 for details	None noted	None noted	None noted
COSC	None noted	None noted	None noted	None noted

Summary of Adjustments (cont.)

Entity	Nature of Adjustment	Commentary
CSUS	Uncorrected	<p>In the audited financial statements of the CCSU Foundation, a correction of a prior period error (\$539k) related to misclassification of net assets was reported. Management of the CCSU Foundation corrected this prior period error through the current period Statement of Activities. This correction should have been corrected through an adjustment to opening net assets rather than through the current period activities. There is no impact to the total change in net assets as a result of this adjustment.</p>
CCC	Corrected	<p>During Grant Thornton's review of the draft financial statements as well as testing of the detailed workpapers supporting the entries to record pension and OPBE related activities and balances, a large fluctuation related to Pension/OPEB expense was deemed unusual, which prompted further investigation. Management discovered a clerical error in a supporting schedule that impacted the calculation, which resulted in an adjustment to the F/S. The adjustment impacts various Pension/OPEB related line items in both the balance sheet and P&L.</p> <ul style="list-style-type: none"> - Impact to F/S line item "Change in Net Position" was ~\$60M. - Zero (\$0) impact to "Adjusted Unrestricted Net Position" (non-GAAP measure presented in MD&A), given adjustment was isolated to accounting for Pension/OPEB.
CCC	Corrected	<p>Management identified a prior period error in which a project that should have been capitalized to CIP was expensed. As a result, CIP & the opening balance of Net Position were adjusted by \$1.4M to correct this error.</p>

Other Required Communications

Professional standards require that we communicate the following matters to you, as applicable.

Going concern matters
Fraud and noncompliance with laws and regulations
Significant deficiencies and material weaknesses in internal control over financial reporting <ul style="list-style-type: none">• Refer to page 13
Use of other auditors <ul style="list-style-type: none">• Refer to page 5
Use of internal audit
Related parties and related party transactions <ul style="list-style-type: none">• No transactions outside the ordinary course of business were identified



Other Required Communications

(continued)

Disagreements with management
Management's consultations with other accountants
Significant issues discussed with management
Significant difficulties encountered during the audit
Other significant findings or issues that are relevant to you and your oversight responsibilities
Modifications to the auditor's report
Other information in documents containing audited financial statements



Quality of Accounting Practices

Accounting policies

There were no significant changes in the accounting policies during the period.

Significant accounting estimates

- Net pension and OPEB liability and related deferred inflows/outflows
- Liability for compensated absences
- Useful lives of depreciable assets
- Allocation of expenses among functional expense classifications
- Allowance for student receivables

Internal control matters

Responsibility

We are responsible for obtaining reasonable assurance about whether the financial statements are free of material misstatement. Our audit included consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control. Accordingly, we express no such opinion. Control deficiencies that are of a lesser magnitude than a significant deficiency will be communicated to management.



Internal control matters (continued)

Definitions

The objective of the audit was to report on the financial statements as a whole and not to provide assurance on internal control over financial reporting.



Control deficiency

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis



Significant deficiency

A deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those responsible for oversight of the entity's financial reporting.



Material weakness

A deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the Company's annual or interim financial statements will not be prevented or detected on a timely basis.

Internal Controls Matters, continued

In our prior year communications, we communicated a material weakness. We have reviewed management's remediation efforts and provided an update for our assessment in the context of the fiscal year 2020 audit.

Findings reported in FY19

Severity of Finding (As Assessed in FY19)

FY20 Update

CCC - Failure to close accounting records & prepare financial statements with accuracy in a timely manner

Remediated in FY20 - Grant Thornton obtained an understanding of management's policies & procedures put in place to address the prior year Material Weakness. Based on our observation & procedures performed in conjunction with the FY20 audit, we believe management has effectively remediated the prior year control finding.

Commitment to Promote Ethical and Professional Excellence

We are committed to promoting ethical and professional excellence. To advance this commitment, we have put in place a phone and internet-based hotline system.

The Ethics Hotline (1.866.739.4134) provides individuals a means to call and report ethical concerns.

The EthicsPoint URL link can be accessed from our external website or through this link:
https://secure.ethicspoint.com/domain/en/report_custom.asp?clientid=15191

Disclaimer: EthicsPoint is not intended to act as a substitute for a company's "whistleblower" obligations.



This communication is intended solely for the information and use of management and those charged with governance of Connecticut State Colleges & Universities and is not intended to be and should not be used by anyone other than these specified parties.



Appendix D: List of Supporting Documents in the Workroom

Visiting team members will receive an email giving them access to the virtual workroom on SharePoint.

NOTE: *Italics* indicate a subfolder within the SharePoint workroom. Additional or updated documentation may be added to the virtual workroom as it becomes available.

Standard One

University Senate Resolution 19/20-02 Revision of Mission Statement

University Senate Minutes re Introduction of Resolution 19/20-02

University Senate Minutes re Passage of Resolution 19/20-02

Standard Two

Academic Program Review.

- *Academic Program Review Documents* (Self-reports, External Reviewer Reports, Reflection and Goal Statements)
 - *Folders organized by program*
- *Academic Program Review Committee (APRC) Annual Reports* (2011 to 2020)
- APRC Checklist
- APRC Checklist for Programs Spanning Departments
- APRC Self-report Standards and Possible Forms of Evidence
- APRC Review Cycle 2012-2027 (Updated March 2020)
- Outline of APRC and Departmental Duties
- Outline of Duties of Reviewers
- University Senate Bill 14/15-07 on APR Process and Rubric

Accreditation Documents – Bachelor of Social Work

Accreditation Documents – Education Preparation Programs

Annual Reports – Academic Programs (AY 16-17 – AY 19-20)

- *Arts and Sciences*
 - *Folders organized by academic year and then by program*
- *Education and Professional Studies*
 - *Folders organized by academic year and then by program*
- 2019-2020 Academic Annual Report Template

Annual Reports – Non-Academic Programs

- *Academic Success Center*
- *Student Affairs Assessment*
- Gallery 2018-2019 Annual Report

Graduate Employment Placement Documentation

Institutional Data

- NSSE
- IPEDS Feedback Report 2019

Master Plan Documents

Strategic Planning

Student Affairs Planning and Assessment
Academic Program Assessment Resource Handbook
Course Information Survey (Student Evaluation)

Standard Three

Bargaining Agreements and HR Policies
Dual Enrollment Policies
Global Field Course Information
Handbooks and Policies
Organizational Charts
Board of Regents Bylaws
Credit for Lifelong Learning (CLLP) Reverse Internship Syllabus
University Senate Bylaws
University Senate Constitution

Standard Four

Academic Program Review:

- *Academic Program Review Documents* (Self-reports, External Reviewer Reports, Reflection and Goal Statements)
 - *Folders organized by program*
- *Academic Program Review Committee (APRC) Annual Reports* (2011 to 2020)
- APRC Checklist
- APRC Checklist for Programs Spanning Departments
- APRC Self-report Standards and Possible Forms of Evidence
- APRC Review Cycle 2012-2027 (Updated March 2020)
- Outline of APRC and Departmental Duties
- Outline of Duties of Reviewers
- University Senate Bill 14/15-07 on APR Process and Rubric

Annual Reports – Academic Programs

- *Arts and Sciences*
 - *Folders organized by academic year and then by program*
- *Education and Professional Studies*
 - *Folders organized by academic year and then by program*
- 2019-2020 Academic Annual Report Template

Curriculum Committee Minutes

- 2018-2019
- 2019-2020

Curriculum Development Grants

Online Course Requirements

Program Accreditation

- *Education*
- *Social Work*

Syllabi Collection

- *Folders organized by program*

Academic Probation Intervention, AY 19-20

List of Events, Conferences, Institutes, and Workshops, 2017-2020

Standard Five

Academic Success Center Resources for Distance (Online Learning)

ASAP Academic Probation Program

Financial Aid

Resident Assistant Training Materials

Standard 5 Subcommittee Agendas and Minutes

Student Affairs Assessment

Academic Success Center Data – AY 18-19 and 19-20

AccessAbility Services Assessment Plan 2017-2018

Admissions Class Profile Data 2013-2017

Campus Activities Board (CAB) Attendance 2017-2018

Club Report Fall 2017

Club Report Spring 2018

FERPA Privacy Waiver Designee Information

Graduate Admissions Data 2018-2019

Summer Orientation (SOAR) Data 2018

Standard Six

Academic Advising

Academic Integrity

- *Research on Animal Subjects*

- *Research on Human Subjects*

Accreditation of Specific Academic Programs

- *Education*

- *Social Work*

Equity and Diversity

Faculty CVs

- *Folders organized by department*

Faculty Development

- *AAUP Faculty Travel Grants*

- *Faculty Development Coordinator Documentation*

Faculty Research Grants

Course Information Survey (Student Evaluation)

Policy on Online Courses (Senate Bill 17/18-05)

Sabbatic Leave Data 2010-2020

Senate Bill 18/19-04 Policy on Teaching Assistants

Standard Seven

Bargaining Agreements and HR Policies

ECSU Foundation, Inc.

Financial Resources
Information Resources

- *IT*
- *Library*

Organizational Charts
Physical Resources

Standard Eight

Annual Reports – Academic Programs

- *Arts and Sciences*
 - *Folders organized by academic year and then by program*
- *Education and Professional Studies*
 - *Folders organized by academic year and then by program*
- *2019-2020 Academic Annual Report Template*

Student Affairs Assessment

Academic Program Assessment Resource Handbook

Assessment Report 2019

Draft Assessment Plan for Liberal Arts Core

ENG 100/100P Portfolio Assessment Rubric

Integration Across the Liberal Arts Core and Major Curricula

Liberal Arts Core Learning Objective Revision Committee Final Report 2019-2020

Standard Nine

Affirmative Action

Graduate Employment Placement

Other Policies

Research Ethics

- *Research on Animal Subjects*
- *Research on Human Subjects*
- *Conflict of Interest and Financial Disclosure Policy*
- *Policy – Procedures for Misconduct in Research and Creative Activity*
- *Policy on Faculty Consulting and Research with Public or Private Entities*

Website

