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Central Connecticut State University  
New Britain, CT



Founded In 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

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November 7, 2013

Dr. John W. Miller  
President  
Central Connecticut State University  
1615 Stanley Street  
New Britain, CT 06050-4010

Dear President Miller:

I am pleased to inform you that at its meeting on September 19, 2013, the Commission on Institutions of Higher Education considered the fifth-year interim report submitted by Central Connecticut State University and voted to take the following action:

that the fifth-year interim report submitted by Central Connecticut State University be accepted;

that the comprehensive evaluation scheduled for Fall 2018 be confirmed;

that, in addition to the information included in all self-studies, the self-study prepared in advance of the Fall 2018 comprehensive evaluation give emphasis to the institution's success in implementing its new general education/core curriculum, including an approach to the assessment of student learning outcomes in the core.

The Commission gives the following reasons for its action.

The Commission commends Central Connecticut State University (CCSU) for a thorough, well-written interim report. We note with approval the University's success in establishing a "culture of assessment" through its advances in developing a comprehensive program of student learning assessment and review across most of the campus. We are pleased to learn that with the support of the Academic Assessment Committee, the University continues to make progress in the assessment of its academic programs, with 97% of programs "in compliance with the established assessment policy." To enhance the effectiveness of academic advising and strengthen a "unified and mutually supportive culture of advising," CCSU established the Center for Advising and Career Exploration in 2009 and school-based advising centers in 2012. We are gratified to learn that survey results indicate increased student satisfaction with advising. The Commission understands that the institution created a new policy that part-time faculty must hold a degree one

C. Lovitt ✓

level higher than they are teaching (not including doctoral programs). In addition, each department has a method to review the qualifications and evaluate part-time faculty.

The report submitted by CCSU also provided evidence of the University's successful implementation of its off-campus instructional locations in Montego Bay and Kingston, Jamaica, where the institution offers its Educational Leadership and Reading and Language Arts master's degree programs. We are pleased to learn of continuing initiatives to measure student performance, including comprehensive exams, case portfolios, and exit student satisfaction surveys for these programs. The Commission also takes favorable note of CCSU's success in offering its two distance education programs, the Master of Science and Graduate Certificate in Data Mining. We understand that the University has made significant revisions to these programs which have resulted in an increase in enrollment from 40 to 70 students and higher levels of student completion and success.

The Commission commends Central Connecticut State University for its effectiveness in collecting, analyzing and using evidence aligned with its strategic plan to drive decision-making. We note with favor that the institution uses several means to measure student success including graduation rates, which increased from 47.6% in 2009 to 52% in 2012, and licensure exams, student satisfaction surveys (Student Satisfaction Inventory, NSSE, Educational Benchmarking), focus groups, course mapping, and advising. We understand that the Teaching and Learning Center "redesigned the University's probation and dismissal policy in an effort to help more at-risk students achieve good academic standing" after assessing course evaluations, preliminary analyses of student transcripts, and enrollment and completion data. The University has established a four-year cyclical review of academic programs university-wide. Changes made as a result of these reviews include the use of assessment focus groups in the M.S. in Educational Technology program, standardized syllabi for core courses, and a hybrid gateway course for the M.S. in Construction Management.

The scheduling of a comprehensive evaluation in Fall 2018 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. In addition to the information included in all self-studies, we ask that the institution give emphasis, in the self-study prepared in advance of the Fall 2018 comprehensive evaluation, to a matter related to our standard on *The Academic Program*.

The Commission understands that, in Fall 2014, CCSU will implement its revised competency-based General Education program with a core comprising of artistic and intellectual expression; self, community, and society; scientific inquiry; mathematical reasoning; and a special seminar in critical inquiry. The University anticipates that it will use the *AAC&U Value Rubrics*, or an adapted version of these rubrics, to assess student learning in the general education program. We anticipate being apprised, in Fall 2018, of the University's success in implementing its new general education program, including an approach to the assessment of student learning in the core, in keeping with our standard on *The Academic Program*:

The general education requirement is coherent and substantive. It embodies the institution's definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn (4.16).

Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind (4.19).

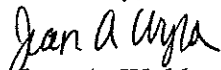
Dr. John W. Miller  
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The Commission expressed appreciation for the report submitted by Central Connecticut State University and hopes that its preparation has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Ms. Yvette Meléndez. The institution is free to release information about the report and the Commission's action to others, in accordance with Commission policy.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,

  
Jean A. Wyld

JAW/jm

Enclosure

cc: Ms. Yvette Meléndez



**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514  
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**Public Disclosure of Information  
About Affiliated Institutions**

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The following policy governs the release of information regarding the status of affiliated colleges and universities by institutions and by the Commission.

**1. Release of Information by Institutions Regarding Their Accreditation  
Following Commission Action**

At the conclusion of the evaluation process institutions are encouraged to make publicly available information about their accreditation status including the findings of team reports and any obligations or requirements established by Commission action, as well as any plans to address stated concerns. Because of the potential to be misleading, institutions are asked not to publish or otherwise disseminate excerpts from these materials.

While the Commission does not release copies of self-studies, progress reports, evaluation reports, or other documents related to the accreditation of individual institutions, it believes it to be good practice for institutions to make these materials available, in their entirety, after notification of Commission action.

While the Commission does not initiate public release of information on actions of show cause or deferral, if such information is released by the institution in question, the Commission will respond to related inquiries.

If an institution releases or otherwise disseminates information which misrepresents or distorts its accreditation status, the institution will be notified and asked to take corrective action publicly correcting any misleading information it may have disseminated, including but not limited to the accreditation status of the institution, the contents of evaluation reports, and the Commission actions with respect to the institution. Should it fail to do so, the New England Association, acting through its Chief Executive Officer, will release a public statement in such form and content as it deems desirable providing correct information.

The shorter statement that an institution may choose for announcing its accredited status follows:

\_\_\_\_\_ College (University) is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education.

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

**Commission on Institutions of Higher Education  
New England Association of Schools and Colleges  
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514  
(781) 425 7785  
E-Mail: [cihe@neasc.org](mailto:cihe@neasc.org)**

Accreditation by the New England Association has reference to the institution as a whole. Therefore, statements like “fully accredited” or “this program is accredited by the New England Association” or “this degree is accredited by the New England Association” are incorrect and should not be used.

**3. Published Statement on Candidate Status**

An institution granted Candidate for Accreditation status must use the following statement whenever it makes reference to its affiliation with the New England Association:

\_\_\_\_\_ College (University) has been granted Candidate for Accreditation status by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education. Candidacy for Accreditation is a status of affiliation with the Commission which indicates that the institution has achieved initial recognition and is progressing toward accreditation.

Candidacy is not accreditation nor does it assure eventual accreditation.

Inquiries regarding the status of an institution affiliated with the New England Association should be directed to the administrative staff of the college or university. Individuals may also contact:

**Commission on Institutions of Higher Education  
New England Association of Schools and Colleges  
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514  
(781) 425 7785  
E-Mail: [cihe@neasc.org](mailto:cihe@neasc.org)**

**4. Public Disclosure of Information About Affiliated Institutions by the Commission**

and procedures of the Commission and the New England Association of Schools and Colleges. In responding to inquiries, the Commission will endeavor to do so.

**5. Public Disclosure of Institutional Actions**

Within 30 days after the action on accreditation status is taken, the Commission will notify the Secretary of Education, New England state higher education officers, appropriate accrediting agencies, and the public. Such actions include:

A final decision to:

Grant candidacy or accreditation

Continue an institution in accreditation

Deny or terminate the accreditation of an institution

Place an institution on probation

Approve substantive change (e.g., moving to a higher degree level)

A decision by an accredited or candidate institution to voluntarily withdraw from affiliation with the Commission.

*November 1998*  
*September 2001*  
*April 2010*  
*September 2011*