NECHE & Strategic Plan Updates
NECHE – What is it & Why?

- Formerly – NEASC
- New England Commission of Higher Education
- Nationally recognized accrediting agency
- NECHE accredits the entire University
- Required by the Higher Education Act
  - Demonstrates quality education
  - Gatekeeper to awarding federal student aid
9 NECHE Standards

1. Mission & Purpose
2. Planning & Evaluation
3. Organization & Governance
4. The Academic Program
5. Students
6. Teaching, Learning & Scholarship
7. Institutional Resources
8. Educational Effectiveness
9. Integrity, Transparency, and Public Disclosure

... accountable to these standards as determined by the participating institutions

... use verifiable evidence
Reaccreditation every 10 years, review every 5 years
  - 50 Page report this year ➔ Selective & concise

Due Summer 2023, started Summer 2022

Standards Teams: 40+ people directly involved

Questions ➔ Yvonne Kirby
  - Steering Committee:
    • Kim Kostelis
    • Steve Minkler
    • Jim Mulrooney
    • Yvonne Kirby
# Standard Teams

**https://www.ccsu.edu/neche/membership.html**

## Standard 1: Mission and Purpose
- **Kim Kostelis**, Int. Provost, Chair
- **Jim Mulrooney**, Int. Dean, SEPS

## Standard 2: Planning and Evaluation
- **Yvonne Kirby**, AVP Planning & IE, Chair
- **Beth Merenstein**, AVP Community Engagement & Exp Learning
- **Amy Kullgren**, IT, UPBC

## Standard 3: Organization and Governance
- **Steve Minkler**, AVP Academic Affairs, Chair
- **Luz Amaya**, Engineering, Faculty Senate SC
- **Fred Latour**, Math, Faculty Senate President
- **Mark Jackson**, Biology

## Standard 4: The Academic Program
- **Robert Wolff**, CLASS Dean, Chair
- **Amanda Fields**, English, AAC Chair
- **Jarred Ragusett**, Economics
- **Mike Davis**, BMS
- **Byung Lee**, Criminology/Criminal Justice
- **Donna DeCarlo**, Asst Dean, Enroll., Retention, & Student Success
- **Betsy Dobbs-McAuliffe**, BMS
- **Rebecca Pickering**, Asst. Registrar

## Standard 5: Students
- **Kellie Byrd-Danso**, VP Student Affairs, Chair
- **Keri Lupachino**, Dir. of Student Financial Services
- **Jean Alicandro**, Director of Residence Life
- **Christina Robinson**, AVP Enroll. Mgmt
- **Mike Russo**, Director of Counseling and Student Development
- **Maria Santilli**, Director of New Student Programs
- **Scott Hazan**, Director SA/LD

## Standard 6: Teaching, Learning, and Scholarship
- **John Tully**, Int. Special Assistant to the Provost, Chair
- **Kris Larsen**, Geological Sciences

## Standard 7: Institutional Resources (all are co-chairs)
- **Lisa Bucher**, Chief Budget & Compliance Officer
- **Sal Cintorino**, COO
- **George Claffey**, CIO
- **Yvonne Kirby**, AVP Planning & IE, Chair
- **Dan Moreland**, Dir Employee & Labor Relations

## Standard 8: Educational Effectiveness
- **Yvonne Kirby**, AVP Planning & IE, Chair
- **Lisa Frank**, Interim Dean, Business
- **Jim Mulrooney**, Interim Dean, SEPS
- **Caleb Bragg**, Psychological Sci., AAC Co-chair

## Standard 9: Integrity, Transparency, and Public Disclosure
- **Stacey Votto**, University Counsel, Co-chair
- **Craig Wright**, VP Equity & Inclusion, Co-chair
- **Patrick Tucker**, Registrar
- **Jill Bassett-Cameron**, Senior Equity & Inclusion Officer/Title IX Coordinator

### Supporting Documents
- **E-Series**: Martie Kaczmarek
- **Interim Data Forms**: Paula Bunce, OIRA
- **Kathy Chung**, OIRA
- **Anne Tyrrell**, OIRA
- **Brian Wood**, Dir of Accounting
Standards Narrative ~ 15 Pages Total

- Standards 1-7 & 9
  - Significant changes since 2018
  - Continue to meet each Standard
  - Include evidence

- Format
  - Describe how CCSU measures effectiveness
  - Findings and Analysis
    • Include supporting data
    • What we have learned
  - How the data have been used to make improvements
  - Appraisal & Projection
    • Evaluate our successes and future plans
Standard 8 – Educational Effectiveness

- Reflective essay ~15-20 pages

- Focus on student achievement & success using verifiable data
  - What students gain
  - Assessment of learning
  - Measures of student success
  - Satisfactory level of student achievement

- Results used for
  - Planning
  - Improvement
  - Resource allocation
4 Areas of Special Emphasis

Per 2019 Letter:

✓ Progress on SP2030 implementation

✓ Enrollment goals

✓ Compliance with Title IV and Title IX requirements & appropriate staffing levels to meet needs

✓ CSCU Student’s First – clarify expectations and demonstrate outcomes related to the Board of Regents’ shared services and “Students First” initiatives
NECHE Expectations

➢ NECHE expects campus-wide engagement
➢ Candid appraisal
➢ Direct and accurate report
➢ Incorporate evidence where possible
To Do List:

- Standard Teams – provided first draft (done)
- Steering Committee – review all Standards for content, accuracy, and confirm supporting data (in progress)
- Obtain feedback from campus community

- Interested? Curious?

.... CCSU.EDU/NECHE
Feedback Opportunities

- Seek feedback from content experts (early February)
  - Committee Members

- Standard drafts on website; link to provide comments
  - Not on a committee? Select this option!

- Two Open Forums:
  - March 20 2:00 – 4:00 PM
  - March 23 1:30 – 3:30PM
## Committee Feedback Opportunities

<table>
<thead>
<tr>
<th>Standard</th>
<th>Committee or Council</th>
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</thead>
<tbody>
<tr>
<td>Standard 2 - Planning &amp; Evaluation</td>
<td>UPBC</td>
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<td>IPC</td>
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<td></td>
<td>Enrollment Management</td>
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<tr>
<td>Standard 3 - Organization &amp; Governance</td>
<td>Faculty Senate Steering</td>
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<td>Standard 4 - The Academic Program</td>
<td>Academic Integrity</td>
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<td>Academic Standards</td>
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<td>Academic Assessment (Gen Ed)</td>
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<td>Curriculum Committee</td>
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<td>Grade Appeals</td>
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<td>Graduate Studies</td>
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<td>Standard 5 - Students</td>
<td>Student Affairs</td>
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<td>Graduate Studies</td>
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<td>Academic Advising</td>
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<td>Standard 6 - Teaching, Learning &amp; Scholarship</td>
<td>Promotion and Tenure</td>
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<td></td>
<td>Academic Advising</td>
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<td>AAUP Leadership</td>
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<td>Standard 7 - Institutional Resources</td>
<td>UPBC</td>
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<td>ITC</td>
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<td>IPC</td>
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<td>Facilities Planning</td>
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<td>Standard 8 - Educational Effectiveness</td>
<td>Academic Assessment</td>
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<td>Enrollment Management</td>
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<tr>
<td>Standard 9 - Integrity, Transparency, &amp; Public Disclosure</td>
<td>Website Steering Committee</td>
</tr>
</tbody>
</table>
How can you Help?

- Provide constructive comments
- Review areas you are familiar with ... no need to read everything – search for key words
  - What did we miss?
  - What is inaccurate or misleading or seemingly contradictory?
  - Deadline for feedback: April 1
- Understand the limit is 50 pages ....
A Strategic Plan Should:

- Align with the Mission
  - NECHE (Standard Two)
- Be adopted by the campus community
  - Approved by Faculty Senate, Feb. 2020
- Inform planning
  - Roadmap to decision making
- Be measurable
- Regularly Updated
1. Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy

2. Increasing Access to Higher Education and Ensuring Student Success

3. Fostering an Inclusive and Safe Campus Culture that Values and Encourages Individuals to Participate in a Free and Respectful Exchange of Ideas

4. Strengthening Stewardship – Advancing Scholarship, Service Learning, and Community Development for the Public Good

5. Assuring Sustainability for the Future
GOAL 2

As the oldest public institution of higher education in Connecticut, CCSU takes pride in its role as an affordable gateway to success and lifelong learning. We recognize that access to quality education is the most effective route for social and economic mobility, and Central is committed to providing the residents of New Britain, the region, and the state with multiple pathways to a transformative educational experience. We will emphasize the creation of an inclusive and “student-ready” institution that meets our 21st-century students where they are and eliminate obstacles and achievement barriers. Increasing innovative programs, support services, flexible course options, and co-curricular opportunities will extend CCSU’s reach and influence in the community.

The University also will continue to develop a greater connection with the underrepresented populations of Connecticut. It will expand outreach to historically marginalized socioeconomic groups to provide equal opportunity for an excellent education and student success. Coupled with this effort, CCSU will develop initiatives that inspire more K-12 students to pursue a higher education degree, as well as provide accessible and industry relevant programs to adult learners and working professionals.

CCSU is an inclusive and “student success-centered” institution with an increasingly diverse student body that represents the populations of the communities it serves. We are dedicated to enhancing our innovative practices to increase access, improve retention, engage students in campus life, incorporate high-impact practices, and promote educational achievement and career readiness.

<table>
<thead>
<tr>
<th>ACCESS</th>
<th>ENGAGEMENT</th>
<th>FIRST-YEAR RETENTION RATE</th>
<th>STUDENT SUCCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing an equal opportunity to all individuals to take full advantage of a life-changing educational experience.</td>
<td>Engagement is the cornerstone of student success, providing the support and encouragement to take full advantage of all academic and co-curricular opportunities that will prepare lifelong learners.</td>
<td>The percentage of first-time, full-time students who began their educational career at CCSU in the fall and reenrolled the following fall.</td>
<td>Accomplishment of the desired educational and experiential goals that will equip students to become fully engaged citizens and successful professionals.</td>
</tr>
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</table>
Each Goal is supported by a set of Objectives and Strategies

GOAL 4
STRENGTHENING STEWARDSHIP – ADVANCING SCHOLARSHIP, SERVICE LEARNING, AND COMMUNITY DEVELOPMENT FOR THE PUBLIC GOOD

1. Foster partnerships that contribute to societal improvements
   A. Expand mutually beneficial partnerships with community organizations, local government, alumni, industry, and employers.
   B. Engage with community leaders and potential partners whose needs align with the expertise provided by CCSU.
   C. Develop new community engagement opportunities that benefit New Britain, the region, and the state socially, culturally, environmentally, and economically.
   D. Encourage students, faculty, staff, and administrators to strengthen relationships with the broader community and create a more welcoming and inclusive atmosphere for community members of all ages.

2. Institute a framework that promotes and strengthens community engagement and partnerships
   A. Reengineer the Office of Community Engagement and develop a more comprehensive mission and organizational framework, building on the work of the Faculty Senate Community Engagement Committee.
   B. Establish an advisory board to guide community engagement priorities.
   C. Identify internal and external opportunities to fund community engagement activities and promote economic development.
   D. Assess the impact of community engagement initiatives to inform future activities.
➢ Each Goal is evaluated by a set of metrics

✓ Evaluation: up to 6 metrics

✓ Metrics tracked annually, when possible

• Some data collected on rotation schedule

✓ Website will update this spring
Goal 1, Metric 1

Metric: Diversity of faculty, staff and administration

Target: Mirror the diversity of the student population

Diversity of CCSU Students, Instructional Faculty, and Staff who are Black, Indigenous, and People of Color (BIPOC)

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2018 (Baseline)</th>
<th>Fall 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>34.1%</td>
<td>38.1%</td>
</tr>
<tr>
<td>Instructional Faculty</td>
<td>18.4%</td>
<td>21.3%</td>
</tr>
<tr>
<td>Staff</td>
<td>24.6%</td>
<td>25.8%</td>
</tr>
</tbody>
</table>

Source: OIRA Fact Book
Goal 4, Metric 2

Metric: Community engagement efforts reflect the diversity of the region and state

Target: Improve the responsiveness of CCSU in supporting diverse efforts of engagement within the surrounding community

<table>
<thead>
<tr>
<th>Community Partner Feedback</th>
<th>Agree or Strongly Agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AY2022-23</strong></td>
<td></td>
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<tr>
<td>Our partnership with the campus is having a positive impact on my community.</td>
<td>82%</td>
</tr>
<tr>
<td>There are clear opportunities to provide redress should I encounter a problem or need to gain assistance or accountability from someone who represents the campus.</td>
<td>36%</td>
</tr>
</tbody>
</table>

Source: New Community Partner Feedback survey
Questions???

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