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

NECHE Review

➢ **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**   • **Jim Mulrooney**

        • **Steve Minkler**   • **Yvonne Kirby**

Standard Teams

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	Carl Antonucci, Director of Library Services
Sal Cintorino, COO	Dan Moreland, Dir Employee & Labor Relations
George Claffey, CIO	

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

Standard 9: Integrity, Transparency, and Public Disclosure	
Stacey Votto, University Counsel, Co-chair	Patrick Tucker, Registrar
Craig Wright, VP Equity & Inclusion, Co-chair	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

NECHE Materials
www.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

Standard	Committee or Council
Standard 2 - Planning & Evaluation	UPBC
	IPC
	Enrollment Management
Standard 3 - Organization & Governance	Faculty Senate Steering
Standard 4 - The Academic Program	Academic Integrity
	Academic Standards
	Academic Assessment (Gen Ed)
	Curriculum Committee
	Grade Appeals
	Graduate Studies
Standard 5 - Students	Student Affairs
	Graduate Studies
	Academic Advising
	Enrollment Management

Standard	Committee or Council
Standard 6 - Teaching, Learning & Scholarship	Promotion and Tenure
	Academic Advising
	AAUP Leadership
Standard 7 - Institutional Resources	UPBC
	ITC
	IPC
	Facilities Planning
Standard 8 - Educational Effectiveness	Academic Assessment
	Enrollment Management
Standard 9 - Integrity, Transparency, & Public Disclosure	Website Steering Committee

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 ….**

Strategic Plan 2030

CHANGING LIVES,
BUILDING COMMUNITIES;
CENTRAL TO CONNECTICUT
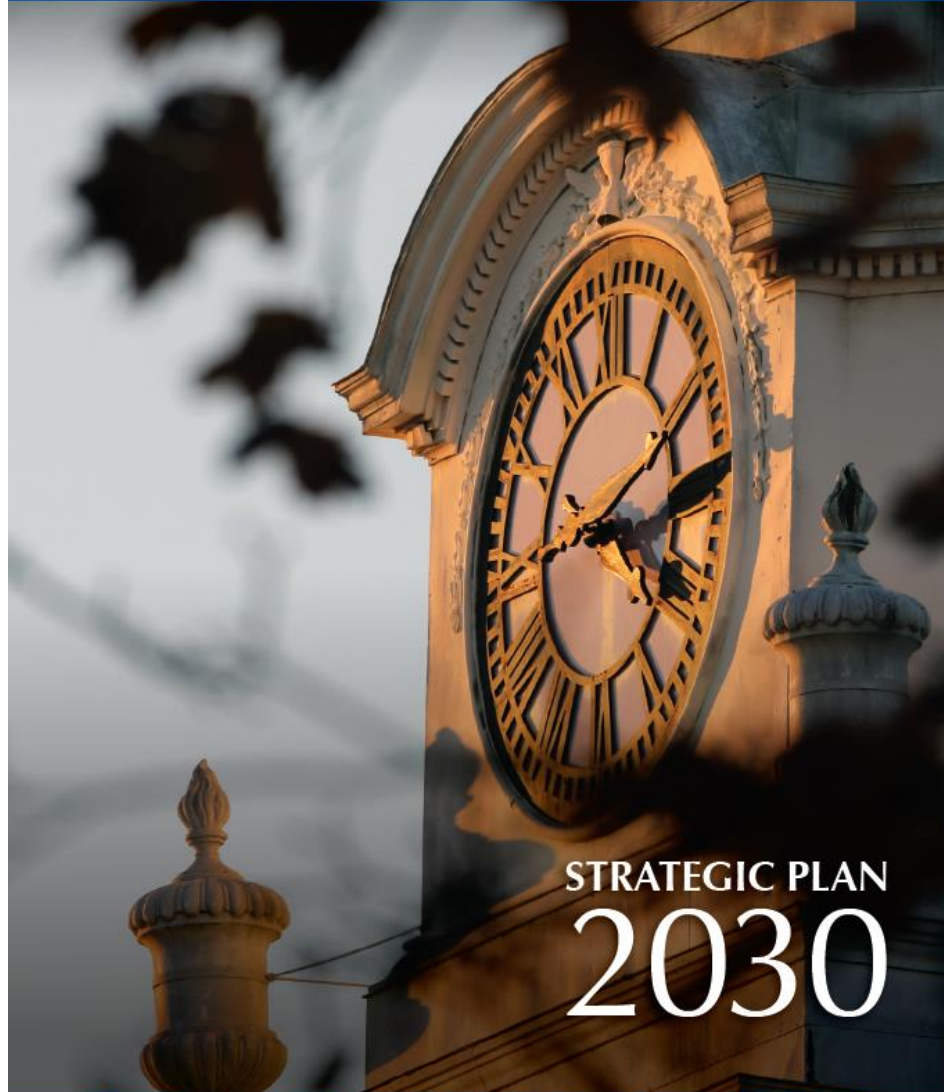
STRATEGIC PLAN
2030

CENTRAL CONNECTICUT STATE UNIVERSITY

ccsu.edu/strategicplan/

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**

Strategic Plan – Goals

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

Each Goal begins with a narrative, followed by key definitions

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.

INCREASING ACCESS TO HIGHER EDUCATION AND ENSURING STUDENT SUCCESS

ACCESS	ENGAGEMENT	FIRST-YEAR RETENTION RATE	STUDENT SUCCESS
Providing an equal opportunity to all individuals to take full advantage of a life-changing educational experience.	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.	The percentage of first-time, full-time students who began their educational career at CCSU in the fall and reenrolled the following fall.	Accomplishment of the desired educational and experiential goals that will equip students to become fully engaged citizens and successful professionals.

Strategic Plan – Structure

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
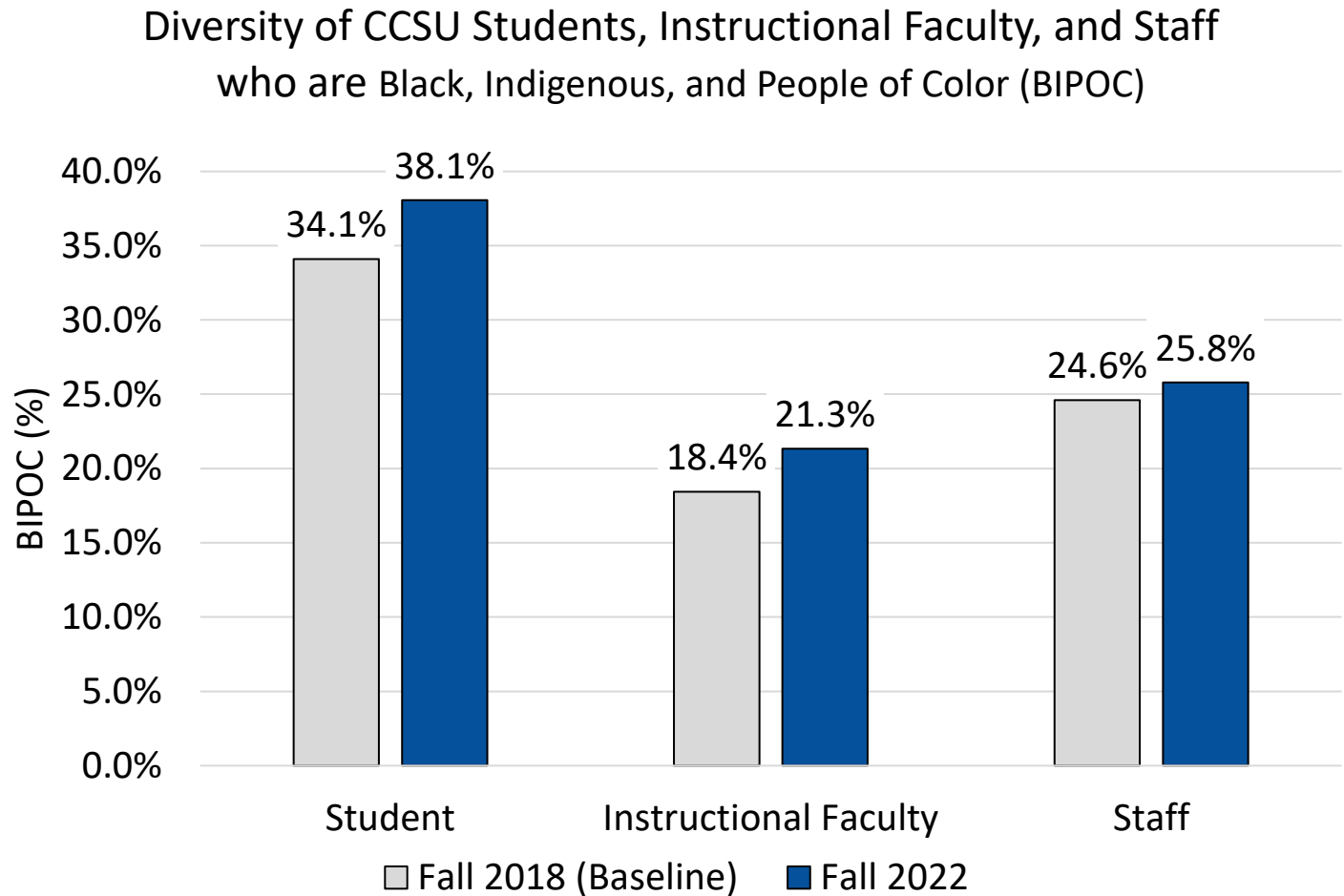
   A. Reengineer the Office of Community Engagement and develop a more comprehensive mission and organizational framework, building on the work of the Faculty Senate Community Engagement Committee.
   B. Establish an advisory board to guide community engagement priorities.
   C. Identify internal and external opportunities to fund community engagement activities and promote economic development.
   D. Assess the impact of community engagement initiatives to inform future activities.

Strategic Plan – Metrics

➢ **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**

Strategic Plan – Metrics

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)

Category	Fall 2018 (Baseline)	Fall 2022
Student	34.1%	38.1%
Instructional Faculty	18.4%	21.3%
Staff	24.6%	25.8%

BIPOC (%)

☐ Fall 2018 (Baseline) ■ Fall 2022

Source: OIRA Fact Book

Strategic Plan – Metrics

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**

Community Partner Feedback	Agree or Strongly Agree (%)
	AY2022-23
Our partnership with the campus is having a positive impact on my community.	82%
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.	36%

Source: New Community Partner Feedback survey

Questions????

Yvonne Kirby

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