

RESOLUTION

adopting

THE MISSION STATEMENT

OF THE CONNECTICUT STATE UNIVERSITY SYSTEM

December 12, 1997

WHEREAS, Section 10a-89 of the Connecticut General Statutes requires the Board of Trustees for the Connecticut State University System to develop the Mission Statement of the University System, and

WHEREAS, The existing Mission Statement of the Connecticut State University System was adopted by the Board of Trustees in its Resolution No. 92-85 on June 12, 1992, and approved by the Board of Governors for Higher Education in 1994, and

WHEREAS, A wide variety of groups has reviewed the current Connecticut State University System mission, and has developed a revised Mission Statement, therefore be it

RESOLVED, That the Board of Trustees of the Connecticut State University System hereby repeals Board Resolution No. 92-85 and adopts the attached Mission Statement of the Connecticut State University System, and be it

RESOLVED, That pursuant to Section 10a-6 of the Connecticut General Statutes the Chancellor of the Connecticut State University System is directed to submit the Mission Statement of the Connecticut State University System to the Board of Governors for Higher Education for its review and appropriate action.

A Certified True Copy:

William J. Cibes, Jr.
Chancellor

The Mission of the Connecticut State University System

The four comprehensive universities of the CSU System — Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University and Western Connecticut State University — educate students of all ages and socio-economic backgrounds from all racial and ethnic communities in Connecticut. We provide affordable, geographically accessible opportunities for active learning, leading to baccalaureate, graduate and professional degrees, as well as career advancement. Our graduates meet outcome standards which embody the competencies necessary for success in the workplace and in life.



Fulfilling the Mission

To fulfill this mission, we will implement our Strategic Plans to meet the academic and support needs of our students. We will provide education which is economically accessible to all Connecticut residents. We will particularly seek to acquaint those for whom higher education is not seen as a viable economic option with the benefits of study at CSU.

We will provide students an array of learning opportunities for achievement of measurable competencies and skills. In both classroom and experiential learning, we will emphasize problem solving, critical thinking and the ability to analyze data, use information technology and communicate clearly. Our graduates will possess content knowledge specific to their discipline or career and competencies that include the ability to work in teams, lead and manage, interact with people from different backgrounds and adhere to ethical standards. Our students will learn strategies for adapting to change and develop a commitment to lifelong learning.

The Connecticut State University System will forge strategic relationships with businesses and community organizations to develop fully the human capital within CSU and Connecticut. We will also develop partnerships to assist in the improvement of K-12 education and maintain our commitment to high standards as we fulfill our historic role and statutory responsibility to prepare educators for elementary and secondary schools.

ITEM

Connecticut State University System Mission Statement

BACKGROUND

The statutes charge the Board of Trustees, in part, to develop the mission statement for the Connecticut State University System. (CGS Sect. 10a-89) Pursuant to this authority, the Board adopted a mission statement in 1984, amended it in 1986, and completed a substantial revision in 1992. (Board Resolution #92-85) The Board of Governors for Higher Education accepted the revision in September 1994.

ANALYSIS

In May, 1997, the Commissioner of Higher Education informed us that the DHE review of mission, role and scope statements "should continue to be on a regular schedule," which according to DHE policy would require a review on a five year schedule: for CSU, that would apparently mean 1999 (five years after the 1994 approval). In October, 1997, however, the Board of Governors for Higher Education undertook to develop a strategic plan for higher education, consideration of which will require the constituent units to revamp their mission statements now.

Fortunately, CSU had already begun a process of revision. During the focused planning initiative in 1996-97, the Board of Trustees undertook to develop a revised mission statement, a statement which would set out in clear and memorable terms the responsibilities of the universities in the CSU System. Draft versions of a revised mission statement were reviewed by the Executive Committee of the Board at a retreat with the Presidents in the spring of 1997, by system office staff, by the Council of Presidents, and the Academic Affairs Committee of the Board during the ensuing months.

The recommended revision of our mission statement is ready for your consideration.

CSU's draft mission distinguishes it from the other constituent units in the following respects:

- CSU universities are not "research universities" in the classic sense. We focus on active student learning guided by the personal attention of excellent teachers, with Ph.D. and other terminal degrees, in small classes.
- CSU universities offer baccalaureate, graduate and professional degrees, as distinguished from the two-year programs offered by the Community Technical Colleges.
- CSU universities offer a comprehensive array of academic programs which are accessible to commuters throughout the state by virtue of the geographical locations of our institutions.
- CSU universities are engaged in defining performance standards, and are developing assessment procedures to measure student learning outcomes.

- CSU universities offer educational programs which are affordable to students from all socio-economic backgrounds. Our programs meet the needs of students, many who are the first generation in their family to attend college, from all age groups and all racial and ethnic communities. We focus on students from Connecticut, through programs which are designed to accommodate the needs of the part-time working student as well as the traditional needs of the full-time, residential student who wants the experience of living on campus.

CHANCELLOR'S RECOMMENDATION

Approve the Connecticut State University Mission Statement.

Becky - FYI

cc: Academic Aff.



Connecticut State University System

December 19, 1997

Dr. Andrew DeRocco
Commissioner
Department of Higher Education
61 Woodland Street
Hartford, CT 06105

Dear Commissioner DeRocco:

On December 12, 1997, the Board of Trustees for the Connecticut State University System approved the enclosed resolution adopting a revised mission statement for the System. I am pleased to transmit it to you for review and approval by the Board of Governors for Higher Education in accordance with the provisions of Sections 10a-89 and 10a-6 of the Connecticut General Statutes.

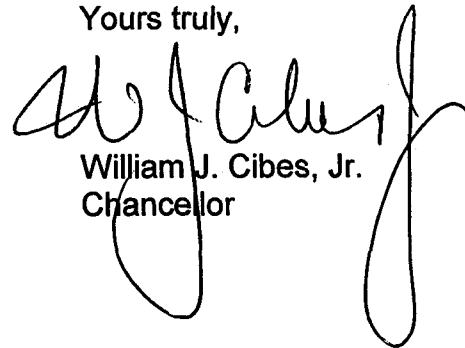
CSU's revised mission distinguishes it from the other constituent units of public higher education in the following respects:

- CSU's universities are not research universities in the classic sense. We focus on active student learning guided by the personal attention of excellent teachers, with Ph.D. and other terminal degrees, in small classes.
- CSU universities offer baccalaureate, graduate and professional degrees, as distinguished from the two-year programs offered by the Community-Technical Colleges.
- CSU universities offer a comprehensive array of academic programs which are accessible to commuters throughout the state by virtue of the geographical locations of our institutions.
- CSU universities are engaged in defining performance standards, and are developing assessment procedures to measure student learning outcomes.
- CSU universities offer educational programs which are affordable to students from all socio-economic backgrounds. Our programs meet the needs of students, many who are the first generation in their family to attend college, from all age

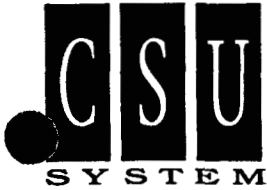
groups and all racial and ethnic communities. We focus on students from Connecticut, through programs which are designed to accommodate the needs of the part-time working student as well as the traditional needs of the full-time, residential student who wants the experience of living on campus.

If you have any questions about this mission statement, please contact me.

Yours truly,

A handwritten signature in black ink, appearing to read 'W. J. Cibes, Jr.', written in a cursive style.

William J. Cibes, Jr.
Chancellor



Connecticut State University System

BR#97-84



RESOLUTION

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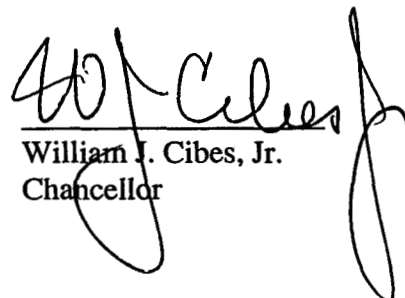
WHEREAS, The existing Mission Statement of the Connecticut State University System was adopted by the Board of Trustees in its Resolution No. 92-85 on June 12, 1992, and approved by the Board of Governors for Higher Education in 1994, and

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RESOLVED, That the Board of Trustees of the Connecticut State University System hereby repeals Board Resolution No. 92-85 and adopts the attached Mission Statement of the Connecticut State University System, and be it

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A Certified True Copy:


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Chancellor

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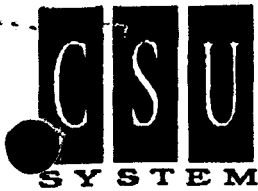


Fulfilling the Mission

To fulfill this mission, we will implement our Strategic Plans to meet the academic and support needs of our students. We will provide education which is economically accessible to all Connecticut residents. We will particularly seek to acquaint those for whom higher education is not seen as a viable economic option with the benefits of study at CSU.

We will provide students an array of learning opportunities for achievement of measurable competencies and skills. In both classroom and experiential learning, we will emphasize problem solving, critical thinking and the ability to analyze data, use information technology and communicate clearly. Our graduates will possess content knowledge specific to their discipline or career and competencies that include the ability to work in teams, lead and manage, interact with people from different backgrounds and adhere to ethical standards. Our students will learn strategies for adapting to change and develop a commitment to lifelong learning.

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Connecticut State University System



November 20, 1997

Dr. Andrew De Rocco
Commissioner
Department of Higher Education
61 Woodland Street
Hartford, CT 06105

Dear Commissioner De Rocco:

Pursuant to your request of October 31, we at CSU are pleased to provide the enclosed responses to questions concerning our plans for mission, role and scope revisions.

We support the efforts of the Board of Governors to develop a strategic plan for higher education in Connecticut. We stand ready to participate in the deliberations of the Board. We believe that the Board's decisions delineating the appropriate mission, role and scope for higher education units and institutions should reflect the combined - perhaps even negotiated - perspectives of all stakeholders, under the leadership of the DHE.

*General Background
material related
to CSU mission
Statement -*

Sincerely,

William J. Cibes, Jr.
Chancellor

DHE Questions for Mission Role and Scope: CSU Responses

The following responses are provided as *input* to what we presume will be a decision by the Board of Governors which delineates the appropriate mission, role and scope for each of the constituent units of public higher education and their individual institutions. That decision by the Board of Governors should reflect the combined – and perhaps negotiated – perspectives of all four constituent units. The statements here should be regarded as expressing only our current views about the future programs and services offered by the CSU universities.

We believe that the appropriate role and scope of our programs can be further delineated through a process in which CSU, UConn, the CCTCs and Charter Oak State College are brought together under the leadership of the DHE to resolve differences and points of contention.

Q1 *Place a check next to the statement that most accurately describes the status of your constituent unit mission statement as currently approved by the Board of Governors:*

- A1 The mission statement has not been changed and there are no current plans to change the statement
 The mission statement has changed and was formally modified by our Board of Trustees on _____ (date).
 The mission statement has not been formally changed, but proposals for change will be brought to our Board of Trustees by the December 12 meeting of our Board.
 The mission statement has not changed, but some changes are contemplated.

Q1.1 *Place a check next to the statement that most accurately describes the status of your institutional and/or branch role statements as currently approved by the Board of Governors:*

- A1.1 The role statements have not been changed and there are no current plans to change the statements.
 The role statements have changed and were formally approved by our Board of Trustees on _____ (date).
 The role statements for some of my institutions/branches were changed and were formally approved by our Board of Trustees as follows (given name and date):
 The role statements have not been formally changed, but proposals for change will be brought before our Board of Trustees in the summer or fall of 1998.
 The role statements have not changed, but some changes are contemplated.

- Q2** *What degree levels (i.e. associate, bachelor, and doctorate) do your institutions and/or branches currently offer and what degree levels are you planning to offer at each of your institutions and/or branches and in what time frame?*
- A2** Each of our CSU universities currently offers the baccalaureate degree and the masters degree. In addition, Central and Southern currently offer a 6th year certificate in selected programs. Western, Eastern and Southern each offer the associate degree. The CSU Board is currently studying the feasibility of offering a doctorate in education, an Ed.D. If offered, this would complement the existing degrees/certificates offered in our universities and align with our statutory "special responsibility for the preparation of personnel for the public schools of the state including master's degree programs and other graduate study in education."
- Q3** *Are you contemplating expansion of your service delivery operation (either credit or non-credit) to any new sites? If so, where and when?*
- A3** CSU universities continue to search actively for opportunities to make our educational resources available throughout Connecticut to meet the needs of the state, including the needs of priority economic development clusters, as determined by the Governor's initiative, and the "School to Career" competency requirements. By the nature of "demand-driven" credit and non-credit programs, this may mean that we will use off-campus facilities and distance learning technology.
- Q4** *Are you contemplating expansion of your service delivery operation (either credit or non-credit) within existing sites? If so, please specify.*
- A4** To meet the ever-changing needs of our traditional, non-traditional and "new traditional" students, the universities regularly review opportunities for creation of new, and expansion of existing, credit and non-credit programs. We cannot always anticipate the academic fields in which demand for our services will arise, but we currently are reviewing proposals for criminology, hospitality and tourism studies, information design and computer information technology.
- Q5** *How do your mission and role statements distinguish you from the other constituent units of higher education? How will this distinction be enhanced or diminished by the proposed changes you cited above?*
- A5** The current draft of our CSU mission statement, not yet approved by our Board of Trustees, is:

The four comprehensive universities of the CSU System – Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University and Western Connecticut State University – educate students of all ages and socio-economic backgrounds from all racial and ethnic communities in Connecticut. We provide affordable, geographically accessible opportunities for active learning, leading to baccalaureate and professional degrees, as well as career advancement. Our graduates meet outcome standards which

embody the competencies necessary for success in the workplace and in life.

CSU's draft mission distinguishes it from the other constituent units in the following respects:

CSU universities are not "research universities" in the classic sense. We focus on active student learning guided by the personal attention of excellent teachers, with Ph.D. and other terminal degrees, in small classes.

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CSU universities offer a comprehensive array of academic programs which are accessible to commuters throughout the state by virtue of the geographical locations of our institutions.

CSU universities are engaged in defining performance standards, and are developing assessment procedures to measure student learning outcomes.

CSU universities offer educational programs which are affordable to students from all socio-economic backgrounds. Our programs meet the needs of students, many who are the first generation in their family to attend college, from all age groups and all racial and ethnic communities. We focus on students from Connecticut, through programs which are designed to accommodate the needs of the part-time working student as well as the traditional needs of the full-time, residential student who wants the experience of living on campus.

Q6 *What five-year enrollment projections are you using in your current program and facility planning (overall and by institution/branch)?*

A6 CSU's enrollment projections based on demographic change are complemented by qualitative analysis which takes into account the aggressive efforts by each of our presidents to surpass the goal of 2% annual enrollment increases (for full-time students) established by our Board of Trustees. The actual results for Fall 1997 provide evidence that this goal is achievable.

Q7 *If you are projecting enrollment expansion, please specify at what levels (i.e., undergraduate, graduate, professional) and over what time period.*

A7 As indicated above, the CSU Board of Trustees has established the goal of 2% annual enrollment growth for full-time students. Each university has its own plan to achieve that goal which capitalizes on its own unique characteristics and strengths.

Q8 *If you are projecting enrollment expansion, do you anticipate changes in the mix of undergraduate versus graduate, resident versus non-resident, in-state versus out-of-state, or national versus international at any of your institutions or branches?*

- A8 CSU does not have a set policy regarding enrollment mix. As noted above, expansion depends on the university. In each case the mix is intended to preserve the quality teaching and learning currently offered. At present, no university has more than 9% of its students coming from out of state. This is consistent with the Trustees' goal to focus primarily on the Connecticut resident but at the same time invite students from all states and many countries to benefit from and contribute to the educational experiences at CSU.
- Q9 *Do you anticipate changes in selectivity and/or admission standards at any of your institutions or branches? If so, please explain.*
- A9 No. We anticipate that we will maintain our selective admissions standards, and we are working with the K-12 community to improve the ability of Connecticut's high school graduates to meet those standards. Our goal is to remain competitive within our pool of applicants and to ensure that students who are admitted can succeed academically and professionally.
- Q10 *Since the Board of Governors' review of low degree programs last year, have you terminated any programs? If so, how many and in what areas? If not, do you anticipate the termination of any programs in the next 12 months? If so, in what areas? (How are the terminations linked to your planning?)*
- A10 CSU has terminated three programs that no longer meet student needs (i.e., Physical Sciences, General, Vocational-Technical Education (BS & MS) and Office Administration). Other terminations are being planned. However, we do not agree that low degree productivity should be the sole criterion for program termination. A program with few graduates may well be essential to the overall education offered at a university. Each institution monitors its own programs in accordance with its own strategic plans, the needs of its market and the strategy of the CSU system overall.
- Q11 *Have you developed any plans for the integration of technologically mediated instruction or distance education? If so, please identify and discuss what courses or programs, where they will be offered, to whom and when. Do these changes affect your facility master plans in any way? If so, please explain.*
- A11 Technology is a major component of our strategic plan, and we have done extensive work at both the system and university level to integrate technology into our programs and services. The state has invested over \$17 million in providing an internal network for voice and data communication, and we are currently engaged in leveraging that investment by integrating information technology into the curriculum. Students now have access to CONSULS, a searchable catalog of the library resources throughout the system and the State Library, with provision for next-day interlibrary loan. Resident students have access to the Internet through the CSU network. Each university now has video-conferencing capability, which will make it feasible to offer interactive classes, for specialized or low-enrollment courses, among our universities. As we revise our master plans, the need to upgrade to "smart" classrooms and meeting rooms and to accommodate access to information technology must be included, but we

do not anticipate a lessening of demand for instructional space (since our facilities do not currently meet the demands of existing enrollment).

Q12 *Is remedial or developmental education part of your current service plan? If so, how has this changed over the last five years? Do you anticipate either expansion or contraction of these services over the next five years? If so, why?*

A12 Some of the students who meet our admissions standards require academic support services in mathematics and English, and we provide those services in order to ensure that our students will meet outcome standards. As noted above, we continue to work with the K-12 schools to address these needs and improve the performance of high school graduates. We also are engaged in assessing (with testing and placement data) the success of our academic support services, so that they may be redesigned to better serve student needs. Because we are committed to student retention and student success, it is likely that academic support services will be expanded.

Q13 *Are you anticipating or planning for increases in the level of sponsored research activities at any of your institutions or branches? If so, please elaborate.*

A13 Yes, we do anticipate increases in the level of sponsored research at all of our universities, primarily in applied research. Applied research complements extremely well our primary mission of providing opportunities for active student learning, under the guidance of scholarly professors.

Q14 *How would you characterize your current non-credit activity (service volume and program areas)? Do you anticipate any changes in the volume or offerings of non-credit programs? How will these changes affect your overall mission?*

A14 As contemplated in our strategic plans, we anticipate an increase in the number and breadth of non-credit programs to meet the needs of Connecticut's businesses, governments and other organizations.

Q15 *The Board of Governors and its newly forming Advisory Council will be interested in more specific list of programs offerings. Please be prepared by December 1, 1997 to (A) finalize with DHE the status of your current program inventory and (B) provide a detailed list (by CIP and Degree Level) of the programs you plan to introduce (within the next five years) by institutions and/or branch.*

A15 CSU universities have completed their review of the current program inventory with DHE. Details on future programs will be available as plans for these programs are made final.



Education that works

**COMMUNITY-TECHNICAL COLLEGES
CONNECTICUT**

DEPARTMENT OF

NOV 21 1997

HIGHER EDUCATION

November 20, 1997

**TO: COMMISSIONER ANDREW DE ROCCO
DEPARTMENT OF HIGHER EDUCATION**

FROM: BRUCE H. LESLIE, CHANCELLOR

SUBJ: BOARD OF GOVERNORS ADVISORY COUNCIL SURVEY

The attached answers are provided in response to your request for preliminary information on the plans of the Community-Technical Colleges with regard to alterations in college and system missions, program and service delivery, and enrollments.

I look forward to our meeting on Dec. 4

BOARD OF GOVERNORS SURVEY RESPONSES

#1.

A. The mission statement of the Community-Technical College System has changed and was formally modified by our Board of Trustees in March 1997. This statement is being forwarded to the Board of Governors under separate cover.

B. The role and scope statements have not changed but some changes are contemplated.

#2. The Community-Technical Colleges offer two-year associate degrees (associate in arts, associate in applied science) and shorter-term certificate programs

#3. Middlesex Community-Technical College, Middletown, has recently completed agreement with the Meriden Economic Development Corporation to become the educational delivery partner in MEDCO's downtown Meriden Center.

#4. Service delivery operations at existing sites are expected to expand to be responsive to any expansion of market demands.

#5. The role of the Community-Technical Colleges in providing 2-year associate degrees and certificates, transfer opportunities, career preparation and cooperative experiences, and lifelong learning through affordable, accessible, learner-centered institutions distinguishes them from other units of public higher education. The emphasis of the colleges on affordability, accessibility, and community alliances will continue to provide the philosophical foundation that will support any future development.

#6. The system is projecting 2% growth in enrollments per year over the next five years at each of the colleges in the system.

#7. Undergraduate

#8. No

#9. No. We plan to remain open admission institutions in concert with our mission.

#10. Terminated since January 1997

Automotive Mechanics Certification - Naugatuck Valley

Dataprocessing Technology - Capital

Nuclear Medicine Technology - Middlesex

Optical Applications Technology- Naugatuck Valley

Industrial Management and Supervision - Gateway

Industrial Robotics - Naugatuck Valley

Expected terminations:

Industrial Supervision - Quinebaug Valley

Industrial Management Technology - Three Rivers

#11. Fall of 1997 saw the initiation of compressed video course delivery at Asnuntuck, Northwestern Connecticut, and Quinebaug Valley Community-Technical Colleges. Master planning for the next five years includes expansion of this capacity to all twelve colleges and the exploration of additional distance learning capacity through the Connecticut Consortium for Educational Technology.

#12. Yes. Demand for developmental education has increased over the course of the last five years, a trend which is expected to continue during the next five years. The Community-Technical Colleges plan to continue to provide developmental education to students whose Basic Skills Assessment test scores reveal developmental needs in math or English.

#13. No.

#14. Based on increases in the number of certificates awarded during the proceeding three years, we have seen increased demand for these short-term certification programs and for short-term contract training requests from business and industry in every area of instruction. This is a trend we expect to continue, particularly in the area of information technology; any expansion of programming will most likely be in these areas. This will not affect our overall mission.

Questions for Mission Role and Scope

1) Enclosed you will find copies of your mission and role statements that have been officially approved by the Board of Governors. Please review them and respond to the following questions:

A) Place a check next to the statement that most accurately describes the status of your constituent unit mission statement as currently approved by the Board of Governors:

- The mission statement has not been changed and there are no current plans to change the statement
- The mission statement has changed and was formally modified by our Board of Trustees on _____ (date).
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- The mission statement has not changed, but some changes are contemplated.

B) Place a check next to the statement that most accurately describes the status of your institutional and/or branch role statements as currently approved by the Board of Governors:

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- The role statements for some of my institutions/branches were changed and were formally approved by our Board of Trustees as follows (given name and date):

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- The mission statement has not changed, but some changes are contemplated.

2. What degree levels (i.e. associate, bachelor, and doctorate) do your institutions and/or branches currently offer and what degree levels are you planning to offer at each of your institutions and/or branches and in what time frame?
3. Are you contemplating expansion of your service delivery operation (either credit or non-credit) to any new sites? If so, where and when?
4. Are you contemplating expansion of your service delivery operation (either credit or non-credit) within existing sites? If so, please specify.
5. How do your mission and role statements distinguish you from the other constituent units of higher education? How will this distinction be enhanced or diminished by the proposed changes you cited above?
6. What five-year enrollment projections are you using in your current program and facility planning (overall and by institution/branch)?
7. If you are projecting enrollment expansion, please specify at what levels (i.e. undergraduate, graduate, professional) and over what time period?
8. If you are projecting enrollment expansion, do you anticipate changes in the mix of undergraduate versus graduate, resident versus non-resident, in-state versus out-of-state, or national versus international at any of your institutions or branches?
9. Do you anticipate changes in selectivity and/or admission standards at any of your institutions or branches? If so, please explain.
10. Since the Board of Governors' review of low degree programs last year, have you terminated any programs? If so, how many and in what areas? If not, do you anticipate the termination of any programs in the next 12 months? If so, in what areas? (How are the terminations linked to your planning?)
11. Have you developed any plans for the integration of technologically mediated instruction or distance education? If so, please identify and discuss what courses or programs, where they will be offered, to whom and when. Do these changes affect your facility master plans in any way? If so, please explain.
12. Is remedial or developmental education part of your current service plan? If so, how has this changed over the last five years? Do you anticipate either expansion or contraction of these services over the next five years? If so, why?
13. Are you anticipating or planning for increases in the level of sponsored research activities at any of your institutions or branches? If so, please elaborate.

14. How would you characterize your current non-credit activity (service volume and program areas)? Do you anticipate any changes in the volume or offerings of non-credit programs? How will these changes affect your overall mission?

15. The Board of Governors and its newly forming Advisory Council will be interested in more specific list of programs offerings. Please be prepared by December 1, 1997 to (A) finalize with DHE the status of your current program inventory and (B) provide a detailed list (by CIP and Degree Level) of the programs you plan to introduce (within the next five years) by institutions and/or branch.

U N I V E R S I T Y O F

• CONNECTICUT

OFFICE OF THE CHANCELLOR AND PROVOST FOR UNIVERSITY AFFAIRS

December 2, 1997

Mr. John Walters
Department of Higher Education
61 Woodland St.
Hartford, CT 06105

Dear John:

Enclosed is a revision of the University of Connecticut's response to the DHE planning questions. This version contains the very preliminary list of new programs which might be considered for approval in the next five years.

Please do not hesitate to contact me should you have any questions on this material.

Sincerely,



Fred Maryanski
Vice Chancellor

attachment

cc: P. Austin
A. DeRocco
M. Emmert
V. Lewis

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*An Equal Opportunity Employer*

1. A. The mission statement of the University of Connecticut was modified by the Board of Trustees when it adopted the University's strategic plan in February 1995. The University of Connecticut's mission statement appears in the attachment.

1. B. At their April 1997, the Board of Trustees of the University of Connecticut adopted a role statement for its regional campuses and endorsed the recommendations of the Strategic Planning Task Force on Regional Campuses. A copy of that report is included as an attachment. Specific role and scope statements for each regional campus will be presented to the Board of Trustees at their February 1998 meeting.

2. The University of Connecticut offers Bachelors, Masters, and Doctoral degrees. All degrees are conferred by the University not by a specific campus. At the present time, students complete programs of study leading to the following levels of degrees at each of the University campuses -

Storrs - Associates (Ratcliff Hicks only), Bachelors, Masters, Doctorate

Farmington - Masters, Doctorate

Avery Point - Bachelors, Masters, Doctorate

Hartford - Bachelors, Masters, J.D.

Stamford - Bachelors, Masters, Doctorate

Torrington - Bachelors

Waterbury - Bachelors

By creating the Tri-Campus collaborative, students at Hartford, Torrington, and Waterbury will share in degree programs at all three campuses. A doctorate in Social Work could possibly be added at the Hartford campus in the next few years. The Law School is not included in Tri-Campus programming.

3. The University of Connecticut is not contemplating expansion of service delivery operation to any new campuses with the possible exception of the offering doctoral programs in Social Work at the Hartford campus.

4. The regional campus strategic plan specifies the path upon which the regional campuses expect to evolve over the next ten years. The plan calls for a redirection and focusing of resources in accordance with our mission statement in order to fulfill statutory mission of educating youth whose parents are citizens of this state.

5. The University of Connecticut serves as the flagship for higher education and the sole doctoral degree granting public institution in the state. The University serves as a center for research, dedicated to excellence in higher education and fulfillment of its land grant status. We are committed to meeting the educational needs of our undergraduate, graduate, professional and continuing education students and providing our faculty with the means to develop their intellectual capability through teaching, research, and interaction with society. Through the integration of teaching, research, and service, we shall provide an outstanding educational experience for each student. The forthcoming

modifications to the roles of the regional campuses are intended to move the regional campuses closer to the main campus by clarifying that the University has a single mission executed by a single faculty located at multiple sites. These modifications will enhance the ability of the University to fulfill its mission statement as approved by the Board of Trustees and its statutory mission. All of the proposed program changes will fall within the historical mission of the University, i.e. scientific and classical studies, agriculture and the mechanic arts, liberal and practical education, and professional degrees appropriate to the courses prescribed by its Board of Trustees. Hence, the mission and role of the University of Connecticut should be more clearly distinguished from its sister institutions in the state.

6. Our undergraduate enrollment projections for the University of Connecticut, inclusive of Storrs and the five regional campuses, are to realize an overall 5% growth of freshman enrollment in each of the next two years. Planning is currently underway to determine the appropriate projections for years three, four, and five.

7. The projected 5% enrollment expansion for each of the next two years will occur primarily at the undergraduate level. Modest growth can be expected at the graduate and professional levels.

8. The projection of increased undergraduate enrollment in the next two years will place our resident population close to the maximum number which the Storrs campus could accommodate given the expansion of South Campus and the scheduled renovations for other resident complexes. We are currently studying growth issues beyond year two and will set goals at a later date. Out of state freshman enrollment is projected for modest growth in the next two years. A 2% growth in out of state enrollment for each of the next two years is a reasonable objective. Enrollment of international students is expected to remain stable.

9. Selectivity and admissions standards are projected to remain stable with perhaps a slightly higher standard for the next year. We project a gradual change over the next five years where our admissions standards will be increasingly competitive as reflected in SAT scores and class rank.

10. The University of Connecticut has recently eliminated the Russian program and the Doctorate in Higher Education Administration. Programs are terminated when concentrating the resources of a school or college in the areas of highest priority prevent staffing of certain programs at a level to enable continuance at the proper level of quality. Those decisions are made in the context of the University's strategic planning process and its resource reallocation procedures.

11. All University of Connecticut campuses are linked via 2-way voice/video networks and data networks. Many courses are offered via televisions or supplemented by computer mediated instruction. No degree programs are offered fully or even

predominately via technology mediated instruction, nor are there plans to do so. All facility master plans include integrated voice/data/video infrastructure support.

12. Development education occurs through the University's Center for Academic Programs which provides support for qualified first generation college students. A pilot program of utilizing the remedial capabilities of the Community-Technical Colleges will begin between UConn-Stamford and Norwalk Community-Technical College.

13. The University is reshaping its research infrastructure with the recent creation of the position of Vice Provost for Research and Graduate Education and the establishment of a new Technology Transfer Office. The University has established goals of increasing efficiency in research administration and becoming more aggressive in seeking research opportunities, particularly with Connecticut industry.

14. The University of Connecticut's non-credit activities have traditionally covered a wide range of areas with well established programs in agricultural extension, real estate, insurance, business, public administration, labor education, and international government. The CITI program in Stamford will include an information technology focused professional development program. The University's non-credit programming is an embodiment of the University's public service mission.

15. A. A Draft of our program inventory has been submitted under a separate cover.
B. The proposals for the following degrees may be considered in the next five years. This list has not been endorsed by the University's Board of Trustees and is subject to change.

- Ph. D. Allied Health (Storrs)
- Ph. D. Natural Resources (Storrs)
- Ph. D. Social Work (Hartford)
- Doctorate Audiology (Storrs)
- Masters Computer Science (Stamford)
- Masters Economics (Stamford)
- Masters Liberal Studies (all campuses)
- Masters Social Work (Stamford)
- Masters Survey Research (Stamford and Storrs)
- Bachelors/Masters Education (Stamford)
- Bachelors Business (Stamford)
- Bachelors Coastal Studies (Avery Point)
- Bachelors Communications Sciences (Stamford)
- Bachelors Computational Mathematics (Tri-Campus)
- Bachelors Economics (Tri-Campus)
- Bachelors English (Tri-Campus)
- Bachelors Environmental Studies (Stamford, Tri-Campus)
- Bachelors History (Tri-Campus)
- Bachelors Sociology (Tri-Campus)
- Bachelors Urban Studies (Tri-Campus)

Bachelors Women's Studies (Stamford, Tri-Campus)

N/fred/dheplan

State of Connecticut



CHARTER OAK STATE COLLEGE

Board for State Academic Awards

November 25, 1997

DEPARTMENT OF
DEC 1 1997
HIGHER EDUCATION

Andrew De Rocco
Commissioner
DHE
61 Woodland Street
Hartford, CT 06105-2391


Dear Andrew:

Enclosed is a copy of Charter Oak State College's response to the Mission & Role questions. I apologize for the lateness of this information. The letter was separated from the questions and I was using the December date in the last question as the due date.

As indicated in the response, the Board for State Academic Awards will be considering some changes in the College's Mission & Role statements to clarify our role in technology-mediated learning. I am enclosing a copy of our current Mission & Role statements and anticipate the Board will take action in March. I would be happy to share drafts if that would be helpful.

I look forward to participating actively in the Board of Governors' study.

Sincerely,


Merle W. Harris
President

Enclosures

Questions for Mission Role and Scope

1) Enclosed you will find copies of your mission and role statements that have been officially approved by the Board of Governors. Please review them and respond to the following questions:

A) Place a check next to the statement that most accurately describes the status of your constituent unit mission statement as currently approved by the Board of Governors:

- The mission statement has not been changed and there are no current plans to change the statement
- The mission statement has changed and was formally modified by our Board of Trustees on _____ (date).
- The mission statement has not been formally changed, but proposals for change will be brought to our Board of Trustees by 3/19/98 (date or general time period).
- The mission statement has not changed, but some changes are contemplated.

B) Place a check next to the statement that most accurately describes the status of your institutional and/or branch role statements as currently approved by the Board of Governors:

- The role statements have not been changed and there are no current plans to change the statements.
- The role statements have changed and were formally approved by our Board of Trustees on _____ (date).
- The role statements for some of my institutions/branches were changed and were formally approved by our Board of Trustees as follows (given name and date):

- * The role statements have not been formally changed, but proposals for change will be brought before our Board of Trustees by 3/19/98 (date or general time period).
- The mission statement has not changed, but some changes are contemplated.

2. What degree levels (i.e. associate, bachelor, and doctorate) do your institutions and/or branches currently offer and what degree levels are you planning to offer at each of your institutions and/or branches and in what time frame?

Charter Oak State College offers associate and bachelor's degrees. Four years ago we discussed developing a master's degree but the decision was made that the resources were not available to take that step. With the ability to use technology to provide a distance program, this may be examined again within the next two years.

3. Are you contemplating expansion of your service delivery operation (either credit or non-credit) to any new sites? If so, where and when?

Not applicable

4. Are you contemplating expansion of your service delivery operation (either credit or non-credit) within existing sites? If so, please specify.

Not applicable

5. How do your mission and role statements distinguish you from the other constituent units of higher education? How will this distinction be enhanced or diminished by the proposed changes you cited above?

The distinguishing factors in our mission and role statements are that the college offers alternative opportunities for adults to earn degrees, that the College has no residency requirement and that the college does not provide campus-based instruction but offers learning opportunities through independent guided study and computer-mediated courses as two of many ways for students to earn credit.

6. What five-year enrollment projections are you using in your current program and facility planning (overall and by institution/branch)?

The goal established in 1996 was to grow about 4% a year to reach 1510 students by the year 2000. A recently appointed Enrollment Planning Committee is examining this goal and progress to date and should make its recommendations to the Board for State Academic Awards in March.

7. If you are projecting enrollment expansion, please specify at what levels (i.e. undergraduate, graduate, professional) and over what time period?

The growth expected is at both the associate and bachelor's levels.

8. If you are projecting enrollment expansion, do you anticipate changes in the mix of undergraduate versus graduate, resident versus non-resident, in-state versus out-of-state, or national versus international at any of your institutions or branches?

The growth in enrollment over the past five years has been from an increase in non-resident students. Our resident enrollment has remained stable. We expect both to increase but expect a higher rate of increase in non-resident enrollment.

9. Do you anticipate changes in selectivity and/or admission standards at any of your institutions or branches? If so, please explain.

No

10. Since the Board of Governors' review of low degree programs last year, have you terminated

any programs? If so, how many and in what areas? If not, do you anticipate the termination of any programs in the next 12 months? If so, in what areas? (How are the terminations linked to your planning?)

Not applicable

11. Have you developed any plans for the integration of technologically mediated instruction or distance education? If so, please identify and discuss what courses or programs, where they will be offered, to whom and when. Do these changes affect your facility master plans in any way? If so, please explain.

We plan to increase the delivery of technologically-mediated learning opportunities. This will be through the development of our own courses and through our work with the Connecticut Distance Learning Consortium. Ideally, we hope that online courses are available from Connecticut institutions to complete a bachelor's degree through Charter Oak. We are interested in asynchronous delivery; and therefore, this will not affect our facility requirements.

12. Is remedial or developmental education part of your current service plan? If so, how has this changed over the last five years? Do you anticipate either expansion or contraction of these services over the next five years? If so, why?

We do not plan to offer remedial or developmental education.

13. Are you anticipating or planning for increases in the level of sponsored research activities at any of your institutions or branches? If so, please elaborate.

Not applicable.

14. How would you characterize your current non-credit activity (service volume and program areas)? Do you anticipate any changes in the volume or offerings of non-credit programs? How will these changes affect your overall mission?

We have had requests to provide technologically-mediated non-credit courses. This option is being explored.

Mission

Charter Oak State College & Board for State Academic Awards

The Board for State Academic Awards, established in 1973 by the Connecticut General Assembly, provides diverse and alternative opportunities for adults to earn degrees. The Board accomplishes its mission through Charter Oak State College. Relying on the judgment of professional educators, the Board validates learning acquired through examinations, independent study, work experience, noncollegiate-sponsored instruction, and traditional study. The Board seeks to

- (1) offer coherent, college-level curricula and degree programs which incorporate transfer credit, examinations, and other methods of credit and competency validation;
- (2) develop valid and reliable tests and other methods to evaluate and assess experiential and extracollegiate learning as alternatives to classroom study;
- (3) provide access to educationally sound learning through a variety of means including video, computer- and other electronically-mediated technologies;
- (4) inform and guide the public about opportunities for earning credentials by alternative means;
- (5) provide testing and credit banking services, and information regarding such services, to the public;
- (6) extend access to higher education to all adults who demonstrate the ability to perform on the collegiate level and to foster the enrollment and graduation of diverse populations; and
- (7) encourage innovation in meeting the needs of adult learners and to serve as an advocate for adult learners in higher education.

In all of its activities, the Board for State Academic Awards rigorously upholds standards of high quality and seeks to inspire adults with the self-enrichment potential of nontraditional higher education.

ROLE & SCOPE

Charter Oak State College

The Board for State Academic Awards, established in 1973, grants degrees through Charter Oak State College. As a nontraditional college, Charter Oak is designed to provide adults with an alternate means to earn degrees that are of equivalent quality and rigor to those earned at other accredited institutions of higher learning. Therefore, the College collaborates with and complements the missions of other Connecticut colleges and universities.

Charter Oak State College awards four degrees: the Associate in Arts, the Associate in Science, the Bachelor of Arts and the Bachelor of Science. These degree programs enable students to meet career and personal goals. The content of the bachelor's degree programs is structured to provide the foundations needed for advanced study since a large number of Charter Oak State College alumni continue their education in graduate school. Enrollment is open to any adult who demonstrates college-level achievement. The College endeavors to recognize the diversity and achievements of its entire community.

Recognizing that learning takes place in many forms, Charter Oak State College provides a flexible approach to higher education. There is no residency requirement, and academic credit may be awarded for course work completed successfully at other accredited institutions, academic instruction sponsored by noncollegiate organizations, military service evaluations, independent guided study courses offered by Charter Oak and other colleges, testing, portfolio assessment, contract learning, and for learning acquired through many licensure and certification programs.

Charter Oak State College has no campus and offers no classroom instruction, but assists its students through a variety of academic support services including program planning, testing, and evaluation. The College also provides testing and credit banking services and information regarding other educational opportunities and services to the public. The College recruits qualified faculty and other experts to assess academic achievement in areas not measured by standardized tests and to serve as mentors to assess achievement in programs such as guided independent study, contract learning, and practica. To enhance its ability to facilitate the success of a diverse student population, the College actively seeks to identify professional educators who themselves reflect an awareness of the impact of broad and diverse experience.

The Center for Innovation in Adult Learning (CIAL) is the College's educational research, program development, and service component. As such, the Center for Innovation in Adult Learning seeks to

- (1) provide mechanisms to identify, evaluate and formally recognize experiential and extracollegiate learning regardless of how or where such learning is acquired;
- (2) develop valid and reliable academic tests;

- (3) assist sponsored instructional programs such as those offered by business and industry to meet collegiate standards of learning and course evaluation; and
- (4) assist in the development and coordination of independent study materials, alternate learning pathways, and other projects in research and development that fulfill the mission of the College.

Charter Oak State College conducts institutional research and assessment to monitor and evaluate the progress and success of its students, graduates, and programs, including the projects of the Center for Innovation in Adult Learning. The College uses the results of these assessments to evaluate its effectiveness and to make changes that respond to student, institutional, and societal needs. Charter Oak State College also assists other Connecticut colleges or universities seeking to provide their students with alternate ways to validate college-level learning.