

Central Connecticut State Univ.

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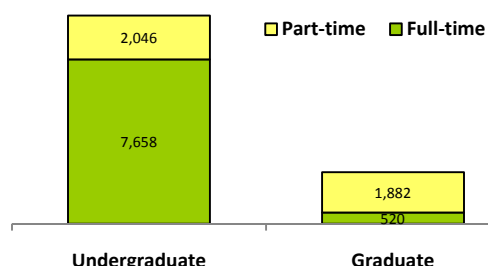
Central Connecticut State University is a regional, comprehensive public university dedicated to learning in the liberal arts and sciences and to education for the professions. Comprising five schools—Arts & Sciences, Business, Education & Professional Studies, Engineering & Technology, and Graduate Studies—CCSU offers undergraduate and graduate programs through the Master's and sixth-year levels and the Ed.D. in Educational Leadership. Committed to offering Connecticut citizens access to distinctive academic programs of high quality, the University is also a responsive and creative intellectual and economic resource for the people and institutions of our state's Capitol Region.

Student Characteristics (Fall 2007)

[More](#)

TOTAL NUMBER OF STUDENTS 12,106

Student Level and Enrollment Status



UNDERGRADUATE PROFILE

Total 9,704

Gender

Women	4,795	49%
Men	4,909	51%

Race/Ethnicity

African American / Black	750	8%
American Indian / Pacific Islander	37	0%
Asian / Pacific Islander	250	3%
Hispanic	541	6%
International	148	2%
White	7,258	75%
Race/Ethnicity Unknown	720	7%

Geographic Distribution (Degree-Seeking)

Connecticut	94%
Other US States and Territories	5%
Other Countries	2%

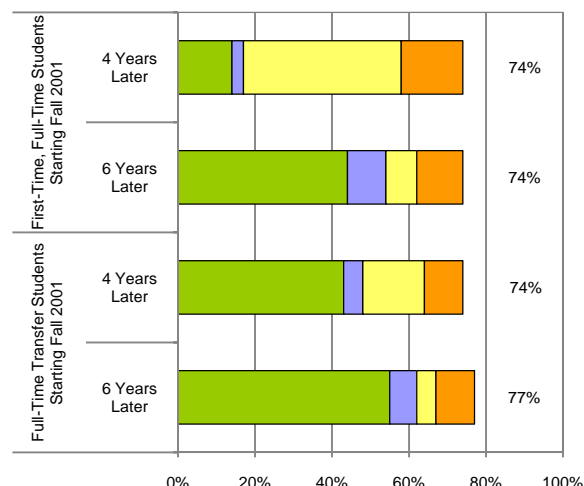
Age (Degree-Seeking)

Average Age	23
Percent of Undergraduates Age 25 or Older	16%

Undergraduate Success & Progress Rate

[More](#)

■ Graduated from CCSU
■ Graduated at Another Institution
■ Still Enrolled at CCSU
■ Still Enrolled at Another Institution



A 65% four-year success and progress rate means that 65% of students starting in Fall 2001 either graduated or are still enrolled at a higher education institution four years later.

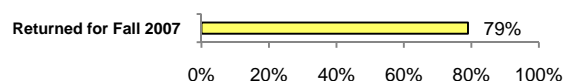
Counts for the Fall 2001 entering class shown in the graph above.

- 1,272 Full-Time, First-Time Students
- 624 Full-Time Transfer Students

[For Detailed Success and Progress Rate Tables](#)

[CLICK HERE](#)

Retention of Fall 2006 First-Time, Full-Time Students



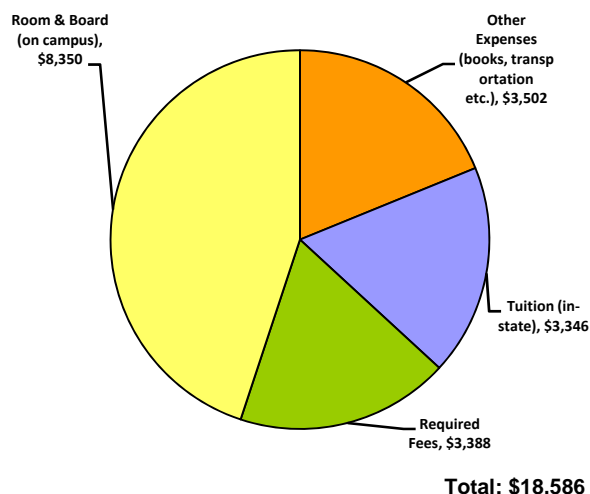
COLLEGE PORTRAIT

A Voluntary System of Accountability
(VSASM)

ONE OF THE STRENGTHS OF U.S. HIGHER EDUCATION IS THE BROAD RANGE OF DIVERSE INSTITUTIONS, EACH WITH ITS OWN DISTINCTIVE MISSION. COLLEGE STUDENTS HAVE THE OPPORTUNITY TO SELECT THE INSTITUTION THAT IS THE BEST MATCH FOR THEIR INTERESTS, ABILITIES, AND GOALS. WE PRESENT THIS INFORMATION TO HELP STUDENTS AND THEIR FAMILIES BETTER UNDERSTAND HOW COLLEGES ARE ALIKE IN SOME WAYS, DIFFERENT IN OTHERS. THE ITEMS IN THE COLLEGE PORTRAIT WERE SELECTED BASED ON RECOMMENDATIONS FROM MANY FOCUS GROUPS AS WELL AS EXPERTS IN HIGHER EDUCATION. WHILE THESE ITEMS WILL GIVE YOU VALUABLE INSIGHT INTO COLLEGE LIFE, THEY WILL NOT CAPTURE THE FULL RANGE AND RICHNESS OF THE EXPERIENCE. WE ENCOURAGE YOU TO CHECK OUT COLLEGE WEB SITES AND VISIT CAMPUSES TO GET A MORE COMPLETE PICTURE OF THE OPPORTUNITIES AVAILABLE TO YOU.

Costs of Attendance and Financial Aid [More](#)

Typical Undergraduate Costs per Year Without Financial Aid (Full-Time, In-State Students)



[CLICK HERE](#) for typical out-of-state costs and any discipline-specific tuition

The cost to attend CCSU varies based on the individual circumstances of students and may be reduced through grants and scholarships.

[CLICK HERE](#)
To get a cost estimate for students like you!

Financial Aid Awarded to Undergraduates

Overall Financial Aid

- 51% of Fall 2006 full-time undergraduates received financial aid of some type (including loans); their average financial aid award for the year was \$6,654.

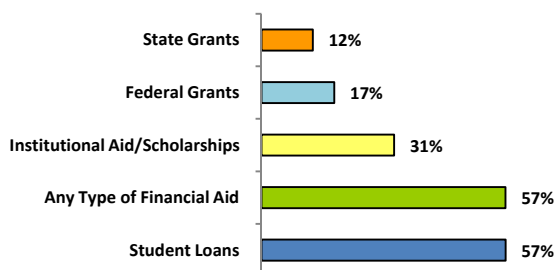
Annual Need-Based Scholarships & Grants

- 36% of Fall 2006 full-time undergraduates received family income-based grants or scholarships; their average award for the year was \$3,714.

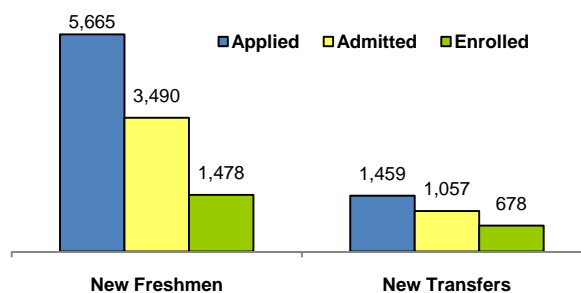
Annual Need-Based Loans

- 43% of Fall 2006 full-time undergraduates received loans (not including parent loans); their average loan amount was \$3,883..

Percent of Fall 2006 First-Time Students Receiving Each Type of Financial Aid



Undergraduate Admissions [More](#)



Test(s) Required for Admission: SAT (ACT may substitute)

Middle 50% of Test Score Range

	ACT	SAT
Math	NA	460-560
Critical Reading	NA	460-540
Writing	NA	460-540

50% of admitted students have test scores within the ranges listed, 25% have scores above, and 25% have scores below.

Percent in top 25% of High School Graduating Class 25%

Percent in top 50% of High School Graduating Class 66%

Average High School GPA (4-point scale) Not avail

Degrees and Areas of Study [More](#)

Degrees Awarded at CCSU in 2006-07

Bachelor's	1,572
Master's	574
Doctoral	17
Total	2,163

Areas of Study with the Largest Number of Undergraduate Degrees awarded in 2006-07

Business/Management/Marketing	29%
Education	12%
Social Sciences	12%
Psychology	10%
All other degree areas	37%
Total	100%

[CLICK HERE](#) for a list of undergraduate and graduate programs

The CCSU Community

Statement on the CCSU Community. [Example statement from VSA: Student Success is not just our name, but our mission and our goal. With 25 departments and offices, over 1000 employees and an additional 1800 student employees, Student Success is a comprehensive student services organization at State University. We provide a variety of services and programs to assist students in the classroom, and out of the classroom. Because student success starts in the classroom, our offices and departments provide a variety of services and programs that enable students to excel academically. From new student orientation to registering for classes, academic advising and the writing center, programs are designed to assist you in making the most of your academic career. Student Success extends beyond the classroom, and many of our departments focus on providing you with opportunities to be active as a key member of the Fighting Chicken Community. Become involved in our residence halls, Greek organizations, student organizations and activities, and to take advantage of the many, many opportunities available to you here at State U.]



Study at CCSU

[More](#)

Classroom Environment

Students per Faculty	16 to 1
Undergraduate classes with fewer than 30 students	79%
Undergraduate classes with fewer than 50 students	99%

Full-Time Instructional Faculty

Total Faculty	432
% Women	45%
% from Minority Groups	16%
% with Highest Degree in Field	70%

Carnegie Classification of Institutional Characteristics

Basic Type

Master's Colleges and Universities (larger programs)

Size and Setting

Medium four-year, primarily nonresidential

Enrollment Profile

High undergraduate

Undergraduate Profile

Full-time four-year, selective, higher transfer-in

Undergraduate Instructional Program

Balanced arts & sciences/professions, some graduate coexistence

Graduate Instructional Program

Postbaccalaureate comprehensive

NOTE:

Institutional classification based on Carnegie 2005 edition.

[CLICK HERE](#) for more information on the Carnegie Classifications.

Student Housing

[More](#)

56% of new freshmen live on campus

23% of undergraduates live on campus

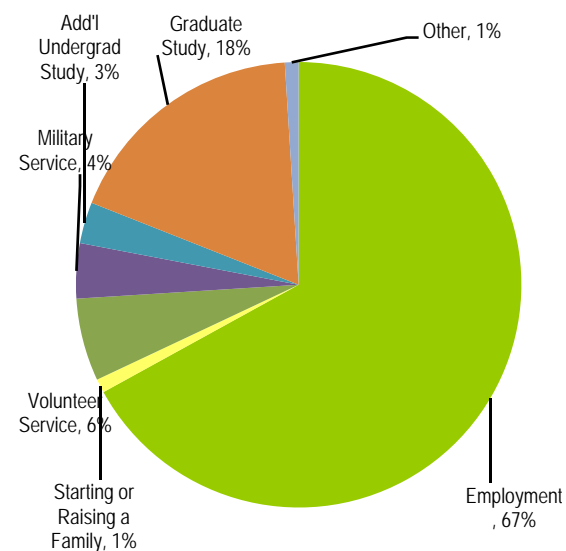
Campus Safety

[More](#)

Most parents today are concerned about the safety of their children when they are away from home. Likewise, those students who commute to our campus, our faculty, administrators and staff also want a safe and secure learning and working environment. Central Connecticut State University understands these concerns and is proud of its record in ensuring that people enjoy their time at CCSU as free as possible from threats to their safety and well-being. In 1999 CCSU's Police Department became the first university police department in Connecticut, and only the second in New England to achieve international recognition as an accredited police department. Within Connecticut, the Connecticut State Police, the UCONN Police and ten municipal police departments share this distinction.

[CLICK HERE](#) for Campus Crime Statistics Reports

Future Plans of 2006-07 Bachelor's Degree Recipients [EXAMPLE CHART]

[More](#)


[CLICK HERE](#)

for more information on survey administration, sample, and response rate

Student Experiences and Perceptions

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

[CLICK HERE](#) for examples of how CCSU evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2006 National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

[CLICK HERE](#) for information on survey administration, the survey sample, and the response rate.

[CLICK HERE](#) for information on the NSSE survey.

Group Learning Experiences

93% of seniors worked with classmates on a group project.

52% of seniors tutored or taught other students

15% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

Active Learning Experiences

78% of seniors spend at least 6 hours per week preparing for class.

14% of seniors worked on a research project with a faculty member.

49% of seniors participated in a n internship, practicum, or field experience.

48% of seniors participated in community service or volunteer work.

16% of seniors participated in study abroad.

94% of seniors made at least one class presentation last year.

Institutional Commitment to Student Learning and Success

92% of seniors believe CCSU provides support for student success

57% of seniors rate the quality of academic advising at CCSU as good or excellent

52% of seniors report that CCSU provides help in coping with work, family and other non-academic responsibilities

94% or seniors report working harder than they thought they could to meet an instructor's standards or expectations

Student Satisfaction

75% of seniors would attend CCSU if they started over again.

79% of seniors rate their entire educational experience as good or excellent.

77% of seniors report that other students are friendly or supportive.

Student Interaction with Campus Faculty and Staff

48% of seniors believed that the campus staff were helpful, considerate, or flexible.

92% of seniors believed that faculty are available, helpful, or sympathetic

94% of seniors report that faculty members provided prompt feedback on their academic performance

70% of seniors discussed readings or ideas with faculty members outside of class.

Experiences with Diverse Groups of People and Ideas

58% of seniors report that they often try to understand someone else's point of view

86% of seniors report their experience at CCSU contributed to their understanding people of other racial and ethnic backgrounds

51% of seniors often have serious conversations with students of a different race or ethnicity.

Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

Student Learning Assessment at State U

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State University is a major research university that emphasizes student learning and effective teaching and sustains a culture that views research and teaching as equally critical to the overall learning environment. State U uses a variety of assessment tools to guide the development and enhancement of the undergraduate learning environment. In particular, the general education assessment process has become part of the campus culture. Not only has it provided important campus-wide data on the extent to which undergraduate students meet university-wide general education goals, it has served as the basis for broad conversations about the depth and breadth of general education knowledge that a State U graduate should possess. Other examples of student success measures used as part of campus improvement initiatives include: assessment in the undergraduate major, academic program review, licensure pass rates, graduation and retention rates, and professional accreditation.

[CLICK HERE](#) for examples of student learning assessment and outcomes at State U

Pilot Project to Measure Core Learning Outcomes

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As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the 2005-06 results from the Collegiate Learning Assessment (CLA). Such general skills are applicable and useful for both career and personal success and are important outcomes of college regardless of a student's major. The CLA measures critical thinking, analytic reasoning and written communication using two different tasks -- a performance task and an analytic writing task.

[CLICK HERE](#) for a description of the CLA test.

[CLICK HERE](#) for information on test administration, the test sample, and the response rate.

Learning Gains Between Freshman Year and Senior Year

Performance Task

The increase in learning on the performance task is above what would be expected at an institution with students of similar academic abilities.

Analytic Writing Task

The increase in learning on the performance task is what would be expected at an institution with students of similar academic abilities.

Average Institutional Scores

	Freshman Score	Senior Score
Performance Task	1100	1350
Analytic Writing Task	1150	1250
CLA Score Range: 400 to 1600		

VSA participants report results from one of three learning outcomes instruments. Examples using all three are show for illustrative purposes.