



Developing a State of Minds

Connecticut State University System

BR#2000-13



RESOLUTION

establishing

PERFORMANCE ASSESSMENT

in the

CONNECTICUT STATE UNIVERSITY SYSTEM

April 6, 2000

WHEREAS, The development of performance indicators and measures in higher education is a national phenomenon which has impacted many university systems and their constituent units and provided a considerable experiential base and research-based literature, and

WHEREAS, Each constituent unit of higher education in the State of Connecticut has been mandated to develop accountability measures under the purview of the Higher Education Coordinating Council by Section 10a-11 of the General Statutes as amended by Public Act No. 99-285, and

WHEREAS, The Connecticut State University and its universities are committed to quality assurance through budgetary processes; systematic mission review, as reflected in the recent completion of Mission, Role and Scope revisions; and more than five years of pervasive and effective strategic planning and these activities have provided a solid foundation and experience with performance assessment, and

WHEREAS, The Connecticut State University System has acted in response to the statutory mandate and drawn on the knowledge accumulated regarding this phenomenon nationally by developing performance indicators, which have been submitted to the Board of Governors as mandated, and are prepared to report on these indicators to address legislative goals, therefore, be

RESOLVED, That the Board of Trustees for the Connecticut State University System expresses its support for the adoption of performance assessment as standard practice for all academic programs and service areas throughout the CSU System, and, be it further

RESOLVED, That the Board of Trustees for the CSU System shall assure the availability of sufficient resources and, the CSU Chancellor and the Presidents of the universities, in consultation with appropriate faculty, staff, administrative, and student groups, shall establish a time line and developmental process to institute performance assessment in the CSU system, in conformance with best practices established by experts in this field nationally and informed by appropriate benchmarking.

A Certified True Copy:

Lawrence D. McHugh, Chairman

**ITEM**

Establishing Performance Assessment in the Connecticut State University System

**BACKGROUND**

The development of performance indicators and measures in higher education is a national phenomenon that has impacted many colleges and universities across the United States. Some of this change has occurred voluntarily and is a natural consequence of increased concern for quality management in a variety of organizations. Change also has resulted, especially in the public sector, from the "re-inventing government" initiative. State mandates have varied with some prescribing a list of performance indicators, some prescribing categories but not specific indicators and some prescribing neither.

Each constituent unit of higher education in the State of Connecticut has been mandated to develop accountability measures under the purview of the Higher Education Coordinating Council (HECC) by Section 10a-11 of the General Statutes as amended by Public Act No. 99-285. Connecticut's action was mostly not prescriptive although six broad goals were prescribed and number of specific indicators, such as graduation rates, student financial aid and faculty productivity were encouraged for inclusion.

Through membership on the HECC and the Performance Measures Task Force established by DHE as well as internal consultation, the Connecticut State University System has acted in response to the statutory mandate and drawn on the knowledge accumulated regarding this phenomenon nationally by developing performance indicators, which, along with lists of comparative (peer) institutions for benchmarking purposes, have been submitted to the Board of Governors as mandated.

**ANALYSIS**

Under the leadership of the Board of Trustees, the Connecticut State University System is committed to quality assurance through budgetary processes; systematic mission review, as reflected in the recent completion of Mission, Role and Scope revisions; and more than five years of pervasive and effective strategic planning. These activities have provided a solid foundation and some experience with performance assessment. Building on this foundation, the universities need to prepare to report on the indicators for which information is available and to develop mechanisms to measure performance and then report on it for indicators regarding which information has not been previously collected. This effort will require substantial faculty involvement and considerable cost. The proposed policy declares the Board's support for the adoption of performance indicators and measures across the CSU System and charges the Chancellor and University Presidents to establish a process and a resource base to assure timely and effective completion of the effort.

**CHANCELLOR'S RECOMMENDATION**

Approve the establishment of Performance Assessment in the Connecticut State University System.