



THE CONNECTICUT STATE UNIVERSITY

P.O. Box 2008 • New Britain, Connecticut 06050 • (203) 827-7700

RESOLUTION

concerning

FIVE YEAR INSTITUTIONAL PLAN

for

CENTRAL CONNECTICUT STATE UNIVERSITY

September 13, 1985

RESOLVED, That, with the understanding that proposed changes are subject to periodic review and the annual budget process, the Trustees approve the attached five-year institutional plan for the years 1986-1987 to 1990-1991 for Central Connecticut State University.

A Certified True Copy:

Dallas K. Beal
President

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Central Connecticut State University
New Britain, Connecticut

Revised August, 1985

FIVE YEAR INSTITUTIONAL PLAN

I. Introduction

In June, 1978, Central developed a formal "Five Year Plan for College Development 1978-1983," which essentially has guided all planning activities since that time. This plan recognized that Central has a dual responsibility to all students relative to academic programs. First, through general education courses and special projects emphasizing a concern for academic standards, the highest personal development of each student has been sought. Second, through a diversified range of specialized career programs, the preparation of each student for a useful life as a contributing member of society has been aided.

The implementation of the revised, innovative general education requirements (Modes of Thought), the stabilizing of total enrollments, the tremendous expansion of the Cooperative Education Program, the development of closer rapport with the business and industrial communities, positive gains in the average SAT scores and high school rank of incoming Freshmen, the approval and introduction of such varied new degree programs as Industrial (Technical) Management, Nursing and Educational Media, and the successful placement of graduates into attractive employment and/or highly regarded graduate schools, all attest to the success of the plan and adherence to its underlying principles.

In operation, this plan relied heavily on a School by School approach. Each of the five academic Schools at Central (Arts and Sciences, Business, Education and Professional Studies, Technology, and Graduate) developed plans to utilize most effectively its total resources to meet the needs of those students enrolled within each respective School. Each School was kept informed about shifting enrollment patterns, actual and potential budgetary restraints, the changing

educational plans and career goals of students, the increasingly apparent need for more specific career programs, and planned accordingly.

The implementation of these separate School plans and the establishment of appropriate compromises among them, their integration into an overall institutional plan, and the determination of a program/project priority listing were and will continue to be the responsibility of the President, the Vice-Presidents, the Cabinet, and the Council of Deans.

Planning is a continuous process which is essential to the fulfillment of this awesome responsibility and the approach started in 1978 will continue under this new and directed planning effort—the "Five Year Institutional Plan."

II. The Mission of The Connecticut State University

Central Connecticut State University is proud of its own individual institutional identity as a multi-purpose, comprehensive state university founded in 1849 as the New Britain Normal School, which now provides to the citizens of Connecticut relatively low-cost, high-quality, conveniently-accessible higher education opportunities in a wide range of teacher education, liberal arts, and career programs at the bachelor's, masters, and sixth-year levels.

We are also proud of our identity as one of the four campuses of The Connecticut State University (CSU) and we accept enthusiastically and fully our role in fulfilling the mission of CSU so well summarized by Governor William A. O'Neill on March 3, 1983:

"...I charge you, the Trustees, as well as the faculty and administration of The Connecticut State University, with the responsibility to pursue excellence in the preservation and advancement of knowledge, to respect freedom of speech and thought in all aspects of the academic process, to support our state's economy through instruction, research, and service, and—most important—to encourage Connecticut students of all ages, races, religions, national origins, and social conditions to develop their full potentials so that they may contribute more effectively to our society and live richer, fuller lives as individual human beings."

III. The Role of Central Connecticut State University

The extent to which the mission of the Connecticut State University is intimately related to Central's five year institutional plan can best be demonstrated by a careful comparison of Governor O'Neill's mission summary above and the following closing summary comment from Central's Role and Scope Statement which was adopted by the Board of Trustees on December 7, 1984.

"Summary Comment: In order to serve the citizens of Connecticut effectively and efficiently, Central's current and future role must have extensive scope. The role must be one which reflects favorably on the traditions of service to students and state; one flexible enough to adjust to changing goals and aspirations of students; one diverse enough to serve the state's changing economy through career programs, public service projects, and research; one sensitive enough to serve each student through general education courses aimed at the development of individual potential; and one humane enough to provide for unique needs through remedial courses, flexible scheduling, counseling, and job placement.

"This role and scope statement recognizes that Central Connecticut State University has a dual responsibility to all students relative to academic programs. First, through general education courses and special projects, coupled with a concern for academic standards, the highest personal development of each student will be sought. Second, through a diversified range of specialized career programs, the preparation of each student for a useful life as a contributing member of society will be aided.

"Finally, underlying this entire role and scope statement is acceptance of the value-added concept of quality. Such quality is demonstrated by the ability of an institution to add to the cognitive and other related competencies evidenced by students and thereby enable them to share more fully in the good life. The thrust of Central's role is to do just that."

Concepts such as academic standards, highest personal development, individual potential, serving the state's economy through career programs, public service projects and research, concern for all students, and their living fuller lives, common to both statements, form the very bases for this five year plan. These concepts are both the philosophical and pragmatic foundations for the activities

planned and decisions made.

It should be evident from our "Role and Scope Statement" that we believe Central is and will continue to be a fine institution. However, we also believe that the next five years must be a time of developing new strategies together if we are to maintain and improve the quality of our activities and services to our students and the state. We must be willing to renew our commitment to public higher education, to reassess our thinking, to re-define our institutional plan, and to coordinate more completely our individual contributions when confronting the real issues affecting Central.

IV. Enrollment Mix

One such real issue is the need to recognize and understand that enrollment trends at Central will directly determine the amount of state budgetary support received by us. Our institutional enrollment studies have revealed that the student mix is changing toward increasing part-time students and declining full-time students, while there are more transfer students and fewer Freshmen being enrolled. These findings have been analyzed in relation to the new budgetary formula and to their impact on the availability of resources and faculty positions. The total Central family will be made aware of these new findings and analyses and urged to contribute ideas about how this changing student enrollment mix can be best accommodated. We are convinced that we have not exhausted our collective ingenuities in addressing this issue. Awareness and concern are the keys to such action.

We are aware that enrollment, program quality, and the ability of Central to fulfill its role as part of the CSU mission are all interrelated. Empirical evidence has shown that the development and maintenance of a wide diversity of degree programs are essential to program quality and the attraction of adequate

student enrollments. We are concerned that the changing career goals of the total projected FTE annual enrollment of at least 8,700 students at Central through 1990 will require that a "critical mass" of degree programs and students be maintained to continue to serve all the businesses, industries, schools, and agencies in Connecticut who have demonstrated and will continue to demonstrate a desire for graduates of our University.

Such awareness and concern have keyed us to develop specific enrollment directed plans which will be constantly evaluated, refined, and put into action during the next five years. The list below is merely a sample of them.

1. To maintain the high quality of academic programs.
2. To maintain the diversity of academic programs.
3. To maintain relatively reasonable student tuition and fee charges.
4. To recruit increasing numbers of older students.
5. To recruit increasing numbers of minority students.
6. To increase the retention of enrolled students.
7. To persuade more Connecticut students to remain in-state for their university education.

Central is fortunate to have available a wealth of data on enrollment trends and enrollment history over the past five years upon which to consider our view of the near future. The following charts represent only a small part of the total information available. However, each chart can lead to the kinds of helpful conclusions provided under some of the charts.

Charts of Enrollment History—Central 1979-1984

1. Headcount Enrollment (including full and part-time students)

Fall Semester Enrollments only

	<u>Fall Semester</u>	<u>General Fund (Full-time)</u>	<u>Extension Fund (Part-time)</u>	<u>Total</u>
Undergraduates	79-80	6701	3185	9886
	80-81	6570	3442	10012
	81-82	6527	3648	10175
	82-83	6599	3755	10354
	83-84	6785	4109	10894
	84-85	6764	4189	10953
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Graduates	79-80	221	1954	2175
	80-81	238	2000	2238
	81-82	253	1979	2232
	82-83	249	1884	2133
	83-84	291	2024	2315
	84-85	249	2131	2380

Conclusion: That over the next five years, the headcount enrollments of full-time undergraduate students will decline, while the part-time undergraduates will increase. On the graduate level, both the full-time and part-time enrollments will increase slightly.

2. Full-time Equivalent (FTE) Enrollment (including full and part-time students)

Fall Semester Enrollments only

	<u>Fall Semester</u>	<u>General Fund (Full-time)</u>	<u>Extension Fund (Part-time)</u>	<u>Total</u>
Undergraduates	79-80	6537.27	1120.80	7658.07
	80-81	6344.93	1201.00	7545.93
	81-82	6392.00	1264.00	7656.00
	82-83	6420.00	1315.00	7735.00
	83-84	6631.33	1440.80	8072.13
	84-85	6436.00	1375.00	7811.00
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Graduates	79-80	204.67	614.42	819.09
	80-81	224.92	620.92	845.84
	81-82	238.00	618.00	856.00
	82-83	226.00	577.00	803.00
	83-84	257.75	624.75	882.50
	84-85	218.00	640.00	858.00

Conclusion: That the decline in full-time undergraduate students coupled with increasing student tuition and fee charges which will require more students to work concurrently with university attendance will combine to cause a greater decline in the total FTE enrollment figures in relation to the total headcount.

3. Total Headcount Enrollment by Age Group (combining full and part-time students enrolled in both funds)

Fall Semester Enrollments only

	<u>Age Groups</u>								<u>Total</u>
	<u>15-19</u>	<u>20-24</u>	<u>25-29</u>	<u>30-34</u>	<u>35-39</u>	<u>40-44</u>	<u>45-59</u>	<u>60+</u>	
1980	3492	3519	2084	1440	707	406	469	133	12250
1981	2794	3406	1486	1808	1274	758	416	465	12407
1982	2864	3253	1521	1778	1260	865	521	425	12487
1983	3291	4355	2012	1308	1035	556	501	151	13209
1984	3029	4726	1994	1389	965	546	541	143	13333

Conclusion: That the variety of extrapolations required to complete this chart makes this information less than appropriate as a base for any solid general conclusions. However, the figures for the Fall Semesters 1983 and 1984 are perhaps more accurate than the others and have been used cautiously to reach some conclusions: that the declining number of incoming, first-time Freshmen coupled with the increasing numbers of incoming transfer students resulted in the relatively large decline in the 15-19 age group and the relatively large increase in the 20-24 age group, and that the lessening pool of high school graduates will cause this "older student body" trend to continue.

4. Headcount of General Fund, Full-time Undergraduates by Residency

Dormitory Requests unable to be Accommodated		On Campus Housing in Dormitories	Estimated Rented Accommodations in Nearby Communities	Commuters from Home	Total
807	Fall 1980	1750	1000	3820	6570
	Spring 1981	1742	800	3307	5849
730	Fall 1981	1741	1000	3786	6527
	Spring 1982	1741	800	3298	5839
850	Fall 1982	1763	1000	3836	6599
	Spring 1983	1745	900	3436	6081
1027	Fall 1983	1766	1000	4019	6785
	Spring 1984	1748	900	3587	6235
1208	Fall 1984	1763	1000	4001	6764

Conclusion: That only General Fund, full-time undergraduates are included in this chart since under present policy, they are the only ones eligible for on-campus, dormitory housing, and that there has been a steady and significant growth in the such students' interest in and desire for on-campus housing in dormitories since the Fall of 1981. This is indicated both by the chart's data on the increased number of housing requests unable to be accommodated and by the fact that the percentage of incoming students who had their requests fulfilled dropped steadily from the Fall 1981 high of 48.4% to the 29.0% low in the Fall of 1984.

There is no doubt in our minds that the availability of additional dormitory spaces would increase our total enrollment figures especially when related to the FTE categories. These dormitory spaces become even more vital when one recognizes that the rental accommodations in nearby areas and communities have been virtually exhausted.

5. Courses Taught at Off-Campus Sites—Both Funds

	<u>Number of Off-campus Courses</u>	<u>Off-campus Headcount Enrollment</u>
Fall 1980	21	325
Fall 1981	24	490
Fall 1982	24	439
Fall 1983	27	433
Fall 1984	21	384

Conclusion: That there is a direct relationship between the nature and scope of off-campus instructional activities and the total need for on-campus instructional facilities. At Central the use of off-campus instructional sites has been and will continue to be so limited that this relationship is not a factor in our five-year plan. It should be noted that the vast majority of the courses taught at these off-campus sites are teacher education courses so offered for the convenience of the in-service teachers enrolled in them.

V. Long-Range Institutional Enrollment Projections

Traditionally, the level of the student (graduate or undergraduate) has been the basis of reporting enrollments in such documents as the CSU Semi-Annual Statistical Report and HEGIS surveys, and hence, a graduate student was identified as such in the headcount and in FTE's regardless of the number of undergraduate courses in which he was enrolled.

The methodology recently introduced under formula budgeting analyzes credits generated by CIP (Classification of Instructional Programs) categories. Accordingly, therefore, FTE's derive from academic output, and graduate-level activity is

generated only by graduate level courses, and undergraduate-level activity is generated only by undergraduate level courses.

Of all the factors which could influence the implementation of Central's five year plan, the one with the greatest potential impact is formula budgeting. With this conclusion in mind, we have decided to employ the enrollment methodology associated with formula budgeting in the determination of our long-range institutional enrollment projections.

The Connecticut State University is effectively in a period of transition from the traditional methodology to that imposed by formula budgeting. Previous enrollment projections have been made by us and the CSU Administration on the basis of student status. However, the best enrollment data available now for institutional planning is provided by analysis of activity according to the CIP mode.

For purposes of this study, the enrollment projections made by the CSU Administration will be accepted in principle, and the growth patterns predicted in those projections will be applied to the FTE's generated by CIP classification. See chart below.

FTE Enrollment Projections (Combined Funds)

<u>Methodology</u>	<u>Fall Semester 1984 (Actual)</u>		<u>Percentage Change</u>	<u>Fall Semester 1990 (Projected)</u>	
Traditional 10/16/84 by CSU	7811	U.G.	Decline 1.0%	7732	U.G.
	858	Grad.	Increase 8.2%	928	Grad.
	<u>8669</u>	Total FTE		<u>8660</u>	Total FTE
CIP Formula Budgeting 12/16/84 by CCSU	8154	U.G.	Decline 1.0%	8071	U.G.
	624	Grad.	Increase 8.2%	675	Grad.
	<u>8778</u>	Total FTE		<u>8746</u>	Total FTE

Using the actual figures for the Fall Semester, 1984, as the base in relation to the Fall Semester, 1990, projections, the net result will be a decline of 1.0% at the undergraduate level and an increase of 8.2% at the graduate level. For CCSU as a whole, this results in essentially a "steady state" enrollment overall, as the CSU Administration projections predicted.

VI. Academic Program Mix

The foregoing conclusion about the "steady state" of Central's enrollment can best be demonstrated by organizing the FTE combined funds enrollments of both the undergraduate and graduate students according to CIP categories from the Fall Semester, 1982, when such categories were first recognized and used, through the Fall Semester, 1990, the final statistical year for this five year plan. It is quite obvious that the projected program enrollments for this special period reflect only minor annual variations, even in those categories where there were actually significant changes from 1982 through 1984.

Please see the attached charts. They should be studied carefully for they are the bases upon which many of the future requests for resources will be made. It is planned that no degree programs will be deleted during the next five years as the institution passes through the early transition years as a state university.

What is planned, is to continue the careful annual review of enrollment trends and shifts among the various degree programs for the purpose of adding or deleting concentrations and career options within the existing degree programs. Such planning efforts will be in direct response to the changing needs of students and the State.

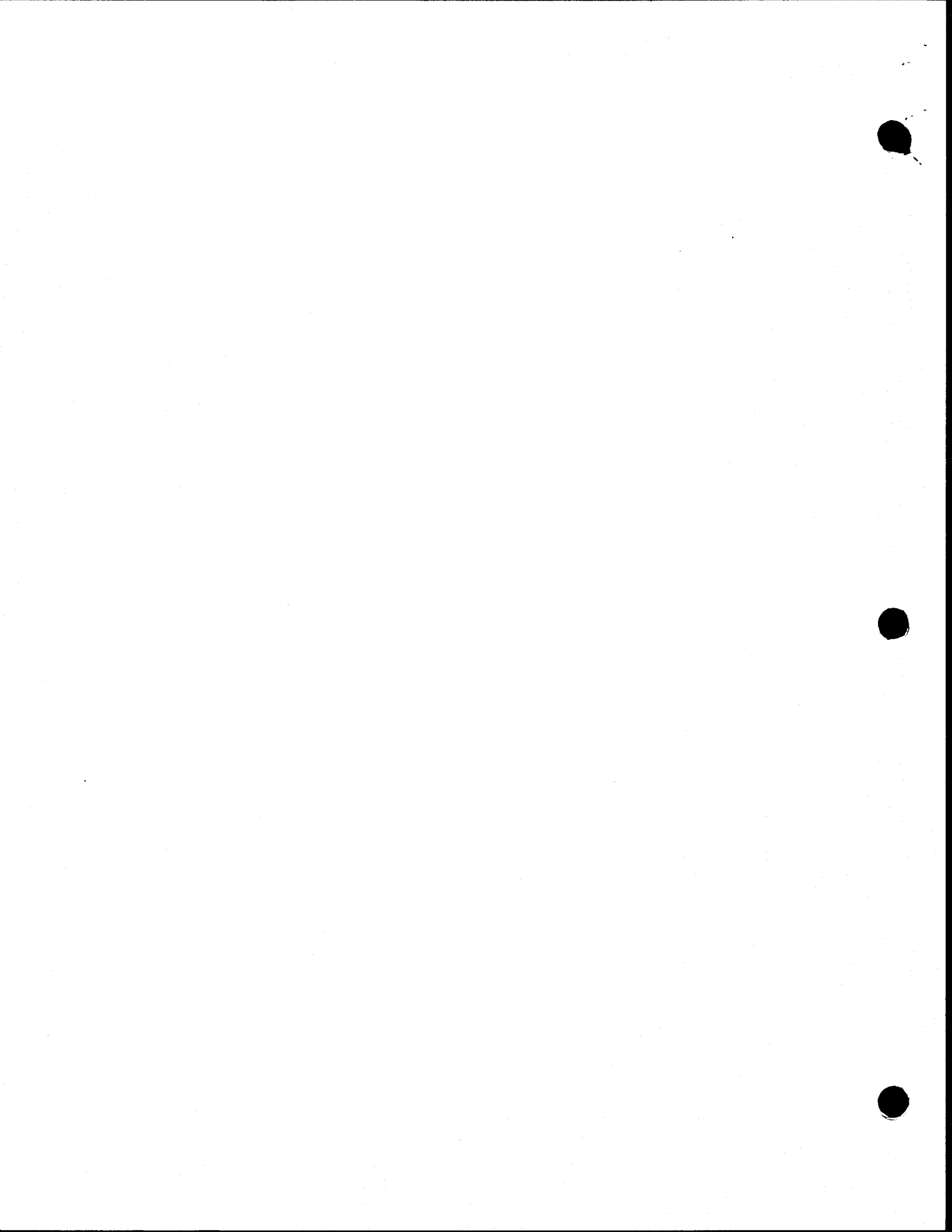
Over the last five years, this kind of enrollment review resulted in the introduction of the following degree programs:

<u>Year</u>	<u>Degree Program</u>	<u>Degree</u>
1978	Communications	B.A.
1979	Italian	B.A. & B.S. (Teacher Certification)
1979	German	B.A. & B.S. (Teacher Certification)
1981	Nursing	B.S.N.
1982	Acturial Science (Mathematics)	B.A.
1982	Industrial Technical Management	M.S.O.M.
1983	General Business Management	M.S.O.M.

**FTE STUDENT ENROLLMENT BY CIP
COMBINED FUNDS**

<u>CIP</u>	<u>FALL '82 FTE</u>	<u>FALL '83 FTE</u>	<u>FALL '84 FTE</u>
05 - Area Studies			
UG	0	0.60	0
G	0	0.30	0
06 - Business & Mgt.			
UG	1289	1482	1544
G	13	50	63
07 - Business & office			
UG	111	20	130
G	10	0	08
08 - Marketing			
UG	286	316	291
G	0	0	0
09 - Communications			
UG	162	261	170
G	0	0	0
11 - Computer Science			
UG	313	209	205
G	0	0	0
13 - Education			
UG	331	433	375
G	402	360	404
14 - Engineering			
UG	0	328	0
G	0	07	0
15 - Engineering Tech.			
UG	370	0	380
G	16	0	18
16 - Foreign language			
UG	258	241	219
G	03	03	02
18 - Health Science			
UG	25	40	42
G	0	0	0
23 - Letters			
UG	587	664	594
G	07	09	11
26 - Life Sciences			
UG	233	248	277
G	01	07	08

	FALL '82 <u>FTE</u>	FALL '83 <u>FTE</u>	FALL '84 <u>FTE</u>
- Mathematics			
UG	624	670	641
G	13	13	15
- Interdisciplinary Studies			
UG	69	106	63
G	0	0	0
- Civic activities			
UG	0	86	114
G	0	0	0
- Recreation			
UG	0	144	134
G	0	0	0
- Philosophy			
UG	275	275	265
G	0	0	0
- Physical Science			
UG	352	371	353
G	10	11	09
- Psychology			
UG	492	491	471
G	18	86	16
- Social Work			
UG	0	22	0
G	0	0	0
- Social Sciences			
UG	1294	1327	1377
G	06	05	08
- Fine Arts			
UG	676	650	623
G	13	11	<u>12</u>
			TOTALS
			UG 8154
			G <u>624</u>
			GRAND TOTAL 8,778



FTE STUDENT PROJECTIONS BY CIP, COMBINED FUNDS, 1985-1990

<u>CIP</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>
05 - Area Studies						
UG	1	1	1	1	1	1
G	0	0	0	0	0	0
06 - Business & Mgt						
UG	1546	1548	1550	1552	1554	1556
G	73	83	90	96	96	107
07 - Business & office						
UG	130	130	130	130	130	130
B	8	8	8	8	8	8
08 - Marketing						
UG	291	291	291	291	291	291
G	0	0	0	0	0	0
09 - Communications						
UG	172	174	176	178	180	182
G	0	0	0	0	0	0
11 - Computer Science						
UG	207	209	211	213	215	217
G	0	0	0	0	0	0
13 - Education						
UG	377	379	381	383	385	387
G	406	408	410	412	412	400
14 - Engineering						
UG	0	0	0	0	0	0
G	0	0	0	0	0	0
15 - Engineering Tech.						
UG	382	384	386	388	390	392
G	21	23	24	26	26	29
16 - Foreign Language						
UG	217	215	213	211	209	207
G	2	2	2	2	2	2
18 - Health Science						
UG	43	44	45	46	47	48
G	0	0	0	0	0	0
23 - Letters						
UG	592	590	588	586	584	582
G	11	11	11	11	11	11

<u>CIP</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>
26 - Life Sciences						
UG	275	273	271	269	267	265
G	8	8	8	8	8	8
27 - Math						
UG	639	637	635	633	631	629
G	15	15	15	15	15	15
30 - Interdisciplinary Studies						
UG	62	61	60	59	58	57
G	0	0	0	0	0	0
33 - Civic Activities						
UG	0	0	0	0	0	0
G	0	0	0	0	0	0
36 - Recreation						
UG	130	126	122	118	114	110
G	0	0	0	0	0	0
38 - Philosophy						
UG	263	261	259	257	254	253
G	0	0	0	0	0	0
40 - Physical Science						
UG	351	349	347	345	343	341
G	9	9	9	9	9	9
42 - Psychology						
UG	469	467	465	463	461	459
G	16	16	16	16	16	16
44 - Social Work						
UG	17	17	17	17	17	17
G	0	0	0	0	0	0
45 - Social Sciences						
UG	1356	1352	1348	1344	1340	1336
G	8	8	8	8	8	8
50 - Fine Arts						
UG	621	619	617	615	613	611
G	<u>12</u>	<u>12</u>	<u>12</u>	<u>12</u>	<u>12</u>	<u>12</u>
TOTALS						
UG	8141	8127	8113	8099	8085	8071
G	<u>635</u>	<u>650</u>	<u>664</u>	<u>674</u>	<u>674</u>	<u>675</u>
GRAND TOTALS	8776	8777	8777	8773	8759	8746

The "steady state" of Central's enrollment over the next five years should not be interpreted as reflective of a programmatic status quo. Rather within this large body of students, educational needs and career aspirations will shift and change, and Central's curriculum, as in the past, must be responsive. It is anticipated that the annual review of enrollment trends combined with faculty research and updated knowledge of their respective fields of study will lead to a number of programmatic adjustments. The rather continuous ebb and flow of program career options will enable Central to respond more immediately to student needs while degree program development will continue to result from longer term planning.

Notable among these long-term plans will be the appropriate development of some existing career options into full baccalaureate degree programs. These include:

- Management Information Systems
- Engineering Technology
- Public Administration

The process of extending existing undergraduate degree programs to the graduate level will be pressed in these cases where demonstrable need and student interest provide justification. The following Master's degree programs should be pursued within the next five years:

- Computer Science
- Options within the Master of Science in Organization and Management in Educational Administration and Public Administration
- Engineering Technology
- Management Information Systems

Less definite but under serious consideration for possible implementation in the not too distant future are the following degree programs:

- Sixth Year Programs in specialized fields of Education
- B.A. in Art, with emphasis in Design
- B.S. in Interdisciplinary Sports Studies
- M.A. in Communication
- B.A. in Music
- M.A. in Art

The possibility of eventual doctoral programs should be acknowledged.

FTE FACULTY, 1985-90

The Fall 1984 FTE teaching faculty, funds combined, was 481. According to the DHE Instruction/Formula Worksheet of 2/6/85, the last formula analysis available, total teaching faculty at Central should be 511. This represents a shortfall of 30 FTE faculty. The projections for 1985 to 1990 assume a steady-state enrollment. The targeted increase of new faculty during these years, therefore, represents a gradual and partial approach to the optimal faculty which theoretically should now be in place.

This gradual approach to the faculty increase represents a buffer against the possibility of an enrollment shortfall at any time during the period in question. Failure to maintain enrollments would, in the end, have the effect of reducing additional numbers to be employed, and the University would be protected in general from the necessity of redundancies.

The additional 15 FTE faculty requested in this plan would be, in general, assigned to areas of high productivity under formula budgeting guidelines. Projected needs in the various academic areas are as follows:

A. School of Business

1. Three factors justify a significant increase in faculty.
 - a. The school is already significantly understaffed by formula standards.
 - b. The MSOM/GBM is expected to increase in enrollments.
 - c. The MIS program will probably increase significantly; other programs will decline if this occurs.
2. The 1984-85 FTE faculty was 76. Current enrollments would justify a faculty of 102 FTE. Given the predictable growth, particularly in the MSOM/GBM, the targeted FTE faculty by 1990 should be 105. This would represent a net increase of 29 FTE. The requested increase in faculty would actually represent approximately 25% of the shortfall.
3. Because of the particularly unfavorable full-time to part-time staff ratio in this school, the primary effort should be the allocation of full-time positions.

B. School of Education

1. Modest enrollment growth may be predicted as follows:
 - a. Undergraduate teacher education has bottomed out and will inevitably increase enrollments in the next years.
 - b. Certain graduate programs, such as Counseling and Curriculum and Supervision, can be expected to grow.
 - c. Certification requirements will provide an incentive for teachers to return to the graduation programs.
2. The current actual FTE faculty is 83. Increases, particularly in the graduate programs, are expected to raise the formula figure to 88 FTE. In fact, only two positions are actually requested.

C. School of Technology

1. Growth is expected, particularly in two areas.
 - a. The Engineering Technology program will attract additional students.
 - b. The MSOM/ITM will increase enrollments modestly.
2. The current FTE faculty in the School of Technology is 38. It is projected that the number will rise to 41.

D. School of Arts and Sciences

1. Because of the school's role in general education, there is no area where a significant reduction in faculty will be justified. The school provides approximately 50% of the curriculum for all students.
2. Increases in enrollments may be expected in certain career areas such as computer science, communication, and secondary teacher education.
3. The career areas among others are already significantly understaffed, and so are other departments which have been "mined" for positions to transfer.
4. The current actual FTE is 272; it is projected that the number will be 275 FTE.

In addition to FTE enrollment projections, serious planning consideration was also given to collective bargaining obligations, traditional past practices, pragmatic common sense in the development of the personnel need projections for several on-campus support areas which interrelate with students and their academic activities.

It was assumed that this interrelatedness and the support function of the library, media center, student affairs area, intercollegiate athletics, and the clerical and technical staff are vital to Central's ability to fulfill its educational role as part of the Connecticut State University's mission.

According to Article 7.6 of the CSU/AAUP Contract, efforts should be made to reach the recommended goals of the American Library Association. At present, Central Connecticut State University meets Class B standards for the professional librarians but is seriously below any acceptable standard for clerical support positions.

To maintain A.L.A., Class B standards, the CCSU Library will need to add twelve full-time clerical staff and two FTE part-time staff. It is assumed that the two FTE part-time staff can be acquired through student help and work-study. The full-time positions are included not so much to reflect an increase in enrollments or massive acquisition of materials as to bring staffing up to an acceptable level.

Increased enrollments in the graduate teacher education Curriculum, Research and Supervision/Media Certification programs, the inclusion of media production

techniques courses in undergraduate communications and business programs, and the improved application of better media equipment in the instructional program throughout the campus make the addition of two professional media persons essential.

It has been a CSU/AAUP Contract goal to provide one professional counselor for each 1,000 FTE students. With the present professional Counseling staff of four, it becomes evident that four additional counselors should be employed as soon as possible and that a minimum staff of eight counselors be maintained throughout the life of this five-year plan.

Intercollegiate athletics contribute mightily to the total university community's morale, are a means of generating a form of institutional loyalty, provide a combination of spectator recreational and social activity, and are an acceptable and effective means of circulating to a much wider audience the identity of our institution. These activities and the personnel needed to achieve success are not necessarily or directly related to the FTE student enrollments. To meet the needs of improved facilities, four staff positions are requested.

It is presumed that secretarial/clerical staffing should be maintained at approximately one staff per ten faculty members. The projected increase of the faculty plus other instructional and research activity increases during the period under review suggest the addition of nineteen secretarial/clerical positions.

The very valuable and traditional role played by secretaries and clerks in the active life of any educational institution is accepted without question. Central is no exception to this assumption. What has emerged from the preparation of this five-year plan, however, is the recognition of and concern about the need for more trained technicians to lend their particular expertise to the

program in such instructional areas as Technology, Biology, Chemistry, Physics/Earth Science, Theatre, and Art. The employment of such technicians in support of the higher paid teaching faculty will contribute to more effective teacher/student contact at a more cost-efficient rate.

This five year plan calls for the employment of eight such persons during this period. One each would be assigned to the instructional areas listed above and two to the technology area to meet ABET accreditation standards.

Ours is a "people" business with the extraordinary pressures that constantly changing interpersonal relationships can create. Added to these are not only the increased external forces which have impacts upon our professional lives, but also the realities of shifting enrollments and limited budgets. We must deal with this as a human issue. For those of our colleagues who desire them, attractive means through which to renew their professional preparation or to recharge their intellectual enthusiasm must be found and made available. Our colleagues desire to be the most effective professionals possible and tend to seek more on-campus support services, reassigned time for research and other related activities, off-campus learning experiences, and special equipment or supplies to help them fulfill this desire. Central's regular operating budget will be examined carefully for ways to meet as many of these needs as possible. However, other resources such as the CCSU Foundation, new Board of Trustees funding programs for faculty research, inter-institutional programs like the Yale Visiting Faculty Program, and faculty exchanges are now available and will be utilized.

Summary Statement

Ours is a fine university strengthened by its diversity of people and programs. It is just this diversity on which rest our greatest hope and challenge in the next five years. This diversity requires that we constantly measure the maintenance of adequate enrollments against the desire for higher academic standards, the need for a strong, liberal arts background against the immediate career aspirations of students, traditional baccalaureate programs against innovative special programs such as Cooperative Education, and that we seek the kind of balance which a great university must have. In so doing, we will be acknowledging the truly interdependent nature of all our activities and become more sensitive about each other's individual place in this diversity.

Campus managerial decision-making has become more complex with each new institutional relationship change. From the onset of collective bargaining to the creation of the Connecticut State University, new and different scenarios have been written for Central. Working within such situations we must fulfill the potential for good found in the collaborative and creative application of contract requirements and in the collective strength of four separate and unique state universities bound together in a single, well-defined mission. On-campus administrators, however, should gain decision-making strength and confidence from a consistent use of the shared governance approach with its emphases on open communication, factual information widely distributed, adequate opportunities for individual input of ideas and opinions, deep and special concern for the parties most directly affected and the implementation of this balanced, operative, five year institutional plan for action.

VII. Specific Objectives, Resource Implications, and Activities Planned

What follows in chart form is a summary of those activities planned by various areas on campus which have resource implications and personnel implications. It should be noted that each of the five academic schools and each of the other areas included in these summary charts also has a very detailed internal plan for the development of activities and utilization of resources for which it is directly responsible.

On Pages 11-17 is an outline of the institutional plans for the development of new degree programs and the introduction of program options. The assumptions and conclusions relating these plans and other areas to the need for additional personnel can be found on Pages 18-22.

Section VIII which follows is merely a statistical summary of personnel requirements in chart form.

Chart for Item VII

Area: School of Arts and Sciences

Objectives

To upgrade teaching and laboratory experiences

Resource Implication

\$30,000 increments to current base each year

\$15,000 per year

To provide needed support service to academic departments

\$12,000 per year

To provide for improved academic counseling through more faculty/student contact and increased support services

\$35,000 per year

1986-87 one person
1987-88 four
1988-89 three
1989-90 three

Area: School of Business

To update student learning experience in Business Education programs

Provision for funds to purchase equipment items
1986-87 add three PC's
1987-88 expand office information system
1989-90 add three PC's

To provide state-of-the-art microcomputers and related equipment and software to service expanding MIS program and other business majors

\$25,000 per year for hardware
\$8,000 per year for software

Activities Planned

Phased replacement and upgrading of equipment for Departments of Art, Theatre, Communication, Geography, Psychology, Biological Sciences, Chemistry, and Physics/Earth Science.

Increase Supply Budgets in those same departments for software, chemicals, and laboratory supplies, maps, etc.

Obtain and maintain a van on campus for field trips.

Update office equipment: typewriters and phone service, etc. over a three-year period.

Phased in addition of three faculty members, six technicians, and two secretaries

Phased in replacement of microcomputers and expansion of office information system.

Phased in acquisition of appropriate equipment

Chart for Item VII (Cont'd)

Area: School of Business (Cont'd)

Objectives

To provide effective maintenance of aging micro equipment

Resource Implication

\$8,000 per year for service contracts

Activities Planned

Utilization of aging equipment to serve more students and provision of broader hands-on experiences for students.

To provide for improved academic counseling through more faculty/student contact and increased support services

1985-86 one person
1986-87 four
1987-88 one
1988-89 two

Phased in addition of seven faculty members and two secretaries.

1990-91 one

Area: School of Education & Professional Studies

To upgrade and maintain a high quality Reading Laboratory

1985-86 initial investment of \$10,200 for updating William S. Gray collection followed by \$2,500 per year to maintain timeliness of Gray materials
\$3,500 per year for other materials

Extend Reading Laboratory services to all CCSU students and to the general public. Phase in updating of materials and William S. Gray collection of microfiche materials.

To respond effectively to Connecticut's new certification reforms

Provision of funds for faculty travel and re-assigned time

On-site programs for in-service teachers, development of CEU programs for school systems and provide for computer literacy opportunities for teachers.

To gain national recognition for Central's nursing program

\$2,500 per year

Complete National League for Nursing Self-Study and evaluation visit, continue membership in appropriate professional organizations.

To provide for improved academic counseling through more faculty/student contact and increased support services

1985-86 one person
1988-89 one

Phased in addition of two faculty members and one secretary.

Chart for Item VII (Cont'd)

Area: School of Technology

Objectives

To provide more opportunities for Central's faculty and students to interact with Connecticut's school, business, and industrial personnel in the resolution of "real" technological problems

To acquire and maintain state-of-the-art equipment and program levels in technology in all areas and activities

To provide for improved academic counseling through more faculty/student contact and increased support services

Area: School of Graduate Studies

To provide for improved academic counseling through more faculty/student contact and increased support services

Resource Implication

Unassigned time for faculty and added clerical help.
Contracts with outside groups could cover most expenses

Continuation of \$300,000 per year for equipment plus \$20,000 per year for other items

1985-86 one person
1986-87 two
1987-88 two
1989-90 one

1985-86 fund eight graduate assistants
1986-87 fund seven
1987-88 fund seven
1988-89 fund seven
1989-90 fund seven

Funds for these graduate assistants should be from the regular operating budget

Activities Planned

The establishment of an on-campus Technology Center

Careful modernization of technology laboratories; studied acquisition of supplies, computer software, and beneficial service contracts

Phased in addition of three faculty members, one secretary, and two technicians.

Phased in fulfillment of goal of number of graduate assistants equaling not less than 10 percent of FTE graduate enrollment
Extended office hours for Graduate Office

Area: Intercollegiate Athletics

Objectives

To offer high quality intercollegiate athletic program

To improve and increase student active participation in expanded intramural sports program

To provide appropriate learning and teaching facilities for various new academic program options in Physical Education and the new programs in interdisciplinary sport studies

Area: Library

to provide more effective library services for students and faculty

To improve acquisitions and cataloging systems

Resource Implications

See Section IV Physical Facilities (Capital Projects)

Add one groundskeeper/custodian each year, 1987-88 through 1990-91

1985-86 Initial cost of joining CIRCESS \$22,000; thereafter annual fees of \$20,000

\$35,000-\$40,000 per year

Activities Planned

Planning, development, and construction of extensive athletic/physical, education/recreational facilities: field house, including classrooms and equipment, outdoor fields for football, soccer, track, baseball and softball, and two multi-purpose practice fields.

Employment of additional personnel for playing fields and gymnasium.

Join CIRCESS and continue membership

Install online acquisitions and cataloging systems

Area: Library (Cont'd)

Specific Objectives

Resource Implications

Activities Planned

To achieve and maintain appropriate levels of acquisition of books and materials

Strive for 10% annual improvement in amount of support

Careful study of the inflation factor in the formula budget as related to library books and materials. Installation and integrated use of shelving, terminals, and other equipment (microforms readers, etc.)

To gain maximum benefits from other library improvements through the ready availability of appropriate support equipment.

1986-87 \$50,000 for one-time installation of CIRCESS and VAX linked terminals, CREC equipment, and shelving, etc.

To expedite faculty and student accessibility to library materials.

1985-86 Initial cost of \$84,568 with 17% annual increase thereafter.

Develop and install online circulation system.

Area: Media Center

Note: The building specified as the Classroom/Media Center in Section IX, Physical Facilities (Capital Projects) is proposed to meet both the room and equipment needs of the Media Center and the Department of Communication. This building is needed for the years 1988-90. (Until that time the following plan will apply.)

To continue to offer media support services to university's total instructional program

1985-88 \$50,000 annually to carry programs through transition period to new facility.

Careful study of existing facilities to determine most effective uses.

To provide learning experiences required of students seeking professional certification as media specialists

Facility renovations, adjustments, and integrated use of new equipment to keep pace with program needs.

To maintain the quality of the various instructional program options in Communication.

Area: Counseling Services

Specific Objectives

To provide improved counseling services to students.

Resource Implications

Employ four additional counselors.

Activities Planned

Integrate four new counselors into present professional staff of four to cover particular counseling needs of students as completely as possible.

VIII. Summary of Personnel Implications of Objectives listed in VII. Rev. August, 1985.

<u>Area or Unit</u>	<u>Personnel Category</u>	<u>Additional Personnel Needed (Listed as FTE)</u>						
		<u>FY86</u>	<u>FY87</u>	<u>FY88</u>	<u>FY89</u>	<u>FY90</u>	<u>FY91</u>	<u>Total</u>
School of Arts and Sciences	Faculty	0	1	1	0	1	0	3
	Clerical	0	0	1	1	0	0	2
	Other Support (Technicians)	0	0	2	2	2	0	6
School of Business	Faculty	1	4	0	1	0	1	7
	Clerical	0	0	1	1	0	0	2
	Other Support	0	0	0	0	0	0	0
School of Education and Professional Studies	Faculty	1	0	0	1	0	0	2
	Clerical	0	0	1	0	0	0	1
	Other Support	0	0	0	0	0	0	0
School of Technology	Faculty	1	1	1	0	0	0	3
	Clerical	0	0	0	0	1	0	1
	Other Support	0	1	1	0	0	0	2
School of Graduate Studies	Faculty	0	0	0	0	0	0	0
	Clerical	0	0	0	0	0	0	0
	Other Support (Graduate Assistants)	8	7	7	7	7	0	36
Counseling Function Student Affairs	Professional	4	0	0	0	0	0	4
	Clerical	0	0	0	0	0	0	0
	Other	0	0	0	0	0	0	0
Intercollegiate Athletics	Professional	0	0	0	0	0	0	0
	Clerical	0	0	0	0	0	0	0
	Other (Custodians, Grounds-keepers)	0	0	1	1	1	1	4
Library	Professional	0	0	0	0	0	0	0
	Clerical	1	4	3	2	1	1	12
	Other	0	0	0	0	0	0	0
Media Center	Professional	0	0	1	1	0	0	2
	Clerical	0	0	0	0	0	0	0
	Other	0	0	0	0	0	0	0
Financial Aid	Professional	0	0	1	0	0	0	1
	Clerical	0	0	1	0	0	0	1
	Other	0	0	0	0	0	0	0

IX. Physical Facilities

- A. Except for a maintenance building, there have been no new facilities constructed at the University during a period of more than 10 years. Moreover, major renovations and preventive maintenance have been postponed or delayed to a point that substantial repair and renovation are absolutely necessary.
- B. Attached are lists of new capital facilities requested and of major repair and renovation projects required.

CAPITAL PROJECTS

Objective

Resource Implication

Activities Planned

A. New Facilities

1. Approved by the CSU Board of Trustees:

To construct a new parking ramp/garage for 500-1000 additional spaces.

1985-86
\$4,000,000.

Present parking conditions on campus are extremely limited, and with the opening of North Perimeter Road, parking will be a more serious problem on campus.

To construct a South Perimeter Road in the immediate vicinity of Francis, Sefton and Princeton streets.

1985-86
\$4,000,000.

This road will eliminate the need for Wells Street which presently cuts the campus in half. It will create a natural boundary for the campus and with the closing of Wells Street, make pedestrians safer.

To construct a residence hall for 250 undergraduate students and conference center.

1985-86
\$8,190,600.

Each year approximately 1000 students are turned down to admission to CCSU because we are unable to supply proper housing.

2. Facility needs identified by CCSU:

To construct new computer science building for entire campus usage

\$4,189,300.

Final design and location of building to be determined in consultation with various schools, D.A.S., and appointed architect.

To expand the Student Center so as to allow the appropriate functions and operations for a campus this large.

\$1,737,360.

Upgrade and redesign of building as well as additional building construction. Final design to be determined in cooperation with designated architect.

To construct a field house for instruction and athletic events.

\$14,530,000.

Presently the University does not have a field house, making it impossible to perform all of the functions that a university athletic program should provide.

To construct a warehouse for inventory control and placement of incoming material storage as well as staging area for surplus material.

\$140,000.

Presently the University does not have a warehouse on its campus making proper control and location of materials extremely difficult to manage.

CAPITAL PROJECTS - Continued

Activities Planned

Resource Implication

Objective

2. Facility needs identified by CCSU - Cont.:
To construct a classroom/Media Center building for programs and activities in Communications.

\$5,000,000.

To construct a residence hall for 250 undergraduate students.

\$8,190,360.

To construct outdoor athletic facilities.

\$4,200,000.

Completion of the currently projected needs for our campus undergraduate housing.

To maintain the physical education, recreation, and athletic programs, the University requires a 400 meter outdoor track and appropriate field facilities, a lighted baseball field, a combination football/soccer field with artificial turf, a softball field, and two multi-purpose practice fields.

B. Renovation and Repair

1. Approved by the CSU Board of Trustees:

Renovation and improvement to Stanley Street School to make it a functioning theatre and art center.

1985-86
\$3,503,360.

Complete remodeling of interior and exterior, redesigning of interior walls, new roof, elevator, and additional expansion of existing building.

To hard-wire smoke detectors in dormitories to computer terminal and fire alarm system.

1985-86
\$1,500,000.

This wire hookup will be done to eight dormitories to guarantee that we are in compliance with fire code.

To install a microwave security system in all buildings with computers to guarantee their safety.

Microwave system will transmit from each building with major computer installations to monitors in Central Police area.

1985-86
\$65,000.

To install new roof coverings on four buildings with present serious leakage problems.

As desired by Bureau of Public Works, new roofs will be installed on Willard, Maria Sanford, Sheridan and Gallaudet.

1985-86
\$320,000.

CAPITAL PROJECTS - Continued

Activities Planned

Resource Implication

Objective

1. Approved by CSU Board of Trustees - Cont.:

To provide for energy conservation in Copernicus Hall.

1985-86
\$100,000.

Schedule night temperature set back, control exhaust and make-up air, provide temperature control in all areas by a computer management system.

To modernize the primary electrical service to the OCSU campus.

1985-86
\$1,000,000.

Remove 60-year-old 4.8 KVA feeder line that presently serves only three buildings. Expand existing 13.8 KVA line to service entire campus. Construction of a loop system would minimize power failure and campus close-downs.

To provide for renovation of the Administration Building, Marcus White and Marcus White Annex.

1985-86
\$990,000.

Modernize the 63-year-old plumbing and heating systems in these buildings. Remove and relocate many walls to make the building more functional. Repaint, carpet and replace lighting fixtures to bring the building into conformance with present-day standards.

To air condition Memorial Hall and thereby making it a functional twelve-month building.

1985-86
\$344,000.

While design for air conditioning was part of the original plan, it was never installed in this building making it impossible to use during summer months.

To renovate second floor of Barnard Hall as a new classroom/office complex for the School of Education.

1985-86
\$1,400,000.

This floor has remained vacant for seven years as the University worked for funding and proper plan.

To install new roof and make interior repairs to Kaiser Hall.

1985-86
\$500,050.

This roof has been leaking for approximately two years, and this leakage has caused internal damage. This repair is critical to guarantee there will be no further deterioration of this building.

To replace existing steam lines on campus as a safety and energy measure

1985-86
\$672,500.

Existing steam lines dating back to original construction of campus are in serious need of repairs which will guarantee energy savings.

CAPITAL PROJECTS - Continued

Activities Planned

Resource Implication

Objective

1. Approved by CSU Board of Trustees - Cont.:

To replace external campus lighting as a safety and security and energy measure.	1985-86 \$225,250.	As specified by energy audit and Central Police requests, lights will be installed on various locations on campus as needed.
To renovate Marcus White Hall and Annex and the Administration Building electrical system.	1985-86 \$6,196,943.	Presently the electrical wiring in these buildings are over-extended causing numerous internal electrical interruptions and threatening the safety of occupants of these buildings.
To install air ducts in bathrooms in eight dormitories on campus.	1985-86 \$750,000.	Present health citation warrants air ducts installed where no inlet ducts previously existed.
To provide caulking and/or repair to the deck of Copernicus Hall	1986-87 \$250,000.	Elimination of bad leaks will allow classrooms to function where on previous occasions, classes had to be cancelled because of water pouring over electrical fixtures.
To provide for an emergency power supply for Memorial Hall	1986-87 \$240,000.	As the major food service building on campus, power is required at all times to dining areas, kitchens, stairways, etc. Power is required to freezers and electrical equipment to maintain service.
To provide a protective surface in existing Parking Garage	1986-87 \$800,000.	Provide sealant on all floor levels. Penetrating sealer to be applied to floor slabs with little or no cracking and a membrane protection system to be applied to other areas.
To hard-wire smoke detectors in dormitories to computer terminal and fire alarm system.	86-87 \$1,500,000.	This wire hook-up will be done to eight dormitories to guarantee that we are in compliance with fire code.
To install water sprinkling system in four high-rise dormitories	86-87 \$1,474,000.	Sprinkler system within these four buildings will guarantee the safety and security of the students living in these dormitories.

CAPITAL PROJECTS - Continued

Objective

Resource Implication

Activities Planned

1. Approved by CSU Board of Trustees - Cont.:

To repair existing tennis courts, which are terribly cracked, making a proper play impossible.

1987-88
\$200,000.

Repair sub-surface of courts as needed and resurface with the proper asphalt tennis court mix.

To install an energy management computer in Copernicus Hall as part of our energy management program.

1988-89
\$625,000.

Energy management computer to be designed and installed as specified in a forthcoming energy study.

2. Needs identified by CCSU administration:

To remove asbestos from approximately 26 of 28 buildings on campus.

\$2,000,000.

Remove friable asbestos so as to eliminate all potential health hazards.

To replace rusting shower walls and stalls in three dormitories on campus.

\$105,000.

Removal of existing walls and stalls will release the University from presently cited health hazard.

To install electric and steam meters on all campus buildings as an energy saving measure.

\$200,000.

Electric and steam meters to be installed to meet energy management audit.

To expand and improve the quality of underground utilities on campus.

\$2,800,000.

Past power failures warrant the need to review, evaluate and improve underground facilities.

X. APPENDICES



STATE OF CONNECTICUT
Department of Higher Education

THIS IS THE OFFICIAL PROGRAM INVENTORY FOR YOUR INSTITUTION

Only accredited (AP) programs are included on the 1983-84 Degrees Conferred Survey.

Licensed (LP) programs have not yet been approved by the Board of Governors for Higher Education for degree conferral.

REPORT OF ALL ACTIVE PROGRAMS BY INSTITUTION AND AWARD LEVEL

CENTRAL CONNECTICUT STATE UNIV.		STATUS	AUTHORIZATION EXPIRES
BACHELORS DEGREES			
3E NO. CIP CATEGORY: C03 AREA AND ETHNIC STUDIES			
0054-M	05.0104 EAST ASIAN STUDIES ✓	AP	12/31/88
4E NO. CIP CATEGORY: C04 BUSINESS			
0036-M	06.0201 ACCOUNTING ✓	AP	12/31/88
0037-M	06.0401 BUSINESS ADMINISTRATIVE SCIENCE ✓	AP	12/31/88
0039-M	06.1401 MARKETING ✓	AP	12/31/88
0041-M	07.0601 SECRETARIAL SCIENCE ✓	AP	12/31/88
5E NO. CIP CATEGORY: C05 COMMUNICATIONS			
0042-M	09.0101 COMMUNICATIONS, GENERAL ✓	AP	12/31/88
6E NO. CIP CATEGORY: C06 COMPUTER AND INFORMATION SCIENCES			
0043-M	11.0101 COMPUTER SCIENCE, GENERAL ✓	AP	12/31/88
7E NO. CIP CATEGORY: C08 EDUCATION			
0050-M	13.1001 SPECIAL EDUCATION ✓	AP	12/31/88
0051-M	13.1202 ELEMENTARY EDUCATION ✓	AP	12/31/88
0052-M	13.1204 EARLY CHILDHOOD EDUCATION ✓	AP	12/31/88
0054-M	13.1302 ART EDUCATION ✓	AP	12/31/88
0056-M	13.1303 BUSINESS EDUCATION ✓	AP	12/31/88
0058-M	13.1309 INDUSTRIAL ARTS EDUCATION ✓	AP	12/31/88
0060-M	13.1310 DISTRIBUTIVE EDUCATION ✓	AP	12/31/88
0062-M	13.1312 MUSIC EDUCATION ✓	AP	12/31/88
0064-M	13.1314 PHYSICAL EDUCATION ✓	AP	12/31/88
0068-M	13.1319 VOCATIONAL - TECHNICAL EDUCATION ✓	AP	12/31/88
8E NO. CIP CATEGORY: C09 ENGINEERING			
0071-M	14.9999 ENGINEERING TECHNOLOGY, INDUSTRIAL ✓	AP	12/31/88
9E NO. CIP CATEGORY: C10 FOREIGN LANGUAGES			
0072-M	16.0501 GERMAN ✓	AP	12/31/88
0073-M	16.0901 FRENCH ✓	AP	12/31/88
0075-M	16.0902 ITALIAN ✓	AP	12/31/88
0076-M	16.0905 SPANISH ✓	AP	12/31/88

REPORT OF ALL ACTIVE PROGRAMS BY INSTITUTION AND AWARD LEVEL

40.

CENTRAL CONNECTICUT STATE UNIV.

BACHELORS DEGREES (CONTINUED)		STATUS	AUTHORIZATION EXPIRES
DHE NO.	CIP CATEGORY: C11 HEALTH		
00078-H	18.1101 NURSING ✓	AP	12/31/88
DHE NO.	CIP CATEGORY: C15 LETTERS		
00079-H	23.0101 ENGLISH, GENERAL ✓	AP	12/31/88
DHE NO.	CIP CATEGORY: C18 LIFE SCIENCES		
00082-H	26.0101 BIOLOGY, GENERAL ✓	AP	12/31/88
DHE NO.	CIP CATEGORY: C19 MATHEMATICS		
00084-H	27.0101 MATHEMATICS GENERAL ✓	AP	12/31/88
00086-H	27.0201 MATHEMATICS - ACTUARIAL SCIENCE ✓	AP	12/31/88
DHE NO.	CIP CATEGORY: C21 MULTI/INTERDISCIPLINARY STUDIES		
00087-H	30.9999 SPECIAL STUDIES ✓	AP	12/31/88
DHE NO.	CIP CATEGORY: C24 PHILOSOPHY AND RELIGION		
00088-H	38.0101 PHILOSOPHY ✓	AP	12/31/88
DHE NO.	CIP CATEGORY: C25 PHYSICAL SCIENCES		
00089-H	40.0101 PHYSICAL SCIENCES GENERAL ✓	AP	12/31/88
00090-H	40.0501 CHEMISTRY GENERAL ✓	AP	12/31/88
00092-H	40.0703 EARTH SCIENCES GENERAL ✓	AP	12/31/88
00094-H	40.0801 PHYSICS GENERAL ✓	AP	12/31/88
00096-H	40.9999 GENERAL SCIENCE ✓	AP	12/31/88
DHE NO.	CIP CATEGORY: C26 PSYCHOLOGY		
00098-H	42.0101 PSYCHOLOGY GENERAL ✓	AP	12/31/88
DHE NO.	CIP CATEGORY: C28 SOCIAL SCIENCES		
00101-H	45.0101 SOCIAL SCIENCES, GENERAL ✓	AP	12/31/88
00103-H	45.0201 ANTHROPOLOGY ✓	AP	12/31/88
00104-H	45.0601 ECONOMICS ✓	AP	12/31/88
00105-H	45.0701 GEOGRAPHY ✓	AP	12/31/88
00107-H	45.0801 HISTORY ✓	AP	12/31/88

REPORT OF ALL ACTIVE PROGRAMS BY INSTITUTION AND AWARD LEVEL

41.

CENTRAL CONNECTICUT STATE UNIV.

<u>BACHELORS DEGREES (CONTINUED)</u>		<u>STATUS</u>	<u>AUTHORIZATION EXPIRES</u>
DHE NO.	CIP CATEGORY: C28 SOCIAL SCIENCES		
00109-M	45.1001 POLITICAL SCIENCE AND GOVERNMENT ✓	AP	12/31/88
00110-M	45.1101 SOCIOLOGY ✓	AP	12/31/88
DHE NO.	CIP CATEGORY: C30 VISUAL AND PERFORMING ARTS		
00111-M	50.0501 THEATRE ✓	AP	12/31/88

TOTAL NUMBER OF PROGRAMS AT THIS LEVEL OF AWARD: 43

<u>MASTERS DEGREES</u>		<u>STATUS</u>	<u>AUTHORIZATION EXPIRES</u>
DHE NO.	CIP CATEGORY: C03 AREA AND ETHNIC STUDIES		
00000	05.0199 INTERNATIONAL STUDIES ✓	AP	12/31/88
DHE NO.	CIP CATEGORY: C04 BUSINESS		
00038-M	06.0401 GENERAL BUSINESS MANAGEMENT ✓✓	LP	06/30/85
00040-M	06.2001 INDUSTRIAL (TECHNICAL) MANAGEMENT ✓	LP	07/31/84
DHE NO.	CIP CATEGORY: C08 EDUCATION		
00044-M	13.0404 ADMINISTRATION, SUPERVISION AND CURRICULUM ✓	AP	12/31/88
00045-M	13.0501 AUDIO-VISUAL (EDUCATIONAL MEDIA SPECIALIST) ✓	AP	12/31/88
00046-M	13.0901 EDUCATIONAL FOUNDATIONS ✓	AP	12/31/88
00048-M	13.1001 SPECIAL EDUCATION ✓	AP	12/31/88
00049-M	13.1101 GUIDANCE COUNSELING ✓	AP	12/31/88
00051-M	13.1202 ELEMENTARY EDUCATION ✓	AP	12/31/88
00053-M	13.1204 EARLY CHILDHOOD EDUCATION ✓	AP	12/31/88
00055-M	13.1302 ART EDUCATION ✓	AP	12/31/88
00057-M	13.1303 BUSINESS EDUCATION ✓	AP	12/31/88
00059-M	13.1309 INDUSTRIAL ARTS EDUCATION ✓	AP	12/31/88
00061-M	13.1310 DISTRIBUTIVE EDUCATION ✓	AP	12/31/88
00063-M	13.1312 MUSIC EDUCATION ✓	AP	12/31/88
00065-M	13.1314 PHYSICAL EDUCATION ✓	AP	12/31/88
00066-M	13.1315 READING ✓	AP	12/31/88
00069-M	13.1319 VOCATIONAL - TECHNICAL EDUCATION ✓	AP	12/31/88

REPORT OF ALL ACTIVE PROGRAMS BY INSTITUTION AND AWARD LEVEL

42.

CENTRAL CONNECTICUT STATE UNIV.

<u>MASTERS DEGREES (CONTINUED)</u>		<u>STATUS</u>	<u>AUTHORIZATION EXPIRES</u>
<u>DHE NO. CIP CATEGORY: C08 EDUCATION</u>			
00070-M	13.1401 TEACHING OF ENGLISH AS A SECOND LANGUAGE ✓	AP	12/31/88
<u>DHE NO. CIP CATEGORY: C10 FOREIGN LANGUAGES</u>			
00074-M	16.0901 FRENCH ✓	AP	12/31/88
00077-M	16.0905 SPANISH ✓	AP	12/31/88
<u>DHE NO. CIP CATEGORY: C15 LETTERS</u>			
00080-M	23.0101 ENGLISH, GENERAL ✓	AP	12/31/88
00081-M	23.9999 LANGUAGE ARTS ✓	AP	12/31/88
<u>DHE NO. CIP CATEGORY: C18 LIFE SCIENCES</u>			
00083-M	26.0101 BIOLOGY GENERAL ✓	AP	12/31/88
<u>DHE NO. CIP CATEGORY: C19 MATHEMATICS</u>			
00085-M	27.0101 MATHEMATICS GENERAL ✓	AP	12/31/88
<u>DHE NO. CIP CATEGORY: C25 PHYSICAL SCIENCES</u>			
00091-M	40.0501 CHEMISTRY GENERAL ✓	AP	12/31/88
00093-M	40.0703 EARTH SCIENCES GENERAL ✓	AP	12/31/88
00095-M	40.0801 PHYSICS GENERAL ✓	AP	12/31/88
00097-M	40.9999 GENERAL SCIENCE ✓	AP	12/31/88
<u>DHE NO. CIP CATEGORY: C26 PSYCHOLOGY</u>			
00099-M	42.0101 PSYCHOLOGY GENERAL ✓	AP	12/31/88
00100-M	42.0401 COMMUNITY PSYCHOLOGY ✓	AP	12/31/88
<u>DHE NO. CIP CATEGORY: C28 SOCIAL SCIENCES</u>			
00102-M	45.0101 SOCIAL SCIENCES, GENERAL ✓	AP	12/31/88
00106-M	45.0701 GEOGRAPHY ✓	AP	12/31/88
00108-M	45.0801 HISTORY ✓	AP	12/31/88

TOTAL NUMBER OF PROGRAMS AT THIS LEVEL OF AWARD: 34 ✓

<u>SIXTH YEAR CERTIFICATES</u>	<u>STATUS</u>	<u>AUTHORIZATION EXPIRES</u>
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REPORT OF ALL ACTIVE PROGRAMS BY INSTITUTION AND AWARD LEVEL

43.

CENTRAL CONNECTICUT STATE UNIV.

SIXTH YEAR CERTIFICATES(CONTINUED)

STATUS AUTHORIZATION
EXPIRES

DHE NO. CIP CATEGORY: 008 EDUCATION

00067-N 13.1315 READING ✓

AP 12/31/88

TOTAL NUMBER OF PROGRAMS AT THIS LEVEL OF AWARD: 1 ✓

PROGRAM CATEGORIES *

Oct.	6th Year	Masters	Bach.		Corresponding CIP Codes
				Agriculture	01-03
				Architecture and Environmental Design	04
		M	B	Area and Ethnic Studies	05
		M	B	Business	06-08
		*	B	Communications	09-10
		*	B	Computer and Information Sciences	11
				Consumer, Personal, and Miscellaneous Services	12
*	Prof. Dipl.	M	B	Education	13
			B	Engineering	14
		*	*	Engineering Technologies	15
		M	B	Foreign Languages	16
		*	B	Allied Health	17
				Health Sciences	18
				Home Economics	19-20
				Industrial Arts	21
				Law	22
		M	B	Letters	23
		*	*	Liberal/General Studies	24
				Library and Archival Sciences	25
		M	B	Life Sciences	26
		M	B	Mathematics	27
				Military Sciences	28-29
		*	B	Multi/Interdisciplinary Studies	30
				Parks and Recreation	31
				Personal and Social Development	32
			B	Philosophy, Religion, and Theology	38-39
		M	B	Physical Sciences	40-41
		M	B	Psychology	42
		*	*	Public Affairs and Protective Services	43-44
		M	B	Social Sciences	45
				Trade and Industrial	46-49
		*	B	Visual and Performing Arts	50

Notes:

Letters (M,B, etc.) indicate programs presently being offered.

* in Program Category indicates programs perceived as appropriate to the role of CCSU in the near future.

* Source: A Classification of Instructional Programs. Washington, D.C.: National Center for Education Statistics, 1981.

CENTRAL CONNECTICUT STATE UNIVERSITY
New Britain, Connecticut

PROGRAM CATEGORIES*	CIP Codes	Presently Offered		Appropriate for the Future	
		B	M	B	M
Agriculture	01-03	-	-		
Architecture and Environmental Design	04	-	-		
Area and Ethnic Studies	05	X	X		
Business	06-08	X	X		
Communications	09-10	X	-		
Computer and Information Science	11	X	-		X
Consumer, Personal and Miscellaneous Services	12	-	-		
Education	13	X	X		
Engineering	14	X [^]	-		
Engineering Technologies	15	-	-	X	X
Foreign Languages	16	X	X		
Allied Health	17	-	-		
Health Sciences	18	X	-		X
Home Economics	19-20	-	-		
Industrial Arts	21	-	-		
Letters	22	-	-		
Liberal/General Studies	23	X	X		
Library and Archival Sciences	24	-	-		
Life Sciences	25	-	-		
Mathematics	26	X	X		
Military Sciences	27	X	X		
Multi/Interdisciplinary Studies	28-29	-	-		
Parks and Recreation	30	X	-		
Personal and Social Development	31	-	-		
Philosophy, Religion, and Theology	32	-	-		
Physical Sciences	38-39	X	-		
Psychology	40-41	X	X		
Public Affairs and Protective Services	42	X	X		
Social Sciences	43-44	-	-	X	X
Trade and Industrial	45	X	X		
Visual and Performing Arts	46-49	-	-		
	50	X	-		

[^] Engineering Transfer Program offered in conjunction with the University of Connecticut. Also, the Industrial Engineering Technologies program is currently listed in the Engineering category.

* Source: A Classification of Instructional Programs. Washington, D.C.: National Center for Education Statistics, 1981.

FTE STUDENT ENROLLMENT BY CIP
COMBINED FUNDS

46.

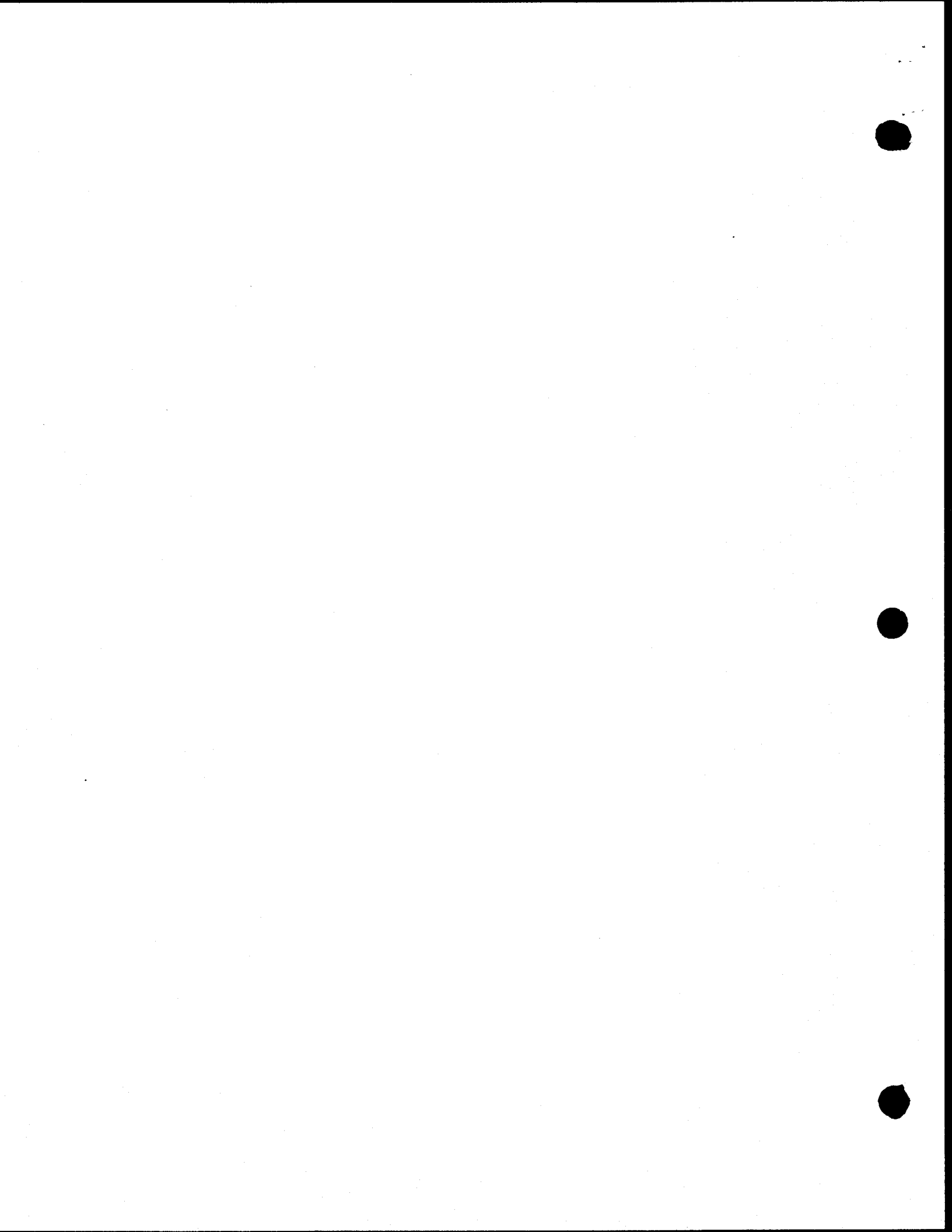
<u>CIP</u>	<u>FALL '82</u> <u>FTE</u>	<u>FALL '83</u> <u>FTE</u>	<u>FALL '84</u> <u>FTE</u>
05 - Area Studies			
UG	0	0.60	0
G	0	0.30	0
06 - Business & Mgt.			
UG	1289	1482	1544
G	13	50	63
07 - Business & office			
UG	111	20	130
G	10	0	08
08 - Marketing			
UG	286	316	291
G	0	0	0
09 - Communications			
UG	162	261	170
G	0	0	0
11 - Computer Science			
UG	313	209	205
G	0	0	0
13 - Education			
UG	331	433	375
G	402	360	404
14 - Engineering			
UG	0	328	0
G	0	07	0
15 - Engineering Tech.			
UG	370	0	380
G	16	0	18
16 - Foreign language			
UG	258	241	219
G	03	03	02
18 - Health Science			
UG	25	40	42
G	0	0	0
23 - Letters			
UG	587	664	594
G	07	09	11
26 - Life Sciences			
UG	233	248	277
G	01	07	08

<u>CIP</u>	<u>FALL '82</u> <u>FTE</u>	<u>FALL '83</u> <u>FTE</u>	<u>FALL '84</u> <u>FTE</u>
27 - Mathematics			
UG	624	670	641
G	13	13	15
30 - Interdisciplinary Studies			
UG	69	106	63
G	0	0	0
33 - Civic activities			
UG	0	86	114
G	0	0	0
36 - Recreation			
UG	0	144	134
G	0	0	0
38 - Philosophy			
UG	275	275	265
G	0	0	0
40 - Physical Science			
UG	352	371	353
G	10	11	09
42 - Psychology			
UG	492	491	471
G	18	86	16
44 - Social Work			
UG	0	22	0
G	0	0	0
45 - Social Sciences			
UG	1294	1327	1377
G	06	05	08
50 - Fine Arts			
UG	676	650	623
G	13	11	12

TOTALS

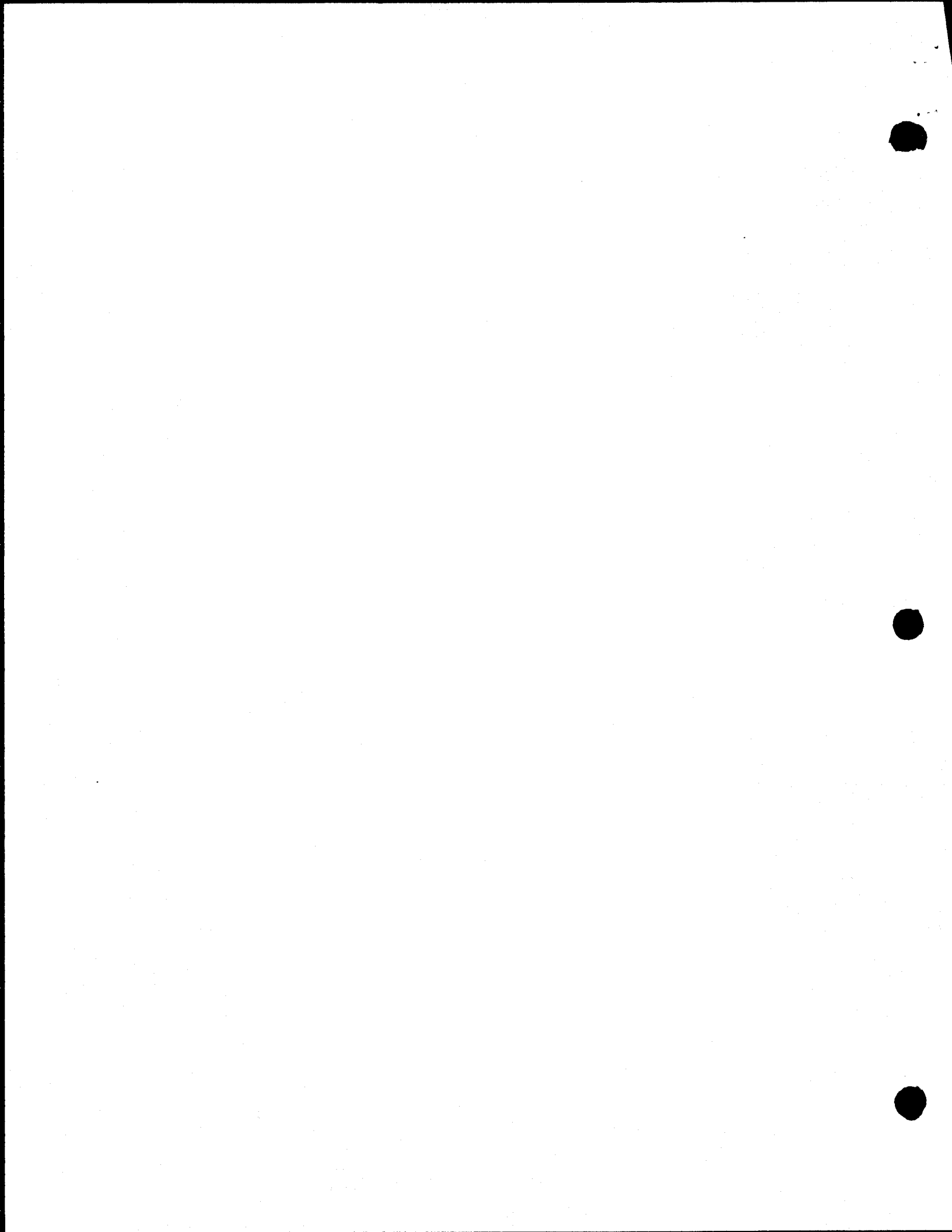
UG 8154
G 624

GRAND TOTAL 8,778

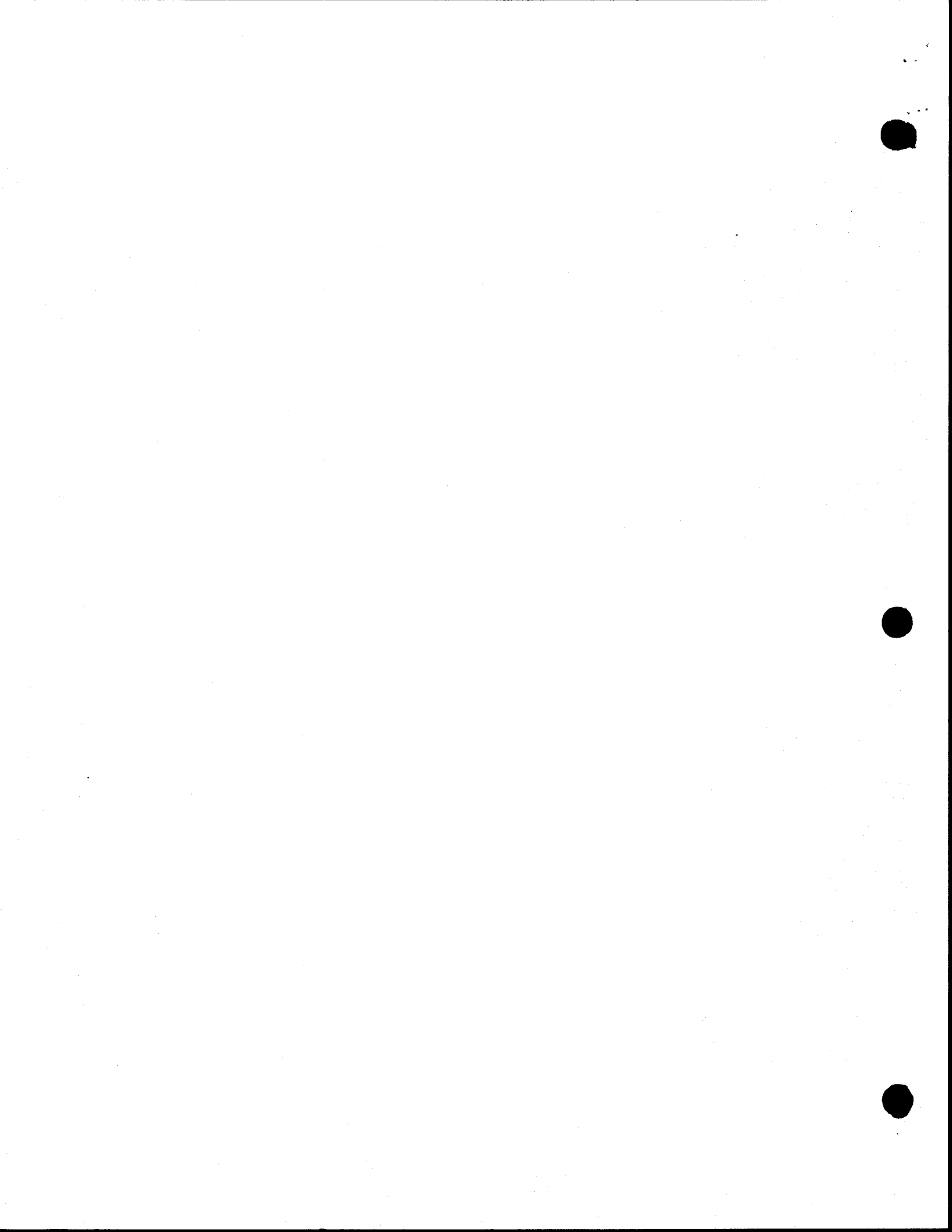


FTE STUDENT PROJECTIONS BY CIP, COMBINED FUNDS, 1985-1990

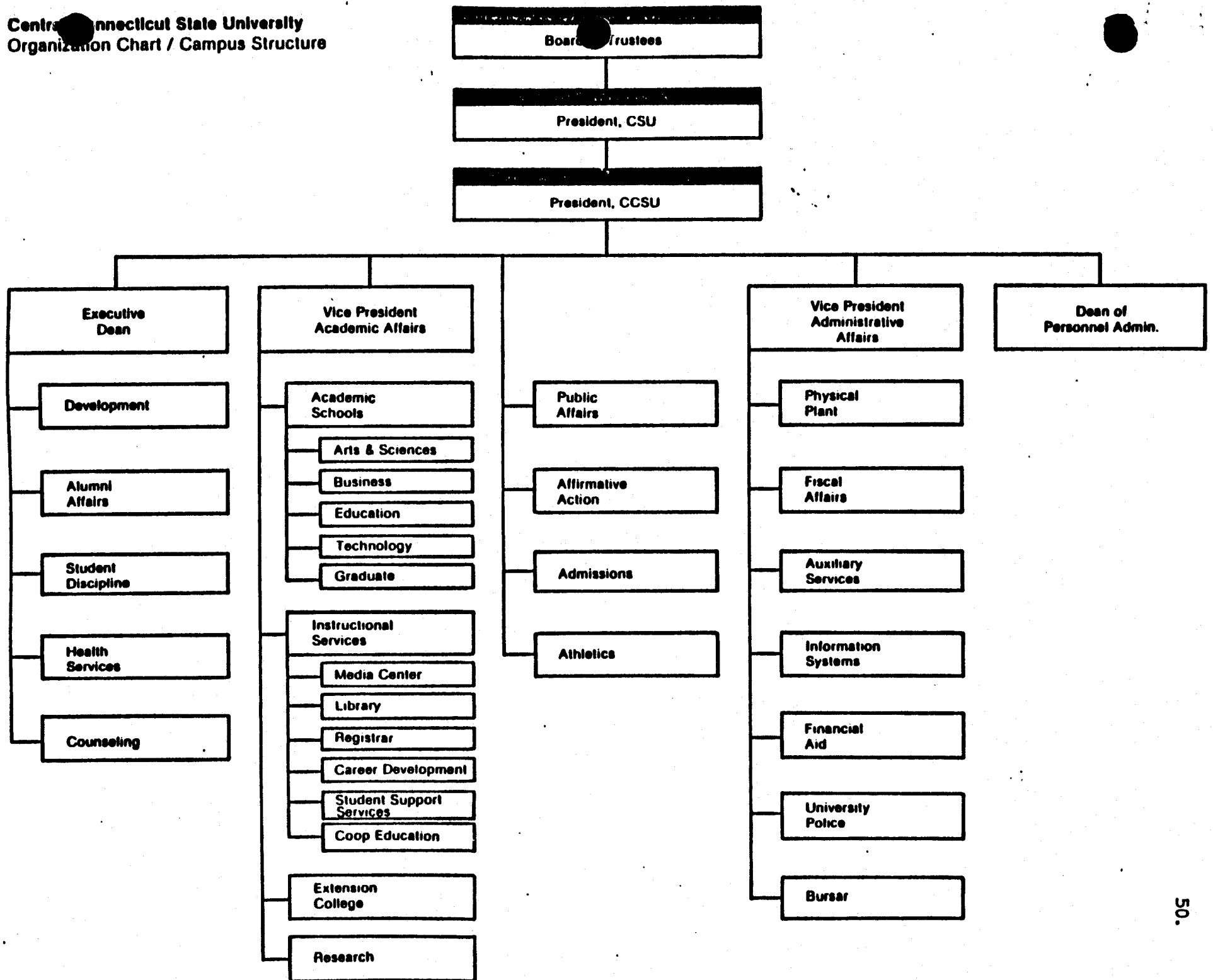
<u>CIP</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>
05 - Area Studies						
UG	1	1	1	1	1	1
G	0	0	0	0	0	0
06 - Business & Mgt.						
UG	1546	1548	1550	1552	1554	1556
G	73	83	90	96	96	107
07 - Business & office						
UG	130	130	130	130	130	130
B	8	8	8	8	8	8
08 - Marketing						
UG	291	291	291	291	291	291
G	0	0	0	0	0	0
09 - Communications						
UG	172	174	176	178	180	182
G	0	0	0	0	0	0
11 - Computer Science						
UG	207	209	211	213	215	217
G	0	0	0	0	0	0
13 - Education						
UG	377	379	381	383	385	387
G	406	408	410	412	412	400
14 - Engineering						
UG	0	0	0	0	0	0
G	0	0	0	0	0	0
15 - Engineering Tech.						
UG	382	384	386	388	390	392
G	21	23	24	26	26	29
16 - Foreign Language						
UG	217	215	213	211	209	207
G	2	2	2	2	2	2
18 - Health Science						
UG	43	44	45	46	47	48
G	0	0	0	0	0	0
23 - Letters						
UG	592	590	588	586	584	582
G	11	11	11	11	11	11

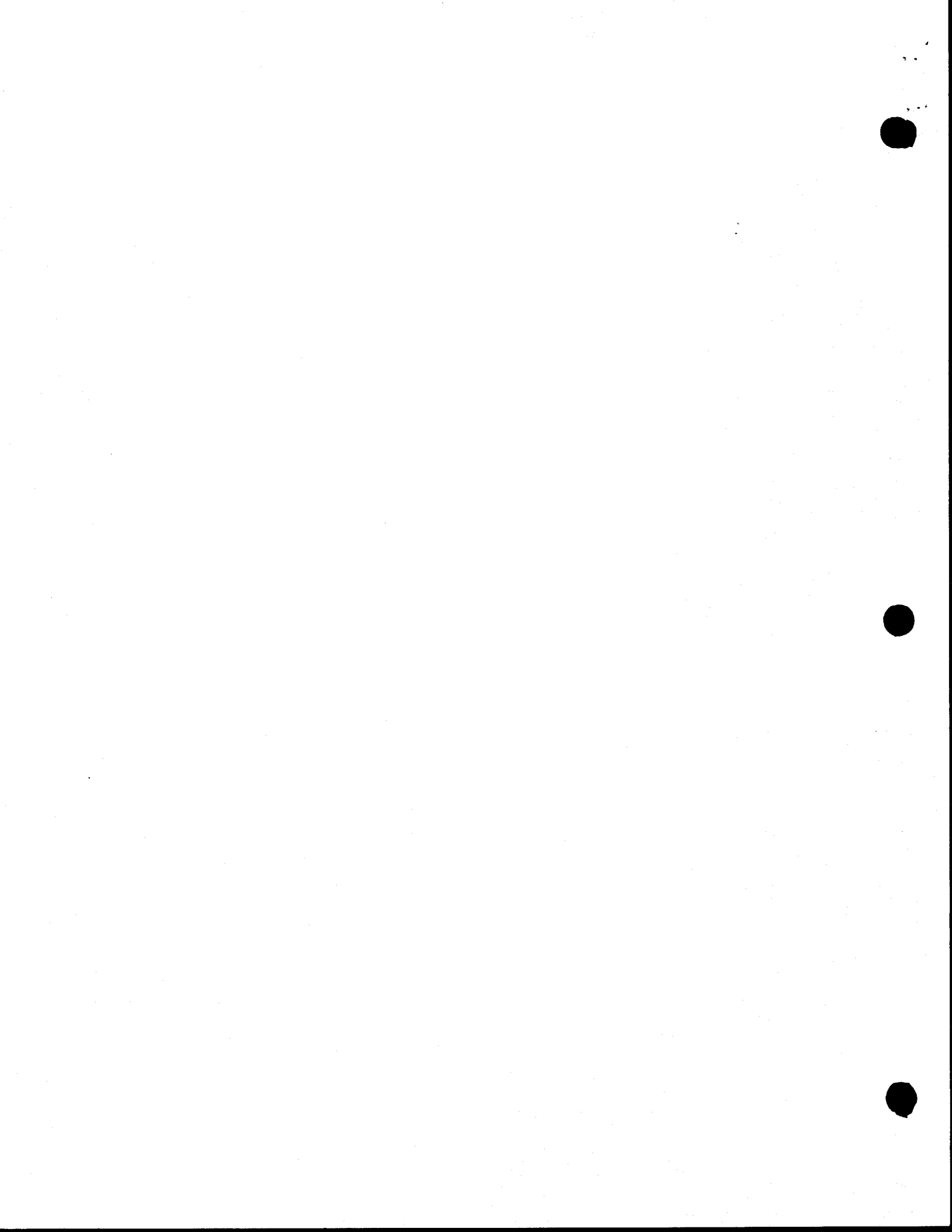


<u>CIP</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>
26 - Life Sciences						
UG	275	273	271	269	267	265
G	8	8	8	8	8	8
27 - Math						
UG	639	637	635	633	631	629
G	15	15	15	15	15	15
30 - Interdisciplinary Studies						
UG	62	61	60	59	58	57
G	0	0	0	0	0	0
33 - Civic Activities						
UG	0	0	0	0	0	0
G	0	0	0	0	0	0
36 - Recreation						
UG	130	126	122	118	114	110
G	0	0	0	0	0	0
38 - Philosophy						
UG	263	261	259	257	254	253
G	0	0	0	0	0	0
40 - Physical Science						
UG	351	349	347	345	343	341
G	9	9	9	9	9	9
42 - Psychology						
UG	469	467	465	463	461	459
G	16	16	16	16	16	16
44 - Social Work						
UG	17	17	17	17	17	17
G	0	0	0	0	0	0
45 - Social Sciences						
UG	1356	1352	1348	1344	1340	1336
G	8	8	8	8	8	8
50 - Fine Arts						
UG	621	619	617	615	613	611
G	<u>12</u>	<u>12</u>	<u>12</u>	<u>12</u>	<u>12</u>	<u>12</u>
TOTALS						
UG	8141	8127	8113	8099	8085	8071
G	<u>635</u>	<u>650</u>	<u>664</u>	<u>674</u>	<u>674</u>	<u>675</u>
GRAND TOTALS	8776	8777	8777	8773	8759	8746



**Central Connecticut State University
Organization Chart / Campus Structure**





DEPARTMENT CHAIRPERSONS

School of Arts & Sciences

Department of Art	FRANK CASA
Department of Biological Sciences	LEEDS M. CARLUCCIO
Department of Chemistry	RICHARD H. GROTH
Department of Communication	PAUL E. WENGER
Department of Economics	PAUL L. ALTIERI
Department of English	ROSS J. BAIERA
Department of Geography	TIMOTHY RICKARD
Department of History	JOHN G. ROMMEL
Department of Mathematics & Computer Science	GEORGE B. MILLER
Department of Modern Languages	DONALD POMERANTZ
Department of Music	GLENN CHANDLER
Department of Philosophy	W. EUGENE GARRETT
Department of Physics & Earth Science	GEORGE GEYER
Department of Political Science	CHARLES W. KERR
Department of Psychology	JUNE HIGGINS
Department of Sociology-Anthropology	BURT R. BALDWIN
Department of Theatre	VICTOR L. FINIZIO

School of Business

Department of Accounting	DAVID E. LOSS
Department of Administrative Science	ROBERT C. MADSEN
Department of Business Education	ANNA E. JOHNSON
Department of Marketing	EDWARD R. ASTARITA

School of Education & Professional Studies

Department of Curriculum, Research and Supervision ..	ALDRIDGE A. VAILLANT
Department of Elementary Education	BILL M. MORRISON
Department of Human Services and Special Education	JOYCE DRISKELL
Department of Nursing	JUDITH HRICENIAK
Department of Physical Education	RICHARD GROVES
Department of Reading and Language Arts	JOHN R. PESCOSOLIDO
Department of Secondary Education	THOMAS ANDREWS

School of Technology

Department of Engineering Technology	ROGER P. CREVIER
Department of Industrial Arts, Vocational and Technology Education	MICHAEL J. WILLIAMS
Department of Industrial Technology	ANDREW W. BARON

Areas of:

Energy Processing	WILLIAM W. DAVISON
Information Processing	SANFORD E. RICH
Material Processing	JOSEPH J. MACK

* In 1984, the Department of Administrative Science was abolished and two separate departments established in its stead:

Department of Finance and Law	Thomas Harron
Department of Management & Organization	Patricia Sanders

