



RESOLUTION

concerning

BECOMING MORE STUDENT-CENTERED

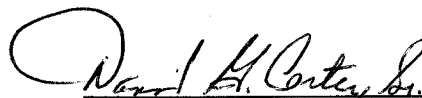
in the

CONNECTICUT STATE UNIVERSITY SYSTEM

June 9, 2006

- WHEREAS, The Connecticut State University System is committed to the concept of student learning for educational improvement and to making the Universities more student or learner-centered, and
- WHEREAS, The CSU System is also committed to increasing student engagement, improving the quality of student services functions, and increasing the synergy between student services and academic affairs, and
- WHEREAS, These values are interrelated and need to be adequately recognized and supported by all levels, therefore be it
- RESOLVED, That the Board of Trustees adopt a statement that identifies three critical areas that, within the context of the university's mission, support being student-centered, and be it further
- RESOLVED, That this document will provide a framework for future strategic planning activities, and be it further
- RESOLVED, That benchmarks will be established to measure progress towards becoming a more student-centered System.

A Certified True Copy:

  
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David G. Carter, Sr.  
Chancellor

**Connecticut State University System  
Serving Our Students**

The CSU System reaffirms its commitment to improve student learning through the following values: 1) making the Universities more student or learner-centered, 2) increasing student engagement with the Universities, 3) improving the quality of student service functions, and 4) improving the synergy between student services and academic affairs. These values are interrelated, promoting them require the identification of critical areas that will drive system goals and objectives.

**First Critical Area: ENHANCE SYNERGY/COLLABORATION BETWEEN STUDENT AND ACADEMIC AFFAIRS**

Student Affairs is an integral component of our student's academic experience. An excellent example of this is experiential learning that is a component of many CSU academic programs. However, there is still an "either or" between academic and student affairs in the minds of some educational leaders. This false dichotomy needs to be eliminated. The Universities need to improve the synergy between student services and academic affairs. The question of how the traditional faculty reward structure affects student services and its ability to support the University's mission of educating its students needs to be considered.

**GOALS:**

- Continue to establish and/or improve programs that impact student retention such as orientation, First-Year Experience programs, advising, experiential learning programs and programs that engage students with different aspects of the universities.
- Continue to expand the use of technology to support the administrative and communication needs of CSU students. This is currently being done through the Banner Student Information System.
- Consider the findings of the Learning Reconsidered report developed by NASPA and ACPA in March 2004 and implement appropriate recommendations into the CSU Universities.
- Promote joint meetings of academic and student affairs to discuss ways of becoming student-centered universities.

## **Second Critical Area: IMPROVE THE PROVISION OF STUDENT SERVICES**

The CSU System Universities need to continuously improve the traditional student service functions. Efforts should be made to ascertain the student's satisfaction with these student services. This information should be used to select the student service programs that are most important to CSU students and that need to be improved. These programs should be reviewed and improved. The University should consider using the standards developed by the Council for the Advancement of Standards in Higher Education (CAS) to evaluate its student service functions.

### **GOALS:**

- Address the question "What does it mean to be a student centered university?" and develop ways to become a student centered university.
- Institute the evaluation of student services functions to determine the importance and satisfaction with their delivery.
- Evaluate student services functions using the CAS Standards.

## **Third Critical Area: ASSESS LEARNING IN STUDENT SERVICES PROGRAMS AS WELL AS IN OTHER OUTSIDE THE CLASSROOM EXPERIENCES**

The Universities need to determine the educational objectives of each of its student services programs, evaluate student outcomes based on these objectives and use this information to improve their programs. In addition, assessment practices should demonstrate how student services activities support the student's achievement of goals and objectives. By incorporating assessment practices, CSU's Universities will become learner-centered where the focus is on student learning.

### **GOALS:**

- Define measurable learning objectives and develop an assessment process for student services functions as well as for other outside the classroom learning experiences.
- Implement the assessment processes and utilize the results in a systematic manner to inform planning and budget priorities.

**ITEM**

A statement in support of a Student-Centered CSU System.

**BACKGROUND**

The Student Life Committee of the Board of Trustees hosted a retreat in June 2005 at which the participants discussed the following: "Who are our students and how can we best serve them?" In trying to answer this critical question, the participants agreed on a series of values that would provide a framework for student engagement.

In January 2006, the Student Life and Academic Affairs Committees of the Board of Trustees held a joint meeting to discuss a series of follow-up questions: What does it mean for the CSU System and its Universities to be student-centered? What are the key strategies to make this happen? How do we measure our progress toward this goal?

The result of the above discussions and a series of other related conversations led to the formulation of the document "Serving Our Students."

**ANALYSIS**

The document "Serving Our Students" reaffirms the CSU System's commitment to becoming more student-centered through the identification and adoption of four fundamental values: 1) Make the universities more student or learner-centered, 2) Increase student engagement with the universities, 3) improve the quality of student service functions, and 4) improve the synergy between student services and academic affairs. It also defines three critical areas to drive system goals and objectives: 1) Enhance synergy/collaboration between student and academic affairs, 2) Improve the provision of student services and 3) Assess learning in student services programs as well as in other extra-curricular experiences. For each of the critical areas, specific goals are identified. This document will provide a framework for strategic planning and will serve as the basis for establishing benchmarks regarding progress towards reaching the overarching goal of becoming more student-centered.

**CHANCELLOR'S RECOMMENDATION**

Adopt the document "Serving our Students" in support of enhancing student engagement in the CSU System.