

INTERIM (FIFTH YEAR) REPORT
**PREPARED FOR THE NEW ENGLAND
COMMISSION OF HIGHER EDUCATION**

AUGUST 15, 2025



EASTERN
CONNECTICUT STATE UNIVERSITY

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*Please note that the most recent audited financial statement and management letter are contained in the document *Connecticut State Universities Annual Comprehensive Financial Report*



Introduction

Eastern Connecticut State University (Eastern) is pleased to submit this 2025 Interim (Fifth Year) Report to the New England Commission of Higher Education (NECHE). Eastern received the Interim Report notification letter in April 2024 during a presidential transition. Active planning for completing the Interim Report began in August 2024 when the new President, Karim Ismaili, gave the formal charge to the Interim Report Taskforce shortly after his arrival.

The work of the Interim Report Taskforce took place during a period of significant institutional leadership change. President Ismaili's appointment followed the 18-year tenure of the previous president. In addition to the change in presidential leadership in the summer of 2024, Eastern experienced cabinet-level changes over the past year due to retirements and departures (Provost and Vice President for Academic Affairs, Vice President for Finance and Administration, Vice President for Institutional Advancement, Chief Information Officer, and Chief Human Resource Officer).

Members of the Taskforce represented all divisions of the University and included Karyl Bulmer, Director of Financial Planning; Michelle Delaney, Vice President of Student Affairs; Chris Dorsey, Director of Alumni Communications and Advancement; Dr. Megan Heenehan, Professor of Mathematical Sciences; Sara Judge, Director of Institutional Equity and Title IX Coordinator; Mike Palumbo, Director of the Center for Information Technology (CIT); and Jay Zhu, Director of Institutional Research and Human Resource Manager. The Taskforce was chaired by Dr. Niti Pandey, Dean of the School of Education and Professional Studies and Eastern's NECHE Accreditation Liaison Officer.

In its letter dated November 23, 2021, the NECHE Commission identified three areas of emphasis for Eastern:

1. Implementing and assessing its liberal arts core curriculum;
2. Integrating evaluation and assessment with planning and resource allocation; and
3. Achieving its enrollment goals.

The data collection process to address these areas of emphasis and the standards narrative was coordinated by Taskforce members via outreach across all divisions. Meetings were held with the President, Interim Provost, the President's Cabinet members, division heads and directors, and faculty leaders and Academic Affairs staff involved in the implementation of the new liberal arts core curriculum. In early spring 2025, the university-wide Leadership Council meeting focused on the importance and value of the Interim Report and was led by a NECHE staff member. Regular updates were presented to the University Senate throughout the process, and feedback was solicited from the broader campus community on drafts of the report.

Substantial attention was given to collecting detailed information from all the offices engaged with the areas of emphasis identified by the Commission. Progress on the implementation and assessment of the liberal arts core was documented through information from faculty leaders leading the implementation of the new curriculum, University Senate committee members, staff in the offices that support academic affairs (including the Registrar, the Academic Success Center, and the Center for Teaching, Learning, and Assessment), the University Assessment Coordinator (past and current faculty who served in this role), the deans and associate/assistant deans in the two schools, as well as staff in Admissions, University Relations, and Student Affairs. Information on planning and resource

allocation was gathered through in-depth interviews with the former Vice President for Finance and Administration prior to his departure, and with the Vice President for Student Affairs, who co-chaired the Committee on the Future of Eastern (COFE) III and oversaw the implementation of the University's strategic plan. Members of the Cabinet who served under the previous president also provided insight into resource allocation processes prior to the leadership transition. To assess progress toward enrollment goals, the Taskforce gathered information from the Interim Provost (who also served as Interim Associate Provost in Academic Year 2023–2024) and from current, former, and newly appointed staff in Admissions, Financial Aid, and University Relations, particularly those leading marketing campaigns.

The process of preparing this Interim Report was highly consultative and intentionally transparent, ensuring broad participation from campus divisions and leaders. At the same time, the process revealed gaps in institutional systems for data collection, performance tracking, cross-divisional communication, and the integration of data and strategic priorities into decision-making, particularly when addressing environmental challenges such as declining enrollments and reduced state funding. Eastern recognizes that a central focus of future improvement will be ensuring that strategic priorities related to student success, including recruitment, retention, completion, and post-graduation outcomes consistently guide institutional planning and resource allocation. The preparation of this report has allowed Eastern to take stock of its current position, engage in candid reflection, and begin shaping a deliberate path forward.

Institutional Overview

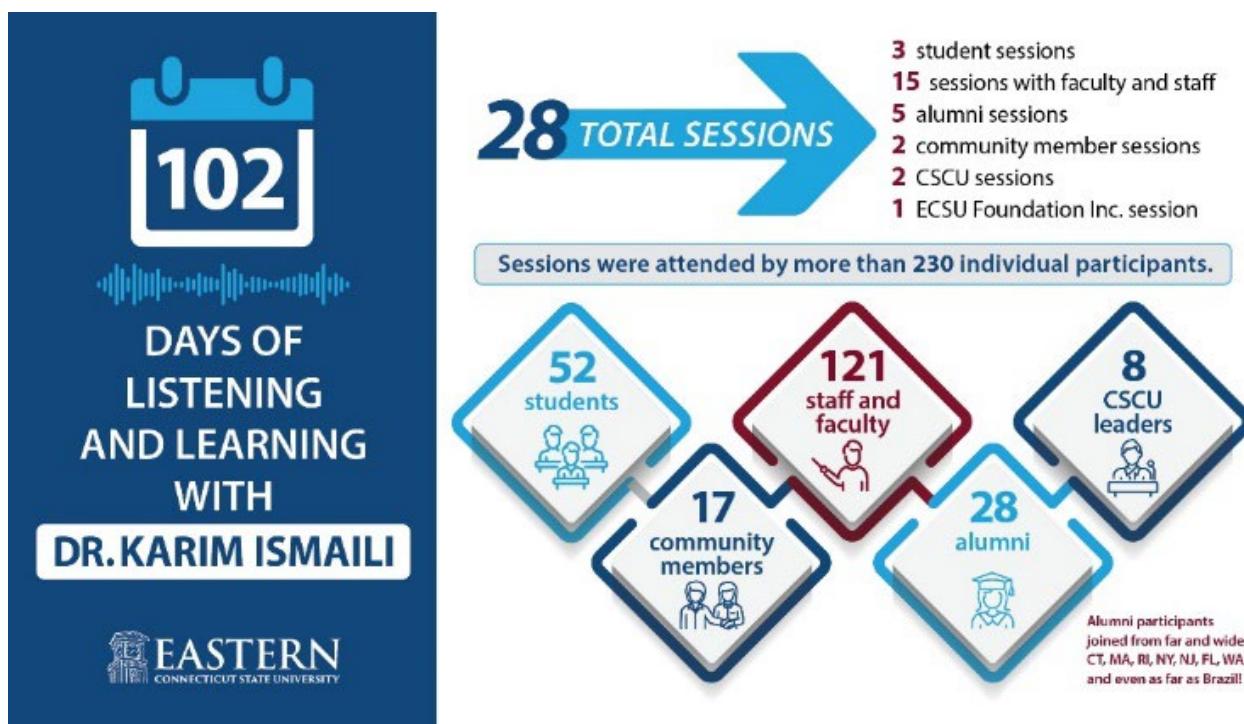
Eastern Connecticut State University was founded in 1889 as the Willimantic Normal School. The institution became Willimantic State College in 1959, Eastern Connecticut State College in 1966, and Eastern Connecticut State University in 1983. In 1998, the Board of Trustees for the Connecticut State University System approved a mission change designating Eastern as a public liberal arts institution, and in 2004 Eastern joined the Council of Public Liberal Arts Colleges (COPLAC). Situated in Willimantic, Connecticut, Eastern builds on a strong liberal arts foundation to promote intellectual curiosity, social responsibility, and lifelong learning. The University is committed to continuous improvement, institutional integrity, and student success.

Eastern operates within the Connecticut State Colleges and Universities (CSCU) system, under the oversight of the Board of Regents (BOR), which ensures alignment with state priorities for public higher education. Shared governance is fostered through the University Senate, the Student Government Association, and a range of standing committees. In addition, President Karim Ismaili has established a Leadership Council, a deliberative body that generally meets twice per semester to discuss campus issues, share information, and collaborate on initiatives to advance the University. Members include deans, department chairs, directors, cabinet members, University Senate leadership, campus union leaders, and Student Government leaders. The Council encourages members to bring forward ideas, coordinate key efforts, and strengthen communication across campus constituencies.

Eastern's mission is *to engage students from diverse backgrounds in a transformative liberal arts learning experience that provides the knowledge and skills to lead enriching, purposeful lives*. This mission reflects the University's dedication to fostering communication, creativity, critical thinking, ethical reasoning, and quantitative literacy. It is clearly articulated, widely shared, and serves

as a guiding framework for decision-making in academic, administrative, and co-curricular domains. Eastern serves approximately 4,355 students, including 3,262 (75%) full-time undergraduates, 906 (21%) part-time undergraduates, and 181 (4%) graduate students. Of the part-time undergraduates, 741 are dual or concurrent enrollment students. The majority of Eastern's students (92%) are from Connecticut; 88% of first-year students live on campus, and 63% of all students live either on campus or in the Town of Windham. Eastern's designation as a public liberal arts institution and its residential character are distinctive within the CSCU system.

During the 2024–2025 academic year, President Ismaili conducted an extensive [Listening and Learning Tour](#), reaffirming Eastern's core values, which he termed “the best of what we are.” [President Ismaili's 100 days of Listening and Learning](#) surfaced recurring themes: a genuine desire to welcome and serve students, pride in the institution's distinct mission, a culture of academic excellence, strong and vast networks, regional leadership, and community partnerships, and appreciation of a modern, well-sized campus. This period of engagement and discovery also highlighted challenges related to infrastructure and culture that must be addressed going forward.



Since the last comprehensive review, a system-wide emphasis on aggressive budget mitigation, driven primarily by enrollment declines in the post-pandemic period, has affected staffing levels, employee morale, and the operational effectiveness of offices and divisions, while also straining relationships with the system office. To maintain adherence to accreditation standards and advance the University's mission, Eastern has begun addressing these challenges through strategic budgeting, enhanced collaboration with the system and BOR, targeted investments in staffing, divisional reorganizations, expanded participation of campus leaders beyond the cabinet, and a renewed, campus-wide focus on enrollment and student success.

In fall 2025, Eastern will launch the development of a new five-year strategic plan, aligned with the recently established CSCU Access, Completion, Talent ([ACT](#)) framework for student success. The

plan will identify institutional priorities, goals, and performance metrics related to enrollment growth, new revenue generation, improved retention for all student groups, increased four- and six-year graduation rates, and enhanced post-graduation outcomes. Eastern will invest in robust processes for collecting, sharing, and using data to inform initiatives; seek external expertise to strengthen operations; and expand professional development for faculty and staff to improve institutional effectiveness. The plan will also position Eastern to serve new student populations while maintaining its core identity as a public liberal arts university. Achieving these goals will require fostering a culture of transparency and collaboration through consistent, open internal communication, a shift already underway over the past year.

Responses to Areas Identified for Special Emphasis

Area of Emphasis: Implementation and Assessment of the Liberal Arts Core

Designing a New Liberal Arts Curriculum

As documented in the comprehensive self-study, in spring 2019 the faculty-only Liberal Arts Core Learning Outcomes Revision Committee (LACLOR) was established and charged with developing clearly defined liberal arts learning outcomes and corresponding assessment plans. Based on this work, in spring of 2020, the University Senate adopted five competency-based liberal arts learning outcomes: communication, creativity, critical thinking, ethical reasoning, and quantitative literacy ([Senate Bill \(SB\) 19/20-07](#)). To fully incorporate these learning outcomes and create an assessable curriculum, a new liberal arts core curriculum was created under the leadership of a new Committee on the Liberal Arts Core (COLAC). After COLAC shared drafts, solicited feedback campus wide, and made modifications, the University Senate approved the new curriculum through [Senate Bill 21/22-06](#) in spring 2022. Implementation of this new curriculum commenced in fall 2024. The new structure (see Figure 1, next page) maintains a focus on the five competency-based learning outcomes while ensuring that students engage with a broad range of academic disciplines.

Eastern's Liberal Arts Core (ELAC) Curriculum constitutes 40-44 credits of a student's 120 credits and consists of three types of courses:

1: Foundational Concepts Courses (minimum 6 credits)

Foundational Concepts courses cover the math and writing skills needed for degree completion, and include at least:

- 1 course in mathematics (3 – 5 credits) that provides quantitative literacy skills; and
- 1 course in writing (3 – 5 credits) that provides college-level writing instruction.

2: Liberal Arts Seminars (10 credits)

Each seminar addresses at least two liberal arts learning outcomes and implements at least two high-impact teaching practices. The seminars also emphasize the benefits of a liberal arts education, connections between academic disciplines and the liberal arts, and how to articulate the value of a liberal arts education to a wide audience.

- LAC 100 (3 credits) is a first-year interdisciplinary seminar.
- LAC 101 (1 credit), paired with the LAC 100 seminar, serves as an introduction to the liberal arts.

- LAC 200 (3 credits) is an interdisciplinary seminar that provides students an opportunity to reinforce their liberal arts skills.
- LAC 400 (3 credits) serves as a liberal arts culminating experience and allows students to gain additional mastery in the liberal arts learning outcomes.

3: Disciplinary Perspectives Courses (24 credits)

Students are required to take eight Disciplinary Perspectives Courses – one for each learning outcome and one for each discipline category (Arts and Humanities, Science and Math, and Social Sciences). Each course addresses at least two learning outcomes (a primary outcome and a secondary outcome) and implements at least one high-impact teaching practice. These courses are housed in a discipline or major, designed for non-majors, and can be used to fulfil either ELAC or disciplinary requirements, but not both (barring some exceptions, such as for double majors).

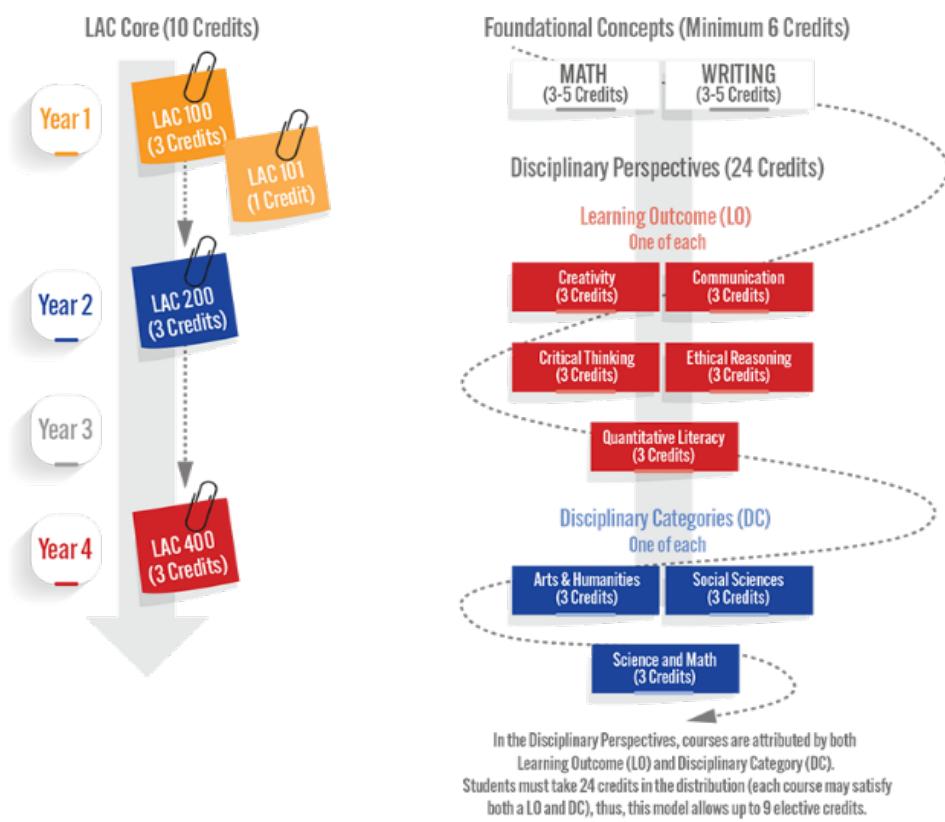


Figure 1: Eastern's Liberal Arts Core (ELAC) Curriculum

Building Capacity for and Implementation of ELAC, 2022–2024

Following the adoption of the curriculum structure, efforts shifted to updating policies and procedures, conducting outreach and training for faculty and staff, and developing and approving courses. The Provost appointed two faculty members, a Seminar Coordinator and a Disciplinary Perspectives Coordinator, to lead ELAC outreach and implementation. COLAC was sunsetted ([Senate Bill Amendment 22/23-01](#)) and responsibility for ELAC implementation transitioned to the Liberal Arts Program Committee (LAPC), a standing committee of the University Senate, ([Senate Bill Amendment 22/23-02](#)). Oversight was also shared with the ELAC Coordinators, other related

University Senate committees and offices across campus, including the Registrar, the Academic Success Center, and the Deans' offices.

In Academic Year (AY) 2022–2023, working in partnership with the Curriculum Committee (CC), LAPC developed course submission forms for ELAC seminars and Disciplinary Perspectives courses, and created shell courses for [LAC 100](#), [LAC 101](#), [LAC 200](#), and [LAC 400](#). LAPC also updated policies from the previous liberal arts core to align with ELAC (see Senate Bills [22/23-04](#) and [22/23-11](#)). The ELAC Coordinators advised LAPC and collaborated with the Deans, Provost, Registrar, and Assessment Coordinator to support implementation and outreach.

The ELAC Coordinators engaged in multiple initiatives to facilitate course development and approval. These included recording training modules for submitting [Seminars](#) and [Disciplinary Perspectives](#) courses, hosting workshops on course design and the integration of ELAC into academic programs, and providing one-on-one faculty consultations. An [ELAC Resource website for faculty](#) was created to centralize materials for faculty. The Seminar Coordinator also worked with LAPC and the First Year Program Committee (FYPC) to design LAC 101, the one-credit introduction to the liberal arts and Eastern. By the end of AY 2022–2023, approvals had been granted for 26 Disciplinary Perspectives courses, nine LAC 100 seminars with corresponding LAC 101 courses, six LAC 200 seminars, and one LAC 400 seminar.

While the initial implementation date was planned for fall 2023, the University postponed the launch by one year to ensure the development of rigorous, high-quality courses appropriate for the new curriculum. The additional time allowed for expanded faculty and staff training, as well as the cultivation of a shared campus-wide understanding of ELAC and its associated terminology. In summer 2023, the ELAC and Assessment Coordinators hosted an ELAC Course Planning Institute, which trained faculty in course creation and submission. The Institute also featured external speakers on high-impact teaching practices; diversity, equity, and inclusion (DEI); and the liberal arts learning outcomes.

A long-standing need for structured faculty development led to the creation of the [Center for Teaching Learning and Assessment](#) (CTLA), which began its work with ELAC-related faculty development and assessment initiatives. The Registrar's Office integrated the new curriculum and policies into Eastern's degree evaluation system. With foundational work in place, AY 2023–2024 was dedicated to finalizing policies, developing and approving additional courses, building the fall 2024 schedule, training advisors, and producing student- and public-facing materials.

Additional initiatives included:

- Updating policies for the Associates Degree, University Honors Program, and credit/no credit and online courses in ELAC (see Senate Bills [23/24-04](#), [23/24-11](#), [23/24-16](#), and [23/24-18](#)).
- ELAC Coordinators meeting with faculty, department chairs, and academic advisors; recruited faculty to submit courses and helped with submissions; advised LAPC; worked with the Deans, Provost, Director of the CTLA, and the Assessment Coordinator on implementation and outreach; and worked with the Deans on the fall 2024 schedule.
- The Registrar's Office and Academic Success Center, with input from the ELAC Coordinators and feedback from LAPC, creating learning outcome icons (Figure 2), a curriculum infographic (Figure 1), [internal](#) and [external](#) websites, and web pages detailing ELAC [learning outcomes](#), [high impact practices](#), and [first year seminars](#). Videos introducing ELAC, the

learning outcomes, advising, and graduation planning were produced and embedded on the websites.

- Establishing Faculty Learning Communities on teaching critical thinking, teaching ethical reasoning, and creating ELAC courses focused on diversity, equity, inclusion, and justice.
- Offering workshops sponsored by the CTLA and led by the ELAC and Assessment Coordinators on a range of issues such as high-impact practices, designing meaningful assignments, infusing DEI in courses, course design, and more.

Faculty continue to develop and submit ELAC courses for review and approval. By the end of AY 2024–2025, 133 Disciplinary Perspectives courses, 33 LAC 100/101 seminars, 34 LAC 200 seminars, and 7 LAC 400 seminars had been approved and are in place. Implementation will continue with subsequent cohorts following the 2024 launch, with full rollout anticipated in AY 2027–2028.



Figure 2: Branding logos for ELAC competency-based student learning outcomes

Assessing ELAC

One of the principal challenges prompting the reform of Eastern’s general education curriculum was the University’s limited ability to assess student learning in the liberal arts core. The previous curriculum contained an excessive number of learning outcomes that were fragmented, discipline-specific, and difficult to evaluate within the existing general education framework. The adoption of five liberal arts learning outcomes for the Eastern Liberal Arts Core (ELAC) marked the first step toward creating a coherent, assessable curriculum. The Senate Bill adopting these outcomes both defined the competencies and provided rubrics for assessing each. These [rubrics](#) were adapted from the American Association of Colleges and Universities (AAC&U) VALUE Rubrics.

In AY 2020–2021, Eastern assessed critical thinking in FYI 100 (the first-year seminar) and in Tier III LAC courses embedded within majors that often served as capstones. Members of an Assessment Task Force reviewed work from both levels, applying a common rubric to each student artifact. Assessors participated in professional development at the Association for Assessment of Learning in Higher Education (AALHE) annual training in June 2020 and at the Assessment Institute in October 2020. These experiences shaped faculty development activities held in summer 2021, supported by a Davis Educational Foundation Early Adopter’s Program grant. Early assessment findings underscored the need to improve assignment design so that students had clear opportunities to demonstrate mastery of the learning outcomes.

In May 2024, a faculty development workshop on assignment design was held to prepare for the official launch of ELAC. The University Assessment Coordinator, in collaboration with the Director of the CTLA and with feedback from the University Assessment Committee, deans, and the Provost, developed a six-year ELAC assessment plan and timeline (see Figure 3). Assessment efforts continue in alignment with this plan.

ELAC LEARNING OUTCOME ASSESSMENT SCHEDULE: 2024-2030						
Learning Outcome	24-25	25-26	26-27	27-28	28-29	29-30
Communication			x			x
Creativity			x			x
Critical Thinking	x			x		
Ethical Reasoning		x			x	
Quantitative Literacy		x			x	

Figure 3: ELAC assessment timeline

ELAC assessment began in fall 2024 with a pre-test administered in LAC 101 to all incoming students. The pre-test gathered baseline information on students' understanding of the five ELAC learning outcomes and of diversity, equity, and inclusion prior to their engagement with the ELAC curriculum. Results were shared with the campus community and posted on the [assessment website](#). The same questions were administered to LAC 101 students at the end of the semester to measure change. Additionally, assignment prompts and student artifacts were collected from ELAC courses listing critical thinking as a learning outcome in fall 2024 and spring 2025. Assignment prompts were reviewed by trained faculty evaluators for alignment with ELAC rubrics, and student artifacts were scored using the ELAC critical thinking rubric. Results from this first year of assessment are discussed in the Standard 8 Reflective Essay.

The development and implementation of ELAC engaged faculty and staff across the University in a collaborative effort that reflects Eastern's mission as a public liberal arts institution centered on student learning and lifelong success. Building on lessons learned from the first year, future efforts will focus on ensuring adequate numbers of faculty, and on strengthening structures and processes for implementation. As the rollout continues through AY 2027–2028, ELAC's effectiveness will be evaluated based on improvements in scheduling and staffing (e.g., adequate course variety, reduced cancellations, increased faculty capacity to teach in ELAC), assessment results for the learning outcomes, and student and faculty satisfaction with the curriculum.

The University recognizes that the initial implementation of ELAC was not as structured as it could have been, resulting in challenges that are now being addressed during the rollout. In summer 2024, a larger-than-anticipated first-year class underscored concerns about the adequacy of structures and resources supporting ELAC. Because all incoming students (first-year, transfer, and readmitted) must meet ELAC requirements, some last-minute schedule adjustments and temporary increases in course caps (by one or two students) were necessary. The process also brought to light significant issues, including depleted faculty capacity, over-reliance on part-time instructors, scheduling inefficiencies, and limited coordination between curriculum decision-makers and the administrative offices responsible for implementation. In response, the University is making strategic hiring decisions, including the planned recruitment of 20 new full-time faculty across multiple disciplines for AY 2025–2026, and a commitment to hire at least 10 tenure track faculty for AY 2026-2027, to strengthen departmental capacity and ensure sustained support for the liberal arts curriculum.

Area of Emphasis: Integrating Evaluation and Assessment with Planning and Resource Allocation

At the time of the comprehensive review visit, Eastern had recently adopted its 2020-2025 [University Strategic Plan](#), a new mission statement, an Employability Plan, and the revised liberal arts learning outcomes. Under the leadership of the new president and administration, strategic and multi-year planning will commence in summer 2025 as the current plan nears completion. While several strategic priorities have been addressed over the past five years, the pandemic and its aftermath, significant cabinet turnover, and the absence of consistent documentation and results tracking have resulted in limited evidence that planning and resource allocation decisions were guided by the Strategic Plan.

The key objectives of the current plan are shown in Figure 4. The Committee on the Future of Eastern (COFE) III, responsible for strategic planning and implementation and composed of faculty, staff, and administrators, periodically monitored selected performance metrics with support from Institutional Research. An area identified for improvement, and targeted for inclusion in the next strategic plan, is strengthening the reliability and validity of performance measures and ensuring their clear alignment with the objectives and priorities of the institution.



Figure 4: Strategic objectives, areas of emphasis, and priorities – University Strategic Plan, 2020-2025

The Commission's letter of November 2021 noted that "the University created a working group to develop projected budgets for each strategic plan initiative and prioritize those initiatives...group's recommendations will inform future budget discussions" and requested information on Eastern's success in linking evaluation to planning, making programmatic and service changes, and allocating resources in alignment with NECHE standards. It is not evident that such a working group was established. In the context of enrollment declines and the financial challenges of the pandemic, since

2019 Eastern has relied on prudent fiscal management, staffing reductions (including a 25% reduction in faculty through attrition), and service reductions to maintain a balanced budget. These faculty reductions have had compounding impacts on curriculum, advising, course scheduling, and student support. The University has acknowledged that further reductions are unsustainable, alternative revenue streams must be pursued, and strategic investments must be based on long-term planning.

Divisions across campus made resource allocation decisions using a “current needs” budgeting model, prioritizing fulfillment of the most critical needs under budget constraints to maintain student services. While evaluation and assessment occurred periodically, it is unclear how consistently results were linked to decision-making across divisions and whether detailed records regarding executive decision-making were maintained. This has proven especially challenging to ascertain given the turnover in cabinet due to retirements and resignations, highlighting the need for better systems and processes for tracking, recording, and communicating institutional decision-making. Conversations with vice presidents and staff who remained in similar roles after the presidential transition revealed that while some decisions supported or advanced the objectives and priorities in the strategic plan, decision prioritization emphasized student learning and success, health and safety, and compliance. During the past couple of years, Eastern has also been required by the System Office and Board of Regents ([BOR](#)) to participate in several external studies assessing institutional capacity and resources. These included NCHEMS, Pilbara, Social Impact Partners (SIP), and a system-wide space and demographics study. Participation in these initiatives required the generation of extensive institutional data. However, it is unclear whether these data and reports have been utilized to inform campus decisions.

[Academic Affairs](#) responded to enrollment and budget pressures by limiting faculty hiring (see Figure 5), revising course scheduling procedures and course cancellation guidelines, and modifying programs to ensure currency and relevance. Academic departments were provided with extensive data from Institutional Research and given Lightcast Analyst access to assist in gathering labor market insights. These data included program enrollment, faculty full-time equivalent (FTE) and headcount, faculty and student credit hours, student to full-time faculty ratio, course enrollment, sections taught and course caps, course fill rates, admissions yield, and trends in majors. Academic departments were also given access to a Department Data Portal with additional information, including four-year changes in majors, student enrollment facts, student demographics, aggregated and disaggregated one-year outcomes, IPEDS retention rates, IPEDS graduation rates, and destination colleges for non-retained students (see Figure 6 for snapshot of a data portal). Many programs utilized internal and external data to enhance the curriculum for embedding employability initiatives, to update and modify programs, or to eliminate outdated or low-enrolled programs.

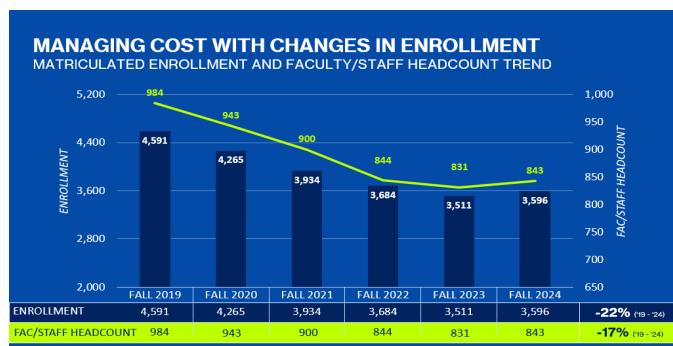


Figure 5: Cost management in relation to enrollments

Figure 6: Department Data Portal

Academic Affairs also restructured offices and made targeted hires, including converting the Grants Officer position to full-time, hiring additional professional advisors, adding a staff member to Institutional Research, and elevating the Dean of Academic Analytics to Associate Provost. The Office of Co-Curricular Academic Programming was established with a full-time director to coordinate global studies, early college programming, and dual/concurrent enrollment. These changes aimed to address staffing gaps and operational weaknesses, though their impact has varied across units and the amalgamation of tasks and responsibilities for some roles does not adhere to higher education best practices.

The previous Provost also made several personnel decisions to address emerging needs, including hiring a Director of Admissions and Enrollment, creating a full-time staff position in the Office of Career Success, and hiring a full-time director for the Center for Teaching, Learning, and Assessment (CTLA). The Institute for Sustainability was merged into the Center for Sustainability Studies. The Center for Early Childhood Education saw staffing reduced from a full-time director to a faculty member with course release for leadership. While these changes supported multiple objectives and priorities in the strategic plan, their rationale was not always transparent or communicated to campus. The new administration has recognized the need to review these positions and has reorganized Academic Affairs to ensure alignment with the educational mission, student needs, and institutional priorities.

Student Affairs made staffing decisions based on student success, health and safety requirements, and maximizing support for student activities and engagement. These included streamlining housing staff and creating area coordinator positions, adding an assistant dean of students, and hiring two full-time staff in the Unity Wing, which includes the Intercultural Center, the Pride Center, and the Women's Center. Additional investments, including grant funding, part-time counselor hires, and partnering with an after-hour service, were made in Counseling and Psychological Services to ensure that students have 24-7 mental health and counseling support. These resources supported Objective II, Priorities 4 and 5 and Objective III, Priorities 6 and 7 of the University Strategic Plan.

Equity and Diversity priorities were shaped by compliance findings that emerged from a 2021 TNG Consulting audit. Actions included appointing of a new Vice President and a Title IX coordinator, expanding training and education, and developing clear policies and guidelines. Reporting and investigation processes were established and widely shared, faculty and staff search procedures were updated for legal compliance, and resources across the division were consolidated to ensure compliance with all federal and state regulations. Two climate surveys were conducted to assess students' experiences with gender based violence and their knowledge of campus processes and resources. Eastern joined the Racial Equity and Justice Institute, gaining access to additional education and training opportunities. These initiatives supported Objective I, Priority 2 of the University Strategic Plan.

Finance and Administration prioritized decisions and resource allocation based on health and safety of the campus community and compliance issues. With no state bond funding in recent years, facilities projects addressed prioritized campus needs. Deferred maintenance due to budget concerns has meant that there may be inherent risks in the campus infrastructure, urgent facilities maintenance concerns, and a potential to impact student satisfaction and enrollment on a primarily residential campus (for details see facilities projects). Recent projects included installing central door-locking systems for security, upgrading police technology (bodycams, dashcams), and expanding officer training. Leadership transition in the division took place with the hiring of a new Vice President of Finance and Administration. The Human Resources office invested in increased staffing, implemented the digital job portal Jazz HR, digitized records, and participated in upgrades to the state employee payroll system. An interim Chief Human Resources Officer (CHRO) was appointed, followed by a search for a permanent CHRO. This office has been primarily transactional and efforts are under way to align the office with best practices in higher education.

Technology Services made significant investments to the campus IT infrastructure, resulting in improvements across the university. These investments included resident hall Wi-Fi upgrades, lab and classroom computer upgrades to support Windows 11 readiness, extensive audio-visual infrastructure enhancements, and comprehensive upgrades to the campus-wide network Wi-Fi, including the core, data center, and wide-area networks for next-generation performance and reliability. As part of these improvements, 1700 wireless access points, 24 distribution routers, and 284 switches were replaced. A substantial telecom project is also underway to modernize campus phone services. The impact of these projects has been far-reaching, providing students with more consistent and modern learning experiences, faculty with enhanced teaching and research tools, and staff with improved administrative capabilities and reliable network infrastructure. These investments have led to faster and more reliable network connections, reduced risk of outages, improved connectivity across campus locations, and enhanced Wi-Fi coverage and access to up-to-date technology, all contributing to a more robust and supportive learning and working environment. Finally, leadership transition resulted in the hiring of a new Chief Information Officer. While these investments supported Objective II, Priority 3 of the University Strategic Plan, it is unclear if the strategic plan directly guided the decisions.

Development and Alumni Engagement (previously Institutional Advancement) emphasized marketing through the University Communications and Marketing (previously University Relations), investing in digital, multi-channel strategies to support enrollment (see Figure 7). In late fall 2024, the Office of University Events and Engagement was created to enhance Eastern's visibility and impact in the region. The Office was charged with providing strategic leadership for events that celebrate our unique identity, foster community, and position Eastern as a first-choice destination for gatherings of all kinds. An interim Vice President of Institutional Advancement was appointed as part of the

leadership transition who invested in databases and software to manage alumni information and outreach. A major current concern is the University's relationship with the ECSU Foundation. There is an opportunity for increased transparency in how the ECSU Foundation has operated in supporting the mission of the University. The division's alumni affairs arm has been under-resourced and lacking a cohesive strategic direction, leading to underutilization of alumni relationships for supporting enrollment management, student success, and institutional fundraising efforts. There is a recognition that significant work needs to be undertaken to align the responsibilities historically overseen by this division with the needs of the institution.

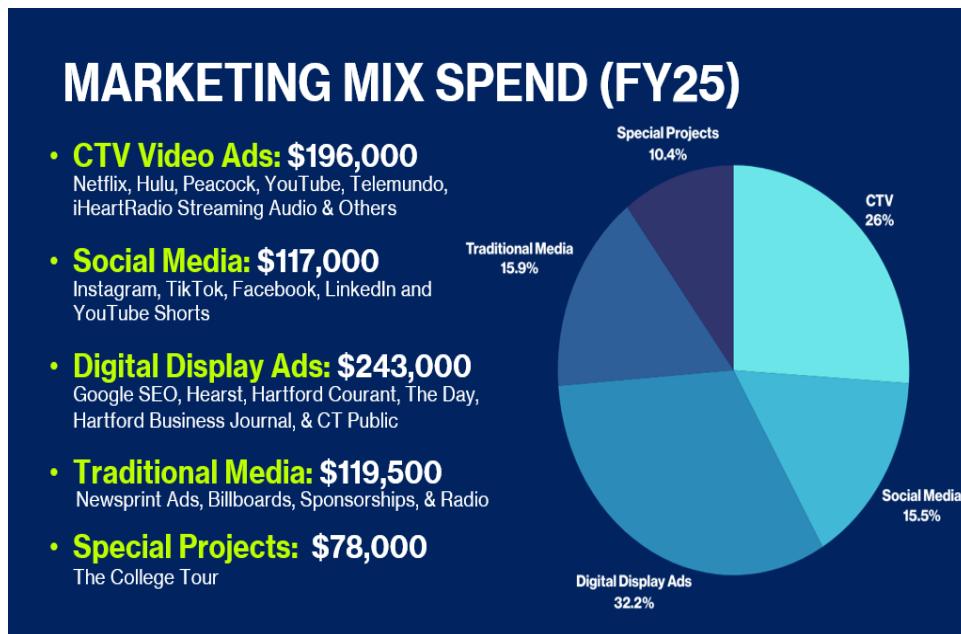


Figure 7: Current marketing mix

University Reorganization (Summer 2025)

During summer 2025, a University reorganization was undertaken to address the long-term sustainability of enrollment, retention, and completion initiatives in a systematic and integrated manner. The reorganization also provided support to the Academic Affairs division for its work on advancing the educational mission, supporting faculty, and stimulating programmatic innovation. A Student Success and Enrollment division was established, with admissions, financial aid, the registrar, advising and tutoring, Opportunity Programs, and institutional research reporting to a new Vice President (all offices previously housed in Academic Affairs). The Institutional Advancement division was disbanded; instead, the Development and Alumni Engagement office was established, overseen by a Chief Development Officer and Executive Director of the ECSU Foundation. The University Relations office was rebranded as the Office of University Communications and Marketing. A new President's Division was established to provide direct oversight of Human Resources, Equity and Diversity, University Communications and Marketing, University Events and Community Engagement, and Development and Alumni Engagement. These organizational changes reflect a strategic realignment of resources and responsibilities intended to strengthen institutional capacity, improve coordination across divisions, and position Eastern to advance its mission, respond effectively to evolving challenges, and enhance student success in the years ahead.

Area of Emphasis: Achieving Enrollment Goals

Eastern's last NECHE comprehensive review was conducted virtually during the COVID-19 pandemic. In the subsequent years, enrollment declined, reflecting broader trends affecting many similar higher education institutions. While external factors such as demographic shifts and the pandemic contributed significantly to this decline, internal decisions also played a role. For example, the admissions rating and financial aid model implemented during this period did not yield the anticipated enrollment growth but did result in incoming classes with higher academic preparation, which likely improved retention rates. Historically, there had been no strategic investment in admissions marketing or outreach. The closure of the Continuing Education Office in 2019 led to the loss of the adult learner population, and several graduate programs had remained unchanged for many years, resulting in stagnant enrollment (see Figure 8).

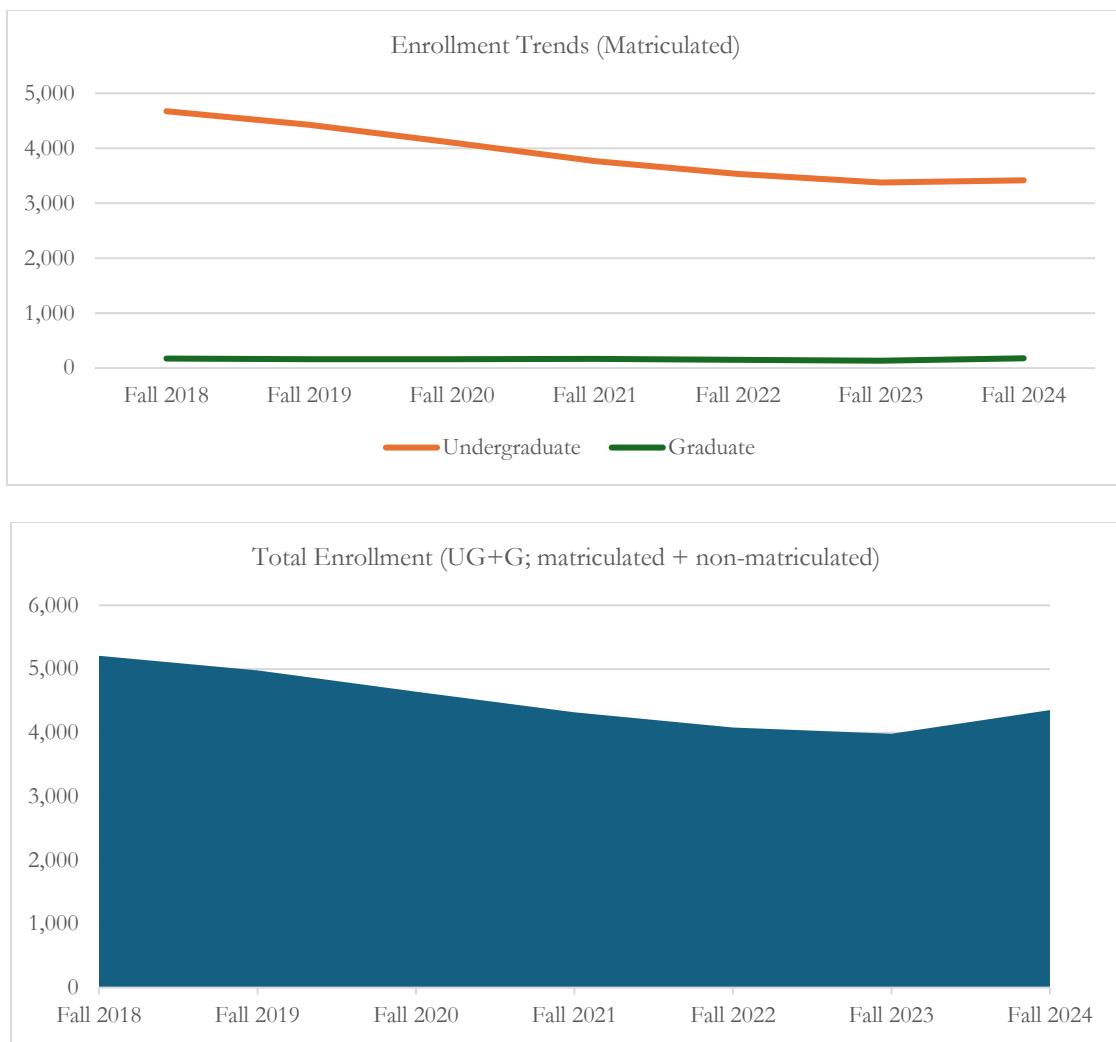


Figure 8: Historic enrollments

To address these challenges, Eastern undertook several initiatives, including increasing and streamlining marketing efforts, hiring a new Director of Admissions and Enrollment Management, implementing the CRM Slate for Admissions, expanding Opportunity Programs, increasing dual and concurrent enrollment opportunities, modifying existing graduate programs, and launching new fully online accelerated graduate programs in partnership with an online program management company. The introduction of a Nursing program in fall 2024 added more than 70 new students. In addition, the admissions and financial aid offices collaborated to develop a new rating and financial aid formula to replace the previous model, which had not achieved desired results. While these initiatives contributed to increased enrollment for fall 2024, Eastern acknowledges the absence of a formal strategic enrollment plan and is committed to developing one under new institutional leadership. Early indicators suggest that fall 2025 enrollment may be lower than fall 2024, reinforcing the urgency for a comprehensive plan.

In July 2025, Eastern created a Division of Student Success and Enrollment as part of a broader reorganization to ensure that institutional priorities for enrollment, retention, and completion are addressed in a systematic and integrated manner. Goals, targets, and metrics will be developed as part of the strategic planning process beginning in fall 2025. These metrics will be tied to the system-mandated financial sustainability plan and will inform strategic budgeting and resource allocation. The Office of Planning and Institutional Research will monitor key performance metrics in alignment with the CSCU Access, Completion, Talent (ACT) framework and Eastern's internal strategies to expand outreach to new student populations and pursue curricular innovation. Early outcomes, such as growth in online graduate enrollment, demonstrate the potential of these approaches.

Since 2019, Eastern has significantly increased marketing expenditures, engaging reputable firms to modernize the University's outreach strategy. Current efforts focus on parents of high school students and students aged 14–17 in Connecticut and neighboring states. Using a multi-channel approach, Eastern seeks to increase awareness, drive attendance at recruitment events, and boost enrollment while maintaining cost-effective lead generation. For example, spring 2024 recruitment events drew 235 more accepted students than the prior year; at a conservative 70% yield, this increase translated to approximately 164 additional enrolled students in the fall 2024 class. Eastern also participated in the Amazon Prime series [The College Tour](#), leading to a 30-minute episode highlighting the University through a student experience lens. Admissions developed and implemented a multi-pronged strategy of outreach to prospective students and their families.

The implementation of Slate has allowed the admissions office to personalize communications with prospective students. Additional initiatives include leveraging College Board resources to connect with prospective applicants, using Slate's data and reporting tools to enhance recruitment and retention efforts across the student lifecycle, expanding outreach to a broader audience of prospective students and their families, and adopting new digital marketing strategies. The expansion of [Opportunity Programs](#) and the appointment of a staff member dedicated to dual enrollment resulted in growth from 318 students in fall 2019 to 727 in fall 2024, a 128% increase.

Eastern also introduced new online graduate programs in Applied Data Science and Special Education and updated existing graduate programs in Accounting and Management to better serve adult learners. In spring 2024, the University partnered with an online program management company to market these programs, assist with instructional design, and provide student support. Within one year, these programs saw significant enrollment growth (see Figure 9). Graduate admissions processes have now been integrated into Slate, further streamlining recruitment.

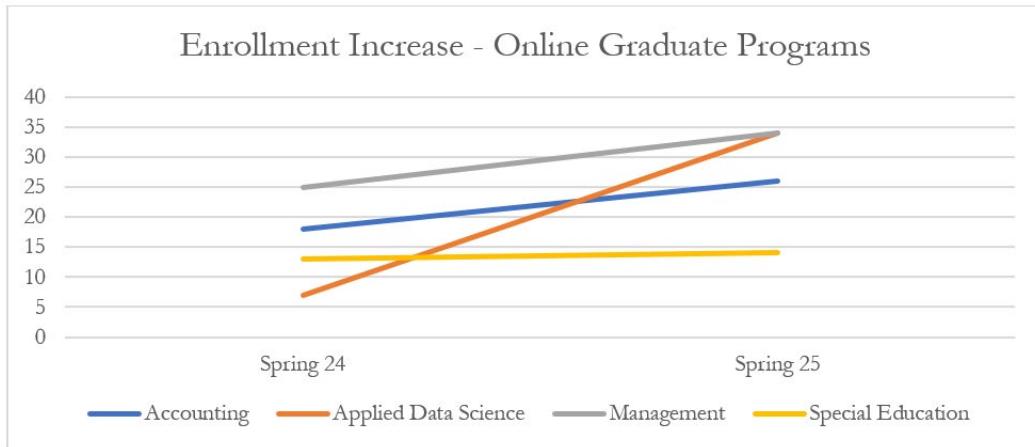


Figure 9: One-year enrollment increase in online graduate programs under OPM partnership

The Commission’s letter noted that “the institution will begin working on a formal enrollment management plan” and that Eastern “sets and achieves realistic goals to enroll students who are broadly representative of the population the institution wishes to serve.” While enrollment and retention have been identified as institutional priorities, the absence of a formal strategic enrollment management plan has meant that efforts have proceeded without clearly defined performance targets or a shared institutional framework. Developing and implementing a comprehensive strategic enrollment management plan will be a central priority in the coming year, already set into motion with the formation of the new Student Success and Enrollment division. This plan will provide a coordinated framework for setting clear targets, aligning resources, and evaluating results, ensuring that enrollment and retention initiatives are intentional, data-informed, and aligned with Eastern’s mission and long-term sustainability goals.

Standard Narratives for Standards 1 – 7 and 9

Standard 1: Mission and Purposes

Eastern is the state’s designated and only public liberal arts university, a designation that forms the foundation of Eastern’s mission, vision, and values. As part of Eastern’s last strategic planning process, the University mission was revised, receiving [approval](#) by the governing Board of Regents in October 2021.

“Eastern Connecticut State University engages students from diverse backgrounds in a transformative, liberal arts learning experience that provides knowledge and skills to lead enriching, purposeful lives.”
– Mission Statement

Eastern’s mission is supported by its core values of academic excellence, engagement, inclusion, integrity, empowerment, and social responsibility. Collectively, the [mission, vision, and core values](#) guide strategic priorities, student learning and success, and curriculum and academics. As a public liberal arts university, Eastern seeks to provide an unparalleled experience for its students, provide educational access, achieve national distinction for its academic programs through engaged teaching, learning, scholarship, and creative work, while becoming fully embedded as a key resource in the local and regional community.

Eastern's institutional purposes are closely tied to its mission. The University remains committed to its responsibilities as a publicly funded institution providing an accessible liberal arts education to a wide range of students regardless of socioeconomic status. The University seeks to prepare students to be intellectually engaged and socially responsible, aspiring for all graduates to develop broad intellectual horizons, skills for employability and further post-secondary education, and a sense of obligation to the communities in which they live. Additionally, in keeping with the public liberal arts mission, Eastern is an active member of organizations such as the Council of Public Liberal Arts Colleges ([COPLAC](#)), the American Association of State Colleges and Universities ([AASCU](#)), and the American Association of Colleges & Universities ([AAC&U](#)). Through these affiliations, Eastern leverages resources that promote the value of a liberal arts education in enhancing students' career readiness, civic engagement, personal well-being, and lifelong success.

The University mission and values are deeply held and widely shared across campus, as evidenced by the findings of President Ismaili's [Listening and Learning Tour](#). The current strategic plan ends in 2025 and a new cycle of planning will commence under President Ismaili's leadership. The mission, vision, and core values of Eastern will be subject to review during this process as part of the continuous review and improvement cycles. This will include an evaluation of Eastern's mission in relation to its current student profile (traditional college-age, primarily residential and in-person), while also considering underserved populations with interest in the benefits of a public liberal arts education. This ongoing reflection and alignment will ensure that Eastern's mission continues to guide institutional priorities, decision-making, and resource allocation, while remaining responsive to evolving student needs, workforce demands, and the distinctive role of the public liberal arts in higher education.

Standard 2: Planning and Evaluation

Eastern's current [Strategic Plan](#) runs through 2025. In recent years, the University has made progress in identifying, collecting, and using internal and external data to support decision-making, though results have been uneven across campus. The [Office of Planning and Institutional Research](#) plays a central role in supporting planning activities, with recent staffing increases to meet expanding institutional needs. The NECHE Commission requested evidence of Eastern's success in using evaluation results to inform planning, program and service changes, and resource allocation, addressed in detail in the section **Area of Emphasis: Integrating Evaluation and Assessment with Planning and Resource Allocation**.

Planning

Eastern has a history of systematic strategic planning, with the 2020–2025 plan developed through a two-year shared governance process and approved by the University Senate. In fall 2025, the University will launch new long-term plans, including a strategic plan, a strategic enrollment management plan, and a BOR-mandated five-year financial sustainability plan. These will establish clear goals, metrics, strategies, and processes for tracking progress.

Budget planning at Eastern follows the procedures established by CSCU and the BOR, factoring in state appropriations, fringe benefits paid by the state, fringe benefit rates for retirement plans to be paid by the University, and other negotiated employee payments. Additionally, projections for enrollment, housing occupancy, food-service participation, and general operating expenses inform divisional decisions. The data supporting these projections are now subject to greater internal scrutiny.

Departments submit annual budget requests through their division heads, which are evaluated in relation to the University's strategic priorities and available resources. A team established in 2022 to address tuition, financial aid, and student resources has since evolved into a cross-divisional retention committee that shares information and coordinates retention initiatives. The recent creation of the Student Success and Enrollment division will align priorities, foster collaboration, and produce a strategic enrollment management plan.

Evaluation

While Eastern is committed to continuous improvement through assessment and program review, implementation remains uneven across campus. Academic programs undergo an Academic Program Review process with University Senate oversight and external review, but resource allocation is not consistently tied to review results, nor is feedback uniformly applied. Support from the University Assessment Coordinator and [Planning and Institutional Research](#), as well as disciplinary accreditation requirements, has advanced assessment adoption in some programs. While a strong assessment culture is emerging in ELAC, broader adoption across all programs requires further investment, training, and incentives. The recent establishment of the CTLA and investment in student learning outcomes assessment software provide a foundation for expanding best practices campus-wide. The Student Affairs division conducts annual program assessment, with the [Student Affairs Assessment Committee](#) committed to ensuring that its work is student-focused, collaborative, and is aligned with the division's and the University's Strategic Plans. Assessed outcomes include utilization of student support services, increased numbers of unique student community engagement activities, improvements in student functioning through high levels of counseling and mental health supports, improved student health services, improved skills development through student employment, and increased opportunities for student engagement in a wide range of athletic, intramural, and intercultural activities. The committee also provides professional development, strategies, and support to departments and results inform program enhancements, with goals updated annually.

Consistency and alignment across all divisions on planning and evaluation remains an area for growth at Eastern. The upcoming strategic planning cycle, coupled with recent structural changes and investments in infrastructure, has positioned the University to establish clearer goals, stronger metrics, and more intentional links between evaluation, planning, and resource allocation.

Standard 3: Organization and Governance

Eastern's leadership structure underwent significant changes with a Presidential transition in July 2024. Eastern's seventh President, Dr. Ismaili, established a new leadership team and a university-wide Leadership Council. This included filling cabinet-level positions vacated through retirements and attrition. The administration's primary focus is to ensure that institutional policies are clear, well-documented, and that decisions follow a collaborative, transparent process.

Governing Board

Eastern is a part of the [Connecticut State Colleges and Universities](#) (CSCU) system of [6 public colleges and universities](#) – 4 state universities, CT State Community College, and Charter Oak State College. The system's mission is to provide affordable, innovative, and rigorous programs that help students achieve personal and career goals while contributing to Connecticut's economic growth. The CSCU system is overseen by a [Board of Regents](#) (BOR) that sets statewide tuition and student fee policies; establishes financial aid policies; reviews, licenses, and accredits academic programs; and conducts searches for the CSCU Chancellor. The BOR also holds broad responsibilities for development and

coordination of statewide higher education policy. The BOR is comprised of 9 members appointed by the Governor; 4 appointed by legislative leadership, of whom one is a specialist in K-12 education; three alums of the Connecticut Community Colleges, Connecticut State Universities, and/or Charter Oak State College; and two student members chosen by their peers. The BOR has several board committees and two advisory committees (the Faculty Advisory Committee and the Student Advisory Committee). The BOR provides [training](#) for regents to ensure that members understand their fiduciary, regulatory, and statutory obligations, and the BOR [bylaws](#) provide guidance on function and scope. Eastern operates within the [policy](#) and budgetary boundaries established by the BOR.

Internal Governance

Governance at Eastern is shared between the administrative structure and the University Senate. As of July 1, 2025, administrative divisions include the President's Division, Academic Affairs, Student Affairs, Student Success and Enrollment, Finance and Administration, and Technology Services. The Provost, as chief academic officer, oversees programs housed in the School of Arts and Sciences, the School of Education and Professional Studies, and the Graduate Division. The administration works within multiple collective bargaining agreements covering faculty, staff, and other employee groups. President Ismaili established the President's Leadership Council, which includes deans, chairs, directors, cabinet members, University Senate leadership, campus union leaders, and Student Government leaders.

The [University Senate](#) consists of instructional faculty, administrative faculty, the Student Government Association (SGA), and senior administrators. Representation includes one member from each academic department, the library and counseling faculty, athletics faculty, senior administrative officers, the President (nonvoting), administrative faculty representatives, at-large members, and students selected by the SGA. The Senate's work is carried out through [Standing](#) and [At-Large](#) committees, most of which are faculty-led. Due to a significant reduction in full-time instructional faculty, the Senate has struggled to fill committee seats, affecting shared governance. In spring 2025, as part of its regular five-year review, the Senate restructured committees to align charges, eliminate redundancy, and improve functionality given reduced faculty numbers. This reorganization will be evaluated for effectiveness based on the ability to fill seats and carry out the charge of the committees in a timely manner. The Senate evaluates its constitution and bylaws every 5 years to ensure that the system of governance is mindful of the institutional mission and serves the needs of the organization and its stakeholders.

Eastern's students have their own governance system in the form of the [Student Government Association](#) (SGA), which provides students with the opportunity to develop skills in democratic procedures. A representative form of government, SGA leaders and members are elected to act as the governing body for student concerns. Members work at meeting the social, economic, and curricular needs of all Eastern students, and they also serve in deliberations with the faculty and administration of Eastern. The budget of SGA is generated from the student activity fee paid by every student.

Eastern's governance structure provides a clear framework for collaboration among faculty, staff, students, and administration, with defined roles at both the institutional and system levels. Under new presidential leadership, Eastern is strengthening transparency, participation, and alignment between governance processes and the University's mission, priorities, and long-term planning.

Standard 4: The Academic Program

Eastern complies with Standard Four: The Academic Program, offering [academic programs](#) consistent with its mission as the state's only public liberal arts institution. The University offers 41 undergraduate majors across 19 [academic departments](#), 65 minors, more than 60 concentrations, eight teacher certification programs, an Associate of Science degree, a Bachelor of Science in General Studies, and [master's degree programs](#) in Accounting, Applied Data Science, Education, and Management. Programs are designed to progress coherently within the discipline, ensuring breadth across subdisciplines and depth through concentrations. Learning goals and requirements are published on program [websites](#) and updated annually in the [University Catalog](#).

Assuring Academic Quality

Eastern ensures academic oversight through shared governance among faculty, administration, and the University Senate and its committees. All academic programs undergo external review either through an accrediting body or the Academic Program Review (APR) process. After pandemic delays, the review cycle has resumed, with several programs recently or currently under review across multiple disciplines (including Accounting, Art, Biochemistry, Biology, Business Administration, Business Information Systems, Economics, English, Environmental Earth Science, Finance, Health Sciences, Liberal Studies, Mathematics, Sociology, Spanish, the Honors Program, the Bachelor of General Studies, and the Liberal Arts Core Curriculum). Evidence of systematic linkage between review results, resource allocation, and program improvements remains limited, and use of reviews for continuous improvement is uneven. New programs and significant modifications are initiated by faculty and reviewed by the dean and Senate committees before Senate approval. Programs requiring more than 18 credits, or changes of more than 15 credits, require Provost and Board of Regents (BOR) approval to ensure mission alignment, sufficient resources, and student demand.

Undergraduate Degree Programs

Eastern's degree programs meet NECHE requirements, with progression from introductory to advanced coursework and, in most cases, a capstone experience. Students and their advisors track requirements in Degree Works and first year students complete an [Eastern in 4 Plan](#) in LAC 101 to map their major(s), ELAC, and any minor coursework.

General Education

Eastern adopted the Liberal Arts Core (ELAC) in 2022 and began implementation in 2024. This 40-44 credit curriculum integrates five liberal arts learning outcomes and high-impact practices throughout the general education curriculum. ELAC ensures breadth across disciplines and enforces the liberal arts learning outcomes. ELAC is described in detail in **Area of Emphasis: Implementing and Assessing the Liberal Arts Core**.

The Major or Concentration

Since the 2021 comprehensive review, Eastern has modified several programs based on enrollment trends and data analysis and started new programs, including launching a new B.S. in Nursing program in fall 2024. The College of Business was established in the School of Education and Professional Studies by grouping three academic departments and pursuing AACSB accreditation. The current model will be assessed, drawing on guidance from AACSB and following a review of peer institutions. Faculty in the Communication and Theatre departments decided to merge and create a new Communication, Film, and Theatre department to address curricular redundancies and take advantage of shared resources. Finally, several programs (Labor and Human Resources, New Media Studies, Sport and Leisure Management) were closed due to challenges with program identity, enrollments,

resources, or program oversight. These changes were informed by an assessment of institutional capacity, responsive to documented labor market trends, and advanced through faculty-led academic reform, while preserving the University's commitment to the liberal arts.

Bachelor of Science in Nursing: Approved by the BOR in May 2023 and the Connecticut Board of Examiners for Nursing in July 2024, the program admits cohorts of about 60 students annually. It integrates professional preparation with the 40-credit liberal arts core. Developed with CT Health Horizons grant support for facilities and faculty, the program partners with Hartford Healthcare for simulation labs and clinical placements and addresses Connecticut's nursing shortage. As with all pre-professional degree programs, Eastern's Nursing major places professional training in the broader intellectual context of the 40-credit liberal arts core curriculum. The addition of the Nursing program, and partnership with a local hospital, has attracted significant enrollment and recognition for its potential impact on the state's healthcare workforce.

Graduate Degree Programs

Eastern offers nine master's programs, including three initial teacher certification graduate programs with an early start option (Early Childhood Education, M.S. Elementary Education, and Secondary Education) and professional program in Accounting, Applied Data Science, Educational Studies, Educational Technology, Management, and Special Education. Applied Data Science and Special Education are newly developed since the last comprehensive review and the Organizational Management degree was modified into an online Management degree. Starting in spring 2024, Eastern entered into a non-CSCU/BOR sanctioned contract with an online program management company to offer four graduate programs – Accounting, Applied Data Science, Management, and Special Education – as accelerated, fully online asynchronous programs. The University continues to work to ensure alignment with CSCU/BOR. Under the terms of the contract, in effect from spring 2024 for a period of seven years, Eastern and the OPM (online program management company) engage in a 50-50 revenue sharing for the 4 programs and a 60 Eastern – 40 OPM revenue sharing for alumni enrolling in these programs.

Transfer Credit

Eastern participates in the [CSCU transfer process](#) and offers extensive [on campus transfer advising](#) to students. Advisors in the Academic Success Center meet with all incoming transfer and readmitted students. This allows students to address individual concerns including issues with transfer evaluation, navigating the appeals process when needed, and understanding time to degree completion for their chosen program. Advising also assigns all incoming transfer students a professional advisor in their first semester to assist with the transition to Eastern's campus, and to triage questions or concerns. For graduate programs, Eastern's Graduate Transfer Credit Policy stipulates that no more than six credits may be transferred from other institutions, with transfer evaluations made by the Dean of the Graduate Division in consultation with program faculty.

Integrity in the Award of Academic Credit

Eastern's undergraduate and graduate degrees follow the practices common to American institutions of higher education in terms of both program length and content. The University's criteria for awarding academic credit, as outlined in the University Catalog, continues to be consistent with NECHE policy, and course content is comparable to professional society guidelines for the field of study. All course design is performed by faculty members with expertise in their fields and overseen by the appropriate academic dean and the University's Curriculum Committee. The community members are subject to the University's [Policy on Academic Misconduct](#) ensuring the integrity of

academic work. With a shift to online instruction and programs, the University adheres to CSU policy on [Student Use of University Computer Systems and Networks](#).

Eastern offers a comprehensive range of undergraduate and graduate programs consistent with its public liberal arts mission and maintains appropriate structures for academic oversight and quality assurance. While new programs, mergers, and closures demonstrate responsiveness to enrollment trends, market demand, and resource realities, the link between program review outcomes and systematic resource allocation remains an area for continued improvement. The adoption of ELAC, the launch of the Nursing program, and growth in online graduate offerings illustrate the University's capacity for innovation while upholding the breadth and depth expected of a liberal arts education.

Standard 5: Students

The Student Affairs and Academic Affairs divisions offer programs and services that create a supportive and challenging environment to promote student learning, personal growth, professional development, and civic responsibility. Seventeen offices, staffed by dedicated professionals, prepare students for leadership in a global society. All efforts aim to foster engagement, success, and retention, and to strengthen enrollment. As the NECHE Data Dashboard indicates, Eastern saw declining enrollments across both undergraduate and graduate programs between 2019 and 2023. Enrollments increased in 2024, with total undergraduate enrollment increasing from 3839 to 4168, but are trending below 2024 levels for 2025. Graduate enrollments have seen a significant increase in a short time, adding an additional 100 new students over between spring 2024 and spring 2025, with the launch of online asynchronous programs in spring 2024.

Admissions

The [Office of Admissions](#) oversees all activities related to undergraduate admissions. Transfer admissions are provided additional support by a transfer advisor. The office has undergone staffing changes in response to evolving enrollment strategies and has currently been moved from Academic Affairs to the newly created Student Success and Enrollment division. Outreach and prospective student engagement are coordinated between Admission, Academic Affairs, Student Affairs, and University Relations.

As discussed in the area of emphasis on enrollments, Eastern expanded outreach to a wider range of high schools, emphasizing diverse populations aligned with its mission. Other initiatives included enhanced marketing, stronger engagement with school counselors, more campus visits, reimagined Open House and Admitted Student Decision Days, increased Athletics recruiting, and continued use of initiatives such as Application Fee Free Day (November 1), the Connecticut Auto Admit Program, early action, and transfer admissions. Efforts are underway to recruit bilingual (English/Spanish) admissions counselors.

A hallmark initiative is the [STEP/CAP](#) summer bridge program, an invitation-only six-week residential program designed to prepare selected students for college-level work through three academic courses and intensive skill-building. In 2024, Eastern also joined the NSF Louis Stokes Alliances for Minority Participation (LSAMP) program to increase STEM success among historically underrepresented students. Although federal LSAMP funding ended in spring 2025, Eastern is continuing the program using general funds. Additional access and success initiatives are housed in the [Opportunity Programs](#) office, serving underserved, underprepared, first-generation, and/or undocumented students. Partners include Achievement First, TheDream.US, Higher Edge, Promise

Scholars, Hispanic Alliance of Southeastern Connecticut, International Students, Independent Youth (DCF), DCCAP, STEP/CAP, and CARIBE Bridgeport. The [University Honors Program](#), admitting up to 25 first-year students annually, offers full tuition and fees for on-campus students who maintain and meet the program's GPA and other requirements. Selection considers academics, extracurricular activities, and the capacity for high-quality research or creative work.

Graduate admissions, housed in the School of Education and Professional Studies, are overseen by the Graduate Division. With graduate enrollment growing since spring 2024, the University has increased marketing and staffing support. Graduate admissions and program management now have expanded resources in both the Graduate Division and the Registrar's Office to serve non-traditional and certificate-seeking students.

Student Services and Co-Curricular Experiences

Student services and co-curricular programs are provided by the Student Affairs, Academic Affairs, and Student Success and Enrollment divisions. The Student Affairs division oversees 17 offices, including [AccessAbility Services](#), [Community Engagement](#), various health and wellness services, [Student Conduct](#), and the [Arthur L. Johnson Unity Wing](#). Career services and co-curricular academic programs are housed in Academic Affairs. Student academic advising and tutoring are now overseen by the new division of Student Success and Enrollment. The [Student Activities](#) office coordinates orientation, more than 90 active student clubs and organizations, over 2,500 annual events, leadership opportunities, and recreational and wellness programs. Staff collaborate with faculty and housing to create an integrated student life experience. In response to increased demand for mental health support post-pandemic, Student Affairs joined the JED Campus initiative, partnered with Protocol for after-hours counseling, increased [Counseling and Psychological Services](#) (CAPS) staffing, and expanded virtual tele-health and in-person counseling services. The Arthur L. Johnson Unity Wing in the Student Center houses three centers – the [Intercultural Center](#), the [Women's Center](#), and the [Pride Center](#) – which promote diversity, inclusion, and cross-cultural engagement. The Veterans Education and Transition Services ([VETS](#)) Center supports military-affiliated students, including transfers from community colleges, and assists with academic and life issues unique to veterans. These offices regularly provide programming and engagement opportunities for all students, collected student feedback on events, and incorporated results into improving future programming.

Eastern demonstrates a strong commitment to supporting the holistic development and success of all students through a wide range of academic, co-curricular, and support services. Continued investments in targeted recruitment, program growth, student success resources, and inclusive campus programming will be essential to sustaining enrollment, enhancing retention, and meeting the evolving needs of a diverse student body.

Standard 6: Teaching, Learning, and Scholarship

Faculty and Academic Staff

Since the last comprehensive review, Eastern's full-time faculty capacity has declined from 190 to 154, accompanied by a significant reduction in part-time faculty usage. Existing tenure-track lines have been redeployed to meet enrollment-driven needs in programs such as Nursing, Computer Science, Accounting, Finance, and Business. As enrollment declined, faculty retirements were not automatically replaced, and internal cost-saving measures contributed to further faculty depletion. This has created the need to rebuild faculty capacity across multiple disciplines to effectively deliver the new Eastern Liberal Arts Core (ELAC) curriculum. The combination of an aging faculty and limited new hiring

has resulted in challenges such as difficulty staffing ELAC courses, reduced capacity for upper-level coursework, limited curricular innovation, erosion of departmental identity, increased workloads, and decreased morale. The University has begun to take corrective action, authorizing immediate full-time and tenure-track hires in several depleted departments. For AY 2025–2026, Eastern has hired 20 temporary full-time and 5 tenure-track faculty, with 15 additional tenure-track searches tentatively approved for AY 2026–2027 pending budget review.

Faculty redeployment has also resulted from department closures and mergers intended to reduce overlap, address curricular duplication, and respond to declining enrollments. These decisions followed the shared governance process and were initiated by faculty in consultation with deans and the Provost. The Department of Kinesiology and Physical Education was closed, with faculty reassigned to related departments: Physical Education to Education, Exercise Science to Health Sciences, and Sport Management to Business Administration. The Communication and Theatre departments merged to form the Communication, Film, and Theatre Department, while faculty with expertise in Marketing joined Business Administration.

Faculty [search procedures](#) have been updated to ensure compliance and streamline hiring through the Office of Equity and Diversity. Faculty evaluation is governed by the [CSU-AAUP Collective Bargaining Agreement](#) and a [Senate Bill](#) clarifying the criterion and procedures for renewal, tenure, promotion evaluation and professional assessment. Eastern has also implemented a digital faculty evaluation system. Staffing needs are assessed by the Provost's Office, and building institutional capacity is recognized as a strategic priority. As part of the upcoming strategic planning process, a gap analysis will be conducted in fall 2025 to identify areas requiring investment, with strategies for capacity building to be incorporated into institutional plans.

Teaching and Learning

In 2023, Eastern established the Center for Teaching, Learning, and Assessment ([CTLA](#)) to support faculty in delivering high-quality, innovative, and inclusive learning experiences that address the diverse needs of students. The CTLA fosters faculty dialogue, collaborative learning, and cross-disciplinary resource sharing, while also collecting and analyzing data from all faculty development offerings to inform future programming. The Center for Instructional Technology ([CIT](#)) complements this work by supporting technology integration across the curriculum. As a newly established center, efforts are being made to ensure that the CTLA addresses gaps in faculty training and development programming and institutional needs. The CTLA collects quantitative and qualitative data on every faculty development offering, including one-time workshops and year-long experiences. Participants at each workshop are asked to complete a feedback form that asks questions to determine how well the workshop addressed the stated learning outcomes. Faculty who participate in year-long, interdisciplinary faculty learning communities are asked to complete an anonymous survey about their experience, including questions about whether they had incorporated what they had learned into their teaching and whether they had shared what they learned with anyone else (e.g., with members of their department). This data is reviewed in detail by the CTLA director and discussed with the Provost and the two deans; general trends are shared with the Instructional Faculty Development Committee. Collected feedback influences future CTLA offerings and practices.

Eastern maintains its teacher-scholar model, providing faculty with opportunities for research release time, funding for research and faculty development, retraining funds, and conference travel. While faculty development is well supported, most funding is drawn from CSU-AAUP contractual provisions. The Instructional Faculty Development Committee and the Faculty Development

Consultant to the CTLA, a tenured faculty member, further support innovative pedagogy. Students in every major are taught by qualified full-time and part-time faculty, though some departments have become more reliant on part-time instructors due to historic faculty depletion.

Eastern students receive guidance from faculty advisors in their major and professional advisors in the Academic Success Center (ASC). Professional advisors work with all new and continuing students, with every full-time student assigned a faculty advisor. Since the last review, the University has strengthened its first year advising model to increase early connections, improve intervention strategies, and enhance student success. Notable initiatives include:

- A redesigned pre-advising and registration experience for incoming students.
- Increased advisor outreach during the summer prior to matriculation.
- The First Year Success Program, targeting students at academic risk based on midterm performance.
- A winter break review process to ensure academic progress and timely registration.
- The COMPASS program, providing targeted support for first-year students on academic probation.
- Collaborative outreach with academic deans to unregistered and under-registered students.
- Intensive one-on-one advising for transfer students to support seamless transition and degree completion.

Consistent with Eastern's mission, [Undergraduate Research](#) is a central component of the student learning experience. Students collaborate with faculty on research projects, conference presentations, publications, artistic performances, and exhibitions. The Office of Undergraduate Research, overseen jointly by the academic deans, funds student participation in conferences, summer research institutes, and [CREATE](#), the University's annual undergraduate research conference.

Eastern demonstrates a strong commitment to teaching excellence, student support, and scholarly engagement despite recent faculty capacity challenges. Continued investments in faculty hiring, professional development, and strategic advising initiatives will position the University to strengthen its academic mission and sustain high-quality learning experiences.

Standard 7: Institutional Resources

Human Resources

In accordance with Connecticut General Statutes Sections 46a-68-75 through 46a-68-114 and under the authority of the Connecticut Commission of Human Rights and Opportunities (CHRO), Eastern complies with all regulations associated with Title VII of the Civil Rights Act of 1964. The University is committed to the full and fair participation of women, people of color, people with disabilities, and all other protected groups underrepresented in the workforce or adversely affected by University policies or practices. Eastern employs faculty and staff from diverse backgrounds: 44% of full-time teaching faculty are women and approximately 30% are non-White; 55% of full-time staff are women and approximately 33% are non-White. The University ensures that individuals are not excluded based on any protected status under federal or state law, unless a bona fide occupational requirement applies. Eastern's [human resource policies](#) are shaped by Connecticut state law, Connecticut State Colleges and Universities (CSCU) policies, and Eastern-specific policies. Unionized employees work under their respective collective bargaining agreements, while non-unionized full-time employees follow the CSCU Human Resources Policies for Management & Confidential Professional Personnel. The

Human Resources office at Eastern performs a transactional role and is being reviewed for alignment with higher education best practices.

Financial Resources

Since the last comprehensive review, Eastern has maintained financial stability despite significant challenges, including the pandemic, declining state support, and enrollment declines. This stability has been achieved through natural staffing attrition, expense monitoring and adjustments, program reviews, frugal spending aligned with mission priorities, and regular budget updates to the campus community through University Meetings, the University Senate, campus departments, unions, and the Student Government Association (SGA). Budgeting processes are transparent, with on-demand departmental budget status reports, [current and historical spending plans](#), and mid-year reviews available to all.

The June 30, 2024, audit confirmed a stable financial position. Assets declined from \$372 million to \$365 million due to increased accumulated depreciation, while liabilities decreased from \$36 million to \$28 million. Revenues increased from \$61 million to \$63 million despite level enrollments. Over the past five years, student fee increases averaged just under 3% annually, and the net state appropriation (excluding fringes) increased slightly over 2% per year. Institutional financial aid spending increased by \$3 million, while federal sources decreased by \$1 million. Since 2019, a 27% decline in undergraduate enrollment has reduced net tuition revenue by \$11 million. In response, the University reduced staffing by over 17% (143 positions), primarily through attrition, generating \$11 million in savings to offset revenue losses. Eastern now faces a structural deficit caused by demographic shifts and reduced state funding. While the Board of Regents has requested deficit mitigation plans, University leadership is also pursuing policy changes to tuition, fee structures, and the CSCU general fund distribution model, along with state advocacy to support underserved populations, workforce needs, and wage agreements. The University operates on a lean budget, and any further reductions in staffing and other costs will be detrimental to students and programs through fewer class offerings and reduced quality of service, possibly impacting retention and graduation rates.

Between FY 2022 and FY 2025, Eastern received \$49 million in one-time state and federal funds, which were used for student aid and costs related to collective bargaining agreements. These funds expired in FY 2025, creating a projected \$12 million FY 2026 budget gap. The CSCU system has provided \$12.8 million in temporary support through fund balance releases and debt service relief, enabling a balanced FY 2026 budget. The University has received additional funding from the CSCU system office for strategic initiatives to be allocated from FY26 through FY28. The total funding amount is \$6.9 million. This includes \$2 million designated for capital projects that will expand athletic fields, which will help attract new enrollment and provide much-needed recreational space for students. The remaining funds will be used to enhance academic program development, stimulating the creation of new programs and revitalizing existing ones. Additionally, funds will support systems modernization and provide resources to engage external expertise for maximizing enrollment. This includes financial aid modeling, targeted marketing, and improving operational effectiveness. Other funds will continue to support financial aid that was previously funded externally, as well as investing in retention efforts, further assisting students in attracting new enrollments and improving retention and graduation rates.

At the close of FY 2024, Eastern held \$48 million in unrestricted reserves. Surpluses were achieved without compromising retention or graduation rates, supported by a lean, experienced workforce. However, sustained lean staffing has limited innovation and hindered comprehensive assessment of

decision-making effectiveness. Many long-serving employees with institutional knowledge have retired, and replacements, while bringing fresh perspectives, require time to build campus expertise. Without rebuilding departmental capacity, new hires risk burnout and turnover. Additional actions to address enrollment and budget challenges are outlined in the Institutional Plans section.

Information, Physical, and Technology Resources

Eastern's physical infrastructure supports a high-quality residential campus experience, with the Listening and Learning tour highlighting pride in the campus's beauty and maintenance. However, the last Master Plan was completed in 2016, and best practices call for updates every ten years to align infrastructure with institutional needs. Limited state bond funding has constrained capital projects, requiring the University to prioritize maintenance (see list of [facilities improvements](#)) and partner externally, such as with the local hospital for a nursing simulation lab. Many initiatives from the 2016 Master Plan remain incomplete, raising concerns about the adequacy and safety of certain facilities, including a residence hall and athletic facilities. Housing modifications have been made to meet student preferences, including converting shared bedrooms to singles. The aging Low Rise apartments, housing up to 250 students, are costly to maintain and occasionally require unplanned downtime; funding for demolition or replacement has not been secured. Eastern's athletic facility also needs modernization: it lacks air conditioning, offers only one gymnasium, and features an outdated swimming pool. A new facility could enhance enrollment by improving student recreation options.

Eastern continues to invest in technology to support University operations. Recent [upgrades](#) include classroom and laboratory equipment, network and phone system enhancements, and campus-wide Wi-Fi improvements. Under the leadership of a new Chief Information Officer (CIO), IT services will implement a customer feedback system, beginning with in-person engagement, surveys, and performance tracking. The CIO has also established an AI Working Group with representation from across divisions to explore the use of AI tools to improve operational processes.

Eastern demonstrates prudent fiscal management and compliance with regulations, maintaining operations despite declining enrollments and reduced state support. However, long-term sustainability will require addressing structural deficits, rebuilding staffing capacity, and securing funding for deferred infrastructure and technology needs.

Standard 9: Integrity, Transparency, and Public Disclosure

Integrity

Eastern complies with all standards on integrity and maintains policies and procedures that promote high ethical conduct among students, staff, faculty, and administrators, as well as in interactions with external individuals and organizations. These policies are administered and periodically reviewed to ensure alignment with legal, ethical, and professional standards established by the State of Connecticut, the CSCU system, and the Board of Regents. The [Student Handbook](#) provides official guidance on University standards and student complaint procedures. The Office of Equity and Diversity has expanded access to information on non-discrimination policies and practices governing all University operations.

Transparency

The University website provides comprehensive information for current and prospective students, including admissions processes, employment opportunities, student financial aid and debt, additional costs (e.g., program-specific fees such as for nursing), and policies governing conduct, grading, and

assessment. The University Catalog offers official, detailed descriptions of all academic programs and their requirements.

Public Disclosure

Eastern meets public disclosure requirements, publishing its mission, objectives, and student learning outcomes on academic program webpages. The University clearly communicates its role as Connecticut's only public liberal arts institution. Required information for students, including admissions and transfer credit procedures, tuition and fees, refund policies, conduct rules, appeals and complaint processes, and information on enrollment and withdrawal, is readily accessible on the website. The University Communications & Marketing office regularly maintains and updates directories and webpages to ensure information is accurate and publicly available. Eastern meets NECHE expectations for integrity, transparency, and public disclosure through clear policies, adherence to legal and ethical standards, and comprehensive public communication of institutional information. Continued attention to maintaining up-to-date and accessible resources will be essential to sustaining trust and compliance.

Standard 8: Reflective Essay on Educational Effectiveness

Eastern Connecticut State University engages students from diverse backgrounds in a transformative, liberal arts learning experience that provides knowledge and skills to lead enriching, purposeful lives. – Mission

Aspiring to be a public liberal arts college of first choice, Eastern Connecticut State University will create an unparalleled college experience for its students and achieve national distinction for its academic programs. Eastern's faculty, students, and staff will enhance the University's position as an intellectual community, acknowledged for its engaged teaching, learning, research, and creative work. Advancing its position as a model for social responsibility, environmental stewardship, and educational access, the University will be recognized as a resource that is responsive to the needs of the region and the state. – Vision

Eastern's mission and vision statements speak of the philosophy and scope of educational activities our students engage in and provide a framework for assessing educational effectiveness. Drawing on our vision to be a "public liberal arts college of first choice," the liberal arts core curriculum (ELAC) provides "a transformative, liberal arts learning experience." Both our liberal arts curriculum and our degree programs are designed to enable our students to acquire "knowledge and skills" for leading "enriching, purposeful lives." A hallmark of an Eastern education is an "unparalleled college experience" through the use of high-impact practices (HIPs) that deliver "engaged teaching, learning, research, and creative work." A range of experiential learning activities engage students in social responsibility and environmental stewardship, such as through the Center for Sustainability and the Center for Community Engagement. Our student populations embody the meaning and value of educational access for residents of the state, with students coming from the majority of Connecticut towns. Eastern graduates and alumni serve the needs of the region and the state, with a significant majority of alumni employed within the state.

A Transformative, Liberal Arts Learning Experience

"I chose Eastern Connecticut State University because of its close-knit community and the liberal arts foundation at its core. My freshman year I tried to participate in as many clubs and committees as I could to expand my network – ETV

news & sports, WECS radio club, campus activity board - and even an on-campus job as a multimedia producer in the athletic department. Each of these groups not only introduced me to some of my lifelong friends – but presented me opportunities to do things like attend the National Association of Broadcasters convention in Las Vegas, and the South-by-Southwest music festival in Austin, Texas. It was exposure to these real world, career networking opportunities – in conjunction with hands-on classroom experience that taught me to never stop learning.” Chris Weedon, '15, Communication Major.

Eastern has started to build a strong culture of assessing student learning outcomes, especially in the liberal arts core curriculum. In spring 2020, Eastern adopted five skills-based student learning outcomes – communication, creativity, critical thinking, ethical reasoning, and quantitative literacy. Eastern’s learning outcomes focus on skills that the University and external community value as markers of educational effectiveness. In spring 2021, Eastern developed an [assessment plan](#) for the existing liberal arts curriculum, focused on building and assessing curriculum that allows students to be prepared for work and life. As Eastern transitioned from the old liberal arts curriculum to ELAC, faculty ensured that student learning outcomes assessment was carried on across both iterations of the curriculum. In 2021, Eastern received a Davis Educational Foundation grant to train faculty on embedding Eastern’s learning outcomes in their courses and developing assignments that support assessment of student learning. Faculty attended an “early adopter” training program and submitted artifacts from their courses that were assessed in winter 2022 using modified AAC&U rubrics for critical thinking and communication.

Figure 10 shows results of the critical thinking student learning outcome assessment from 100- and 200-level courses taught by early adopter faculty and a comparison group of faculty who did not receive the training on embedding the learning outcomes. On average, students in 100-level courses taught by early adopter faculty scored higher on four criteria of the critical thinking rubric than those who were not in the early adopter program for that outcome. These students scored approximately 0.4-0.5 points higher on issue identification, evidence, analysis, and drawing conclusions than those in the comparison group.

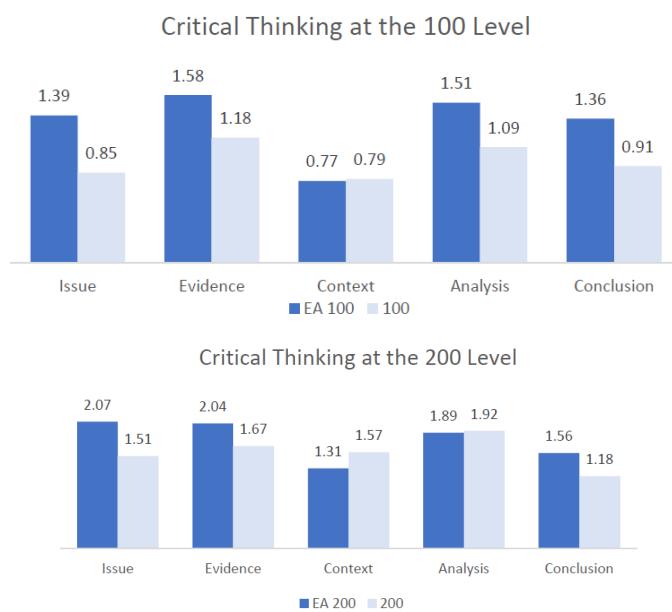


Figure 10: Comparison of average student scores (0=not present, 4=capstone) for early adopters (EA) and faculty not trained

Figure 11 shows results of the communication student learning outcome assessment from 100- and 200-level courses taught by early adopter faculty and a comparison group of faculty who did not receive the training on embedding the learning outcomes. Students in the early adopter sections of 100-level courses scored higher across all categories of communication, while there is little difference between student achievement on the communication learning outcome across groups for 200-level courses. This early assessment allowed Eastern to pay particular attention at the time of ELAC course development to faculty training around embedding student learning outcomes in the course, designing assignments and prompts, and ensuring that student learning outcomes could be assessed effectively to demonstrate student acquisition of skills. By adapting [AAC&U VALUE Rubrics](#), we can ensure that our assessment adheres to best practices in the field.

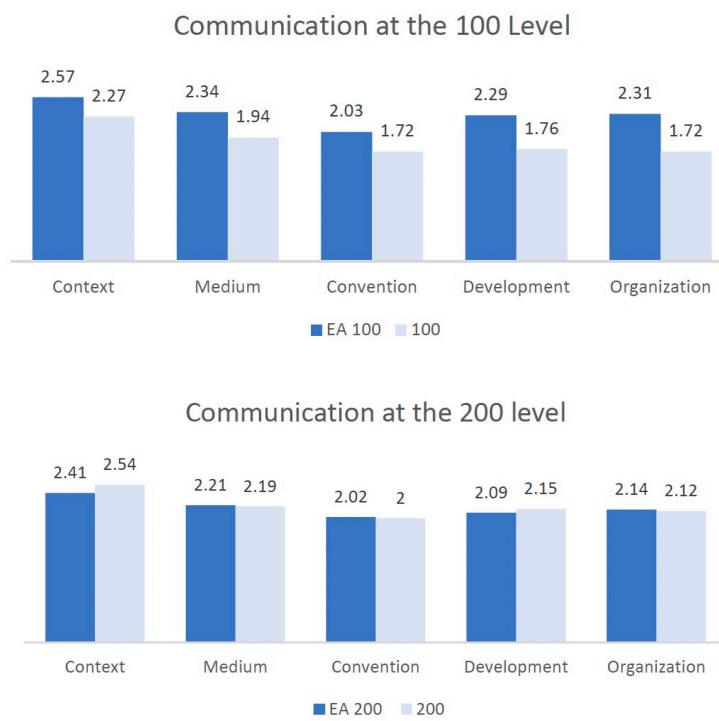


Figure 11: Comparison of average student scores on communication rubric criterion (0=not present, 4=Capstone) for early adopters (EA) and faculty not trained

In spring 2024, a six-year assessment plan was proposed that incorporated lessons learned from earlier assessment efforts, including findings from the initial adoption phase. In AY 2024-2025, critical thinking was assessed in the newly launched ELAC curriculum. Faculty developing ELAC courses, especially LAC seminars, underwent training on embedding learning outcomes and assignment design. In fall 2024, a total of 60 courses in the ELAC curriculum had critical thinking as a primary learning outcome. The first part of the annual assessment was carried out on the artifacts from the fall 2024 courses and the second part, with artifacts collected from spring 2025 courses, will be completed in early fall 2025. Figures 12 and 13 present the assessment results for a random sample of 50 students (from 8 unique LAC 100 and 13 unique Disciplinary Perspectives courses) which was conducted using the same adapted AAC&U critical thinking rubric. Results show that the majority of students (90%) met at least the benchmark performance level; however, comparative data needs to be gathered across several assessment cycles and across a balance of lower- and upper-division courses to further

understand student learning across the curriculum. Students performed better in providing evidence, analysis, and conclusions compared to identifying and describing the issue they were analyzing or examining its context and underlying assumptions. This suggests that while students are incorporating the steps of gathering evidence for analysis and drawing conclusions, they have room for improvement in problem definition and contextual understanding of issues. This early evidence offers opportunities for curricular interventions (such as assignment design and faculty development on HIP pedagogy) in ELAC courses to ensure students' acquisition of Eastern's learning outcomes.

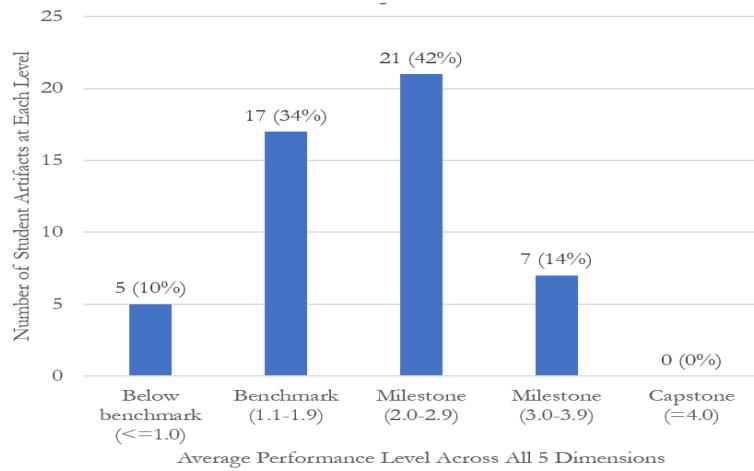


Figure 12: Distribution of average critical thinking scores, fall 2024

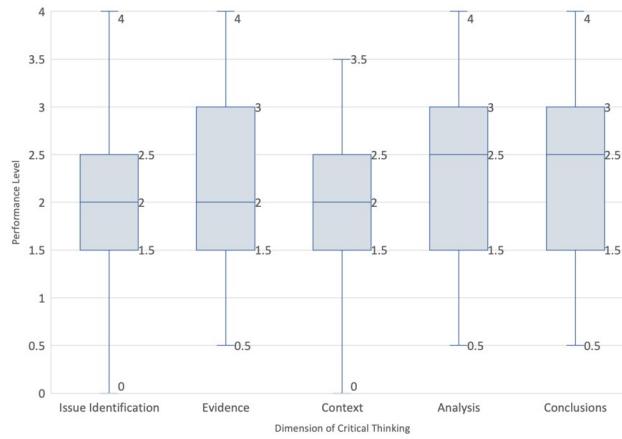


Figure 13: Distribution of performance levels across critical thinking dimensions

In fall 2024, as Eastern was beginning implementation of ELAC, a “pre-test – post-test” assessment design was piloted to evaluate first-year students’ baseline knowledge and awareness of: 1. Eastern’s five learning outcomes, 2. The value of a liberal arts education, and 3. Diversity, equity, inclusion, and social justice. The survey was conducted among first-year students during orientation and again during the last week of classes. A total of 639 students participated in the pre-test survey and 384 in the post-test survey. Figure 14 presents results for students’ understanding of ELAC and its learning outcomes. The percentage of students who correctly identified the definition of each ELAC learning outcome was also significantly higher in the post-test (75% or higher across all learning outcomes) than the pre-

test (59.2% or higher across all learning outcomes). In general, students understand the definition of critical thinking the most (91.7%) and the definition of creativity the least (75.8%) in the post-test (see Figure 15).

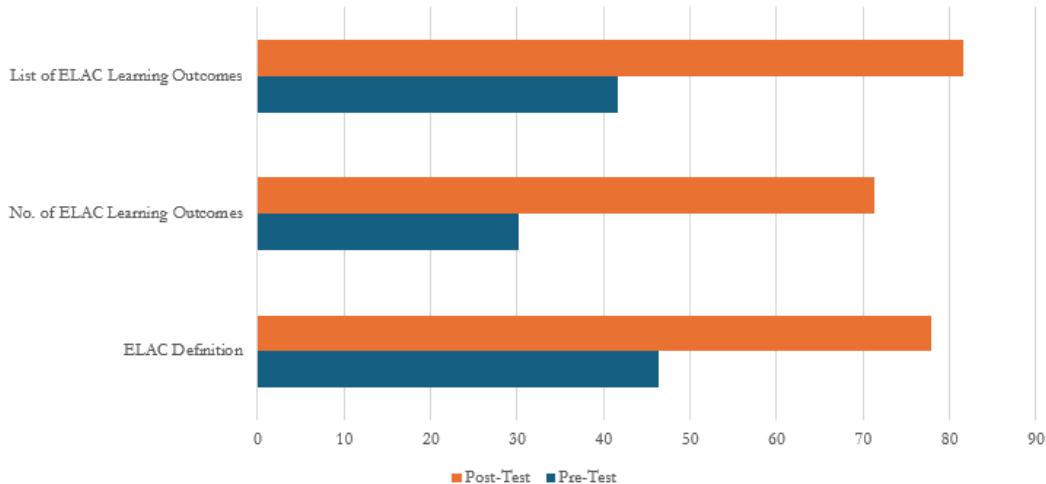


Figure 14: Percentage of student respondents identifying ELAC components accurately

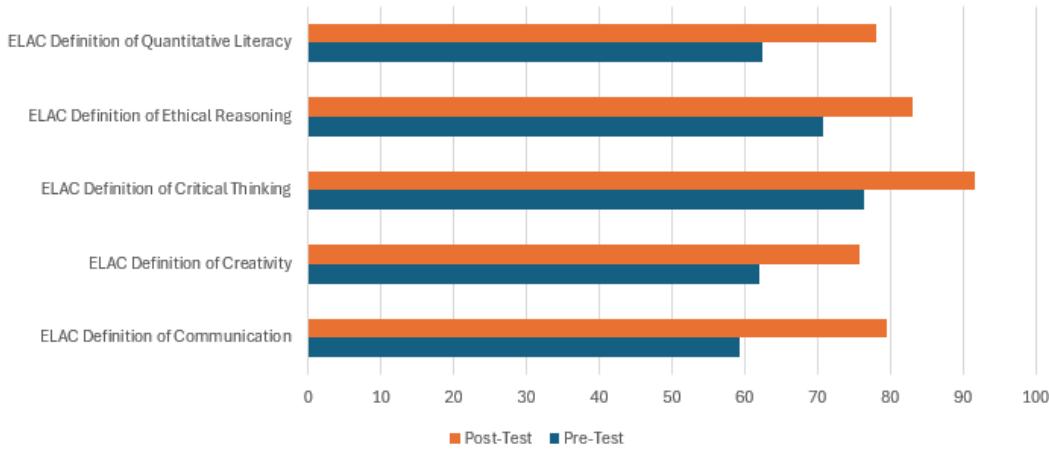


Figure 15: Percentage of student respondents identifying learning outcomes definitions accurately

When asked to describe in their own words what they perceived as the value of liberal arts education, 28 students of 571 who responded in the pre-test explicitly said they did not know or were not sure of what the value of a liberal arts education is. In contrast, in the post-test survey, only 3 out of the 365 who responded to this question said they did not know or had no idea. When asked to identify the value of liberal arts education from a list of answer choices, 92.9% of the students (N=365) in the post-test were able to correctly identify the answer as compared to 84.7% (N=568) in the pre-test.

Data from pre-test and post-test assessments indicate that the LAC100/LAC 101 curriculum has led to a higher percentage of students demonstrating a clear understanding of the ELAC curriculum and its associated learning outcomes. Additionally, the LAC 100/LAC 101 curriculum has been effective in helping students recognize and articulate the value of a liberal arts education. This is critical to

Eastern's mission and vision as Connecticut's only public liberal arts college providing a transformative, liberal arts learning experience. As ELAC implementation continues over the next few years to full rollout, assessment of student learning will be critical to demonstrating educational effectiveness.

Knowledge and Skills for Leading Enriching, Purposeful Lives

"Eastern's hands-on approach to instruction allows for STEM majors to explore beyond the typical classroom setting. With the help of my faculty mentor, I conducted my thesis research on a 10-day site trip to the south-central Pyrenees of Spain. My professor, a fellow student, and I hiked through the Spanish mountains—it was a life-changing experience! Eastern pushes and encourages students to expand their horizons and enter the professional world in exciting ways." Hailey Coccia, '25, Environmental Earth Science Major, Political Science Minor.

Eastern's degree granting programs build on the foundation of the liberal arts core curriculum and ensure that our students are acquiring disciplinary knowledge and skills necessary for lifelong learning and success. Academic programs report on disciplinary assessment via Annual Reports and the E-Series form. Eastern also receives data from the National Survey of Student Engagement (NSSE), providing a snapshot of student responses on academic challenge of Eastern's programs, learning with peers, engagement with faculty, campus environment, and high-impact practices. The NSSE data is a valuable source for assessing Eastern's educational effectiveness. Figure 16 suggests that the level of academic challenge reported by students stays relatively consistent from first-year to senior year. Examining these results in greater detail might provide insights about students' academic experiences at Eastern.



Figure 16: NSSE multi-year report – academic challenge: first-year students and seniors

Eastern considers the use of HIPs across the curriculum a defining feature of its public liberal arts mission. HIPs are shown to have “significant educational benefits for students who participate in them – including and especially those from demographic groups historically underserved by higher education” ([AAC&U](#)). HIPs are a required component of ELAC courses and also widely adopted by majors. NSSE presents data for HIPs that students regularly engage in across programs at Eastern, including service learning, learning communities, research with faculty, internships/field experiences, study abroad, and culminating senior experience. Figures 17 and 18 present NSSE data on HIP participation for first-year students and seniors.

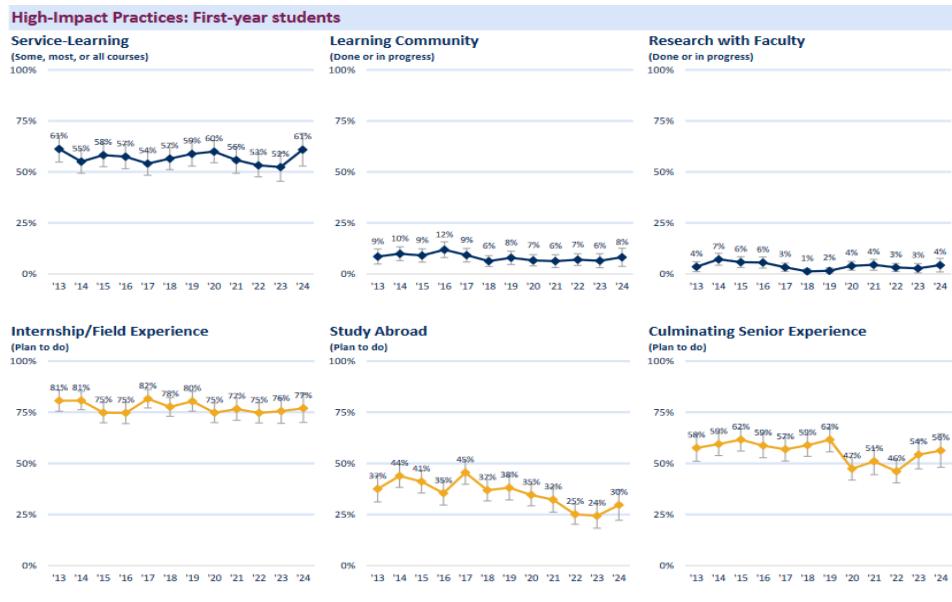


Figure 17: HIP participation: first-year students

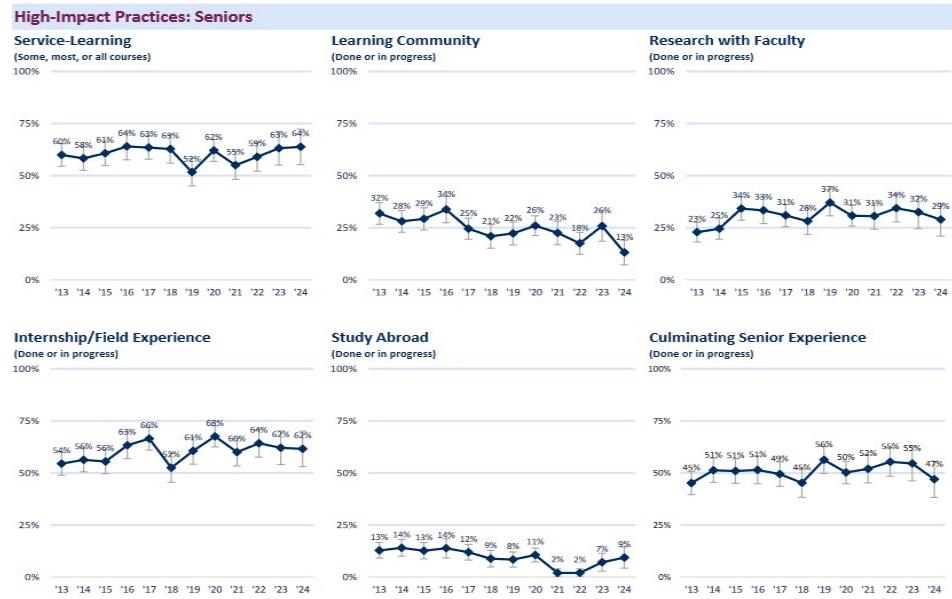


Figure 18: HIP participation: seniors

These student survey results provided limited but meaningful insights about Eastern's high-impact practices. It seems that there are many opportunities that Eastern provides that are taken up by *segments* of the student body. For instance, a high proportion of respondents report participating in service learning as first year students. This high impact practice is an opportunity to build on the existing structure and resources of the Center for Community Engagement. Similarly, the first-year expectation of internships/field experiences is high and is generally delivered on by senior year. This supports Eastern's employability initiatives as many programs require or strongly encourage pre-professional experiences. About a third of responding seniors reported having engaged in research with faculty and about half of students responding reported engaging in a culminating experience.

NSSE also provides comparison data that is valuable for assessing education effectiveness benchmarked to peer institutions. Eastern's 2024 report shows comparison data to COPLAC institutions and other institutions in our Carnegie Class (Figure 19). This data enriches Eastern's understanding of the student academic experience and provides valuable input for the design of ELAC and academic programs.

Academic Challenge: First-year students

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, and Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Engagement Indicator	Mean	Your first-year students compared with					
		COPLAC	Carnegie Class	Carnegie IPUG & CSUs			
	Mean	Effect size	Mean	Effect size	Mean	Effect size	
Higher-Order Learning	37.7	38.0	-.02	38.1	-.04	39.6	-.15
Reflective & Integrative Learning	35.1	35.3	-.02	35.9	-.07	37.1 *	-.17
Learning Strategies	37.2	38.4	-.08	38.4	-.08	38.4	-.08
Quantitative Reasoning	28.3	28.0	.02	28.4	.00	29.9	-.10

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding: *p < .05, **p < .01, ***p < .001 (2-tailed).

Academic Challenge: Seniors

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, and Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Engagement Indicator	Mean	Your seniors compared with					
		COPLAC	Carnegie Class	Carnegie IPUG & CSUs			
	Mean	Effect size	Mean	Effect size	Mean	Effect size	
Higher-Order Learning	39.3	41.4	-.16	41.6	-.17	41.8 *	-.20
Reflective & Integrative Learning	38.5	39.6	-.09	39.6	-.09	39.9	-.11
Learning Strategies	36.2	40.0 **	-.26	39.8 **	-.25	39.4 *	-.23
Quantitative Reasoning	29.5	30.2	-.04	31.1	-.09	32.4	-.17

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding: *p < .05, **p < .01, ***p < .001 (2-tailed).

Figure 19: Academic challenge peer comparison – first-year students and seniors

Educational Access – Attracting and Retaining Students

"I'm a proud first-generation college student. When I received a full scholarship from TheDream.US, I knew I had to seize the opportunity. Early in my journey, I realized that Eastern Connecticut State University wasn't just a place to pursue my existing interests, I could also explore new passions, like sustainability. A turning point for me was taking a Geography of Food class, which introduced me to the connections between philosophy, policy, and sustainability. It was exposure to sustainability and climate issues that gave me the confidence to apply for the Yale Conservation Scholar

Program. I'm currently applying to graduate school programs where I hope to combine my passion for sustainability with my interests in public policy.” Katherine Escalante, '25, Double Major: Political Science and Philosophy, Pre-Law Minor.

Eastern prides itself on serving students from diverse backgrounds with an accessible and affordable public liberal arts education. The University collects data on retention and graduation and utilizes the data and analysis to inform several retention and completion initiatives. This includes collaboration across various offices in Academic Affairs and Student Affairs, through a retention committee, to ensure that students are on track to timely degree completion, that barriers to success (whether academic, financial, or other) are addressed through the appropriate support mechanisms, and that students are made aware of and encouraged to utilize the range of resources available to help them succeed. Eastern's retention rates exceed 80% and are the highest in the CSCU system, a significant achievement. This could be partially attributed to the financial aid model that resulted in incoming students with overall higher high school GPAs (albeit smaller class sizes) who were better positioned to succeed and be retained. For context, first-to-second-year retention rates at other regional COPLAC institutions are [Keene State College](#) – 78.7%, [University of Maine at Farmington](#) – 79%, [Ramapo College](#) – 83.6%, [SUNY Geneseo](#) – 87%, and [Massachusetts College of Liberal Arts](#) – 89%. Eastern's retention rate places it solidly within this peer range, though it falls below the highest-performing COPLAC institutions.

Category	Cohort	Retained	Retention Rate
Female Non-Pell	214	193	90.2%
Male White	163	145	89.0%
Non-Pell	389	342	87.9%
Female Not First-Generation	181	157	86.7%
White	379	328	86.5%
Not First-Generation	333	288	86.5%
Male Not First-Generation	152	131	86.2%
Male Non-Pell	175	149	85.1%
Female White	216	183	84.7%
Residents	520	439	84.4%
School of Arts and Sciences	318	268	84.3%
Male	252	212	84.1%
All Students	609	510	83.7%
School of Education and Professional Studies	201	168	83.6%
Female	357	298	83.5%
Two or more races	35	29	82.9%
Male First-Generation	85	70	82.4%
Male Pell	77	63	81.8%
Female Non-White	135	110	81.5%
Off-Campus	89	71	79.8%
First-Generation	232	185	79.7%
Black or African American	52	41	78.8%
Non-White	217	170	78.3%
Female First-Generation	147	115	78.2%
Pell	220	168	76.4%
Hispanic/Latino	124	94	75.8%
Female Pell	143	105	73.4%
Male Non-White	82	60	73.2%

Table 1: First-time, full-time one-year retention rates by select populations, fall 2023

While Eastern has high overall first year retention rates, Table 1 (previous page) shows a more nuanced picture that raises issues about the retention rates of first-generation students and non-White students. Understanding the historic trends of such institutional data and identifying the underlying causes of retention gaps will be an important element of Eastern's strategic enrollment management plans. While our retention efforts have resulted in positive student outcomes, interventions are needed to ensure that all students have the supports needed to persist and complete their degree. Over the past 5 years, Eastern has engaged in extensive student outreach through collaboration between the academic deans' offices, the advising center, financial aid, and housing, to ensure students are supported in their degree progressing. This has included such activities as removing holds, advising under registered and unregistered students, and providing financial aid counseling. Comparatively, Eastern's performance demonstrates competitive standing among public liberal arts peers, but also signals that further investment in targeted retention strategies could elevate its position toward the top of COPLAC institutions. Continued focus on equity gaps will be critical to ensuring that gains in overall retention rates translate into improved outcomes for all student groups.

Figure 20 shows the DFW rates and while these have declined in the post-pandemic years, these rates can serve as indicators of much needed student support to improve academic performance. Eastern has been encouraging the submission of mid-term grades, requiring students with low GPAs and DFWs to meet with professional advisors, instituting study groups in residence halls, and other initiatives to support student academic success. However, mid-term grades are not mandatory and there is no systematic tracking of the number of courses that do not submit mid-term grades. There is a recognition that mid-term grades are an effective and early indicator of student learning and experiences and can be used to more effectively deploy student support services. Efforts are required to collaborate with the faculty union and Senate committees to explore making the reporting of mid-term grades a requirement.

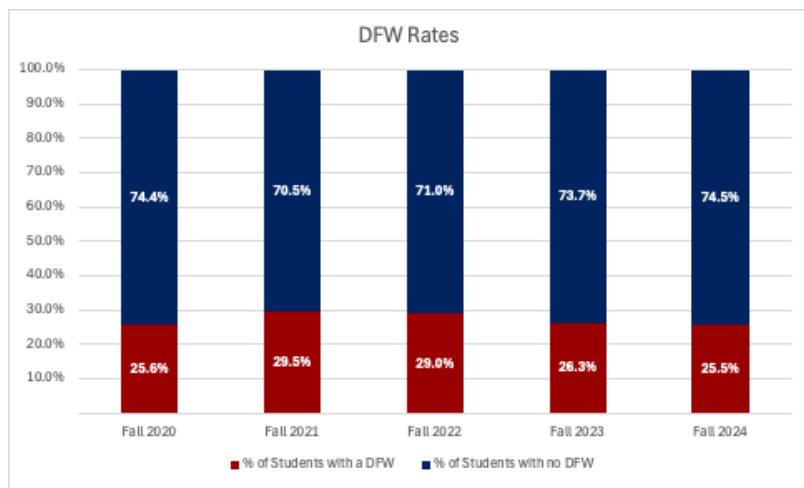


Figure 20: Percentage of matriculated undergraduate students earning at least one D, F, or W grade

Figure 21 shows 4-year graduation rates and Figure 22 shows graduation outcomes when students are retained in the major that they joined Eastern to pursue. Engagement with the academic major positively impacts student success for students, especially transfer students.

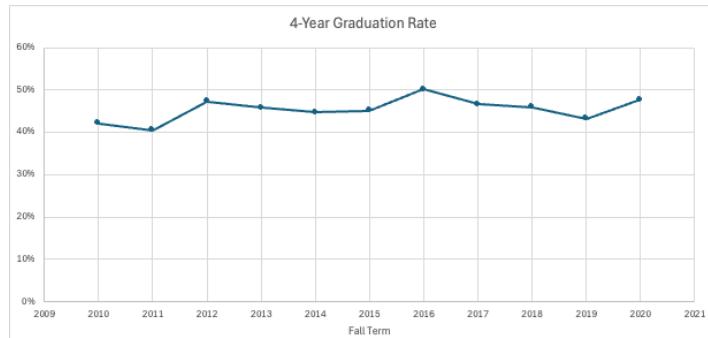


Figure 21: Overall IPEDS 4-year graduation rates, first-time, full-time degree seeking undergraduates

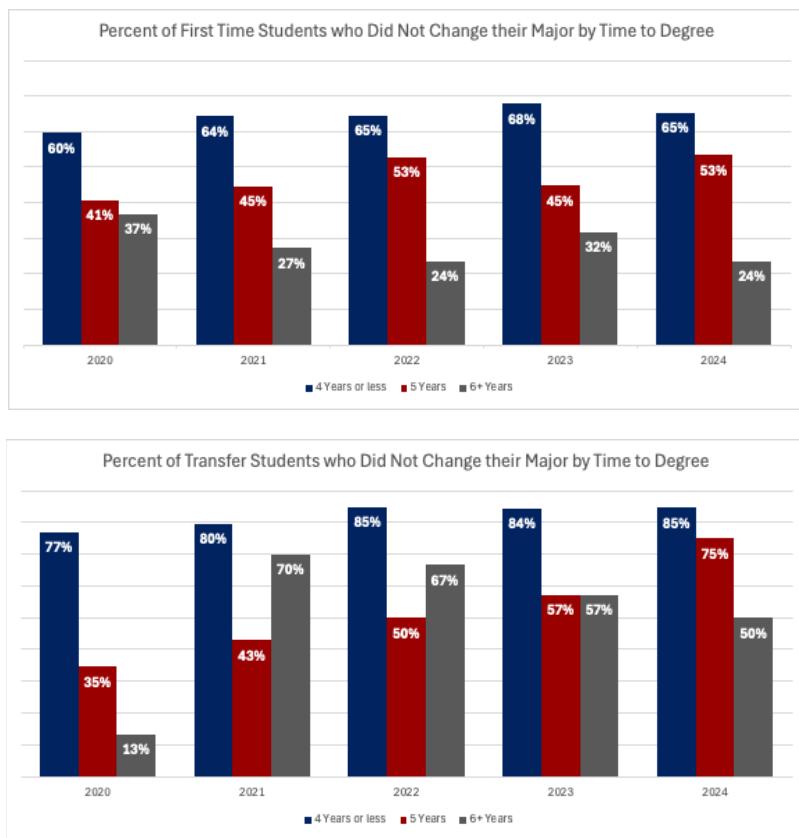


Figure 22: Percentage of students graduating with undergraduate degrees where degree is the same major as entry major

At the graduate level, there has been increased focus on curricular innovation and enrollment, retention, and completion. Eastern's graduate programs, while small, have maintained consistent enrollment. In spring 2024, Eastern launched four fully online, asynchronous accelerated graduate programs and saw an immediate increase in enrollments (see Figure 23). A high percentage of graduate students also hold an Eastern undergraduate degree (see Figure 24), indicating the potential for identifying non-alumni graduate students. While early childhood, elementary, and secondary education graduate programs have an early start option allowing undergraduate students to seamlessly start the graduate program.

Graduate programs in Accounting, Applied Data Science, Management, and Special Education were redesigned to allow for completion within one year, with 7-week courses and rolling admissions. All programs are exploring early start options. Eastern's graduate programs have tended to draw students primarily from the geographic region and efforts are under way to leverage corporate partnerships, especially with Connecticut employers with large numbers of Eastern alumni, as a source of graduate enrollment.

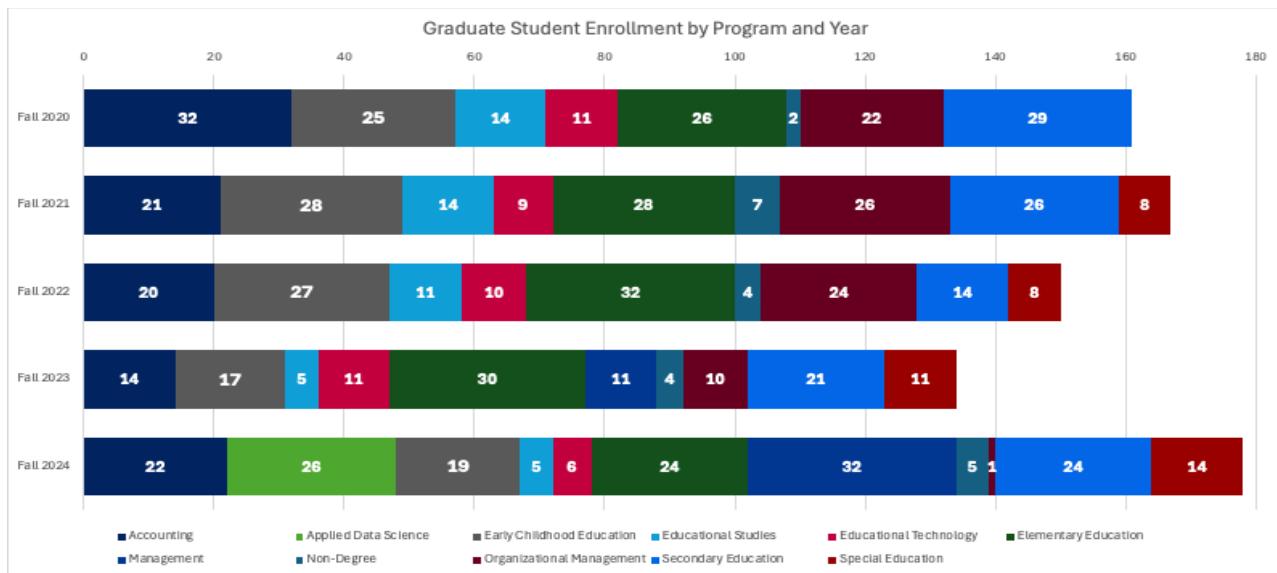


Figure 23: Graduate enrollments

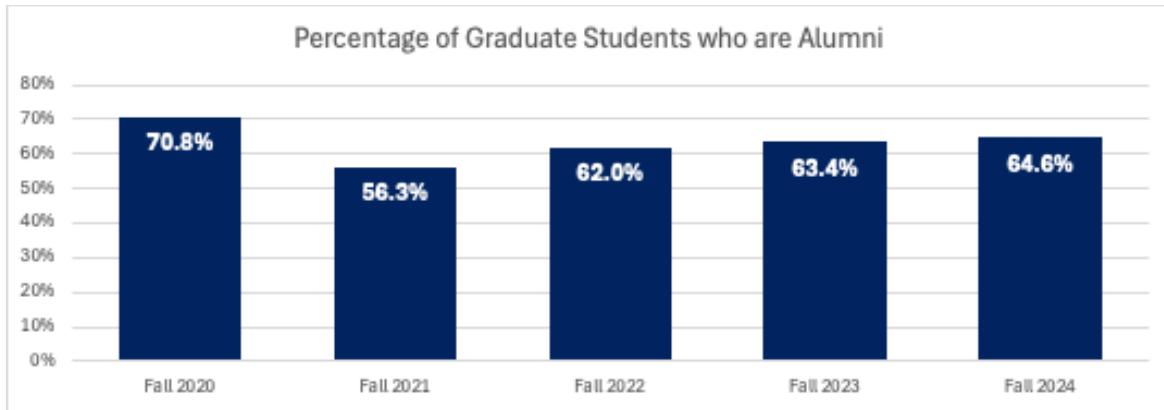


Figure 24: Percentage of graduate students who have an Eastern undergraduate degree

Data on time to degree completion (see Table 2 for undergraduate students and Table 3 for graduate students) shows fairly consistent student outcomes for both populations. Undergraduate degrees are designed to be completed in 4 years and graduate programs are designed to be completed in 1-3 years.

Undergraduate Reporting Year	First Time		Re-Admit		Transfer	
	Years to Degree Median	Years to Degree Mean	Years to Degree Median	Years to Degree Mean	Years to Degree Median	Years to Degree Mean
2020	3.8	3.9	1.8	2.0	2.8	2.7
2021	3.8	3.9	1.8	2.1	2.8	2.7
2022	3.8	3.9	1.3	1.6	2.6	2.7
2023	3.8	4.0	1.3	1.6	2.3	2.6
2024	3.8	3.9	1.8	1.6	2.3	2.6

Table 2: Time to degree completion, undergraduate students

Graduate Reporting Year	First Time		Re-Admit	
	Years to Degree Median	Years to Degree Mean	Years to Degree Median	Years to Degree Mean
2020	1.3	1.6	.9	.9
2021	1.3	1.6	.9	1.0
2022	1.3	1.5	.4	.4
2023	1.3	1.5	.9	1.0
2024	1.3	1.6	1.0	1.0

Table 3: Time to degree completion, graduate students

These outcomes suggest that current academic structures, advising, and student support services seem to be effective in helping students maintain steady progress toward degree completion. While stable, these trends can be improved and continued monitoring of these metrics will help identify any emerging barriers and ensure timely graduation remains a priority.

An Unparalleled College Experience: Engaged Teaching, Learning, Research, and Creative Work

“Through [Eastern’s Study Abroad], I was able to make my dreams a reality and spend five months studying abroad in the United Kingdom and traveling across Europe and Africa. My study abroad experience truly changed my life...I learned that I could apply my passion on a global scale. I now plan to work abroad within foreign services, helping individuals the world over, wherever they may need it.” Brayden Alexis, '25, Psychology Major, Cognitive Neuroscience Concentration, Biology Minor.

Eastern is student-centered – we make the student learning and life experience the focus of all our initiatives. Through a range of [hands-on learning](#) experiences, students experience an engaging and rewarding teaching and learning environment. Core to Eastern’s hands-on learning experience are [internships](#), [undergraduate research](#), [service](#), and [global learning](#). The [Office of Career Success](#) (OCS) supports students in developing career readiness skills in demand by employers. Stories of [student internship experiences](#) highlight the rich experiences Eastern students gain outside the classroom and in preparation for their work lives. With over 700 academic internships, over 100 employers regularly attending on-campus career fairs, and over 1000 job postings on career networks and Handshake, Eastern students have ample opportunities to gain pre-professional experiences. Many programs require and most programs strongly encourage internships for all students. The OCS office, in collaboration with Alumni Affairs, has started collecting data through a first destination survey. The office also tracks various metrics such as student use of the career studio, types and numbers of student

meetings with career development professionals, and the numbers of co-ops overseen. There are areas for improvement related to tracking student outcomes, student satisfaction, and employer satisfaction.

As a public liberal arts university, undergraduate research is another way that Eastern students engage with learning, collaborating with faculty on research, presenting at conferences on campus and off, and publishing in scholarly journals. Evidence of [student research and creative activity](#) highlights how Eastern students successfully engage in scholarship, preparing them for graduate schools and careers, by developing analytical and research skills. Eastern students regularly present at discipline-specific conferences, the National Council for Undergraduate Research (NCUR) annual conference, the COPLAC regional conference, and Posters on the Hill. Eastern has held a campus undergraduate research conference for 25 years. CREATE (Celebrating Research Excellence and Artistic Talent at Eastern) is Eastern's current undergraduate research conference with over 300 students participating each year in recent years. However, Eastern has not engaged in any systematic assessment of undergraduate research to evaluate scope and impact or worked toward external benchmarks, reviews, or recognition. The faculty position of Undergraduate Research Coordinator was eliminated in 2022 and oversight moved to the office of the academic deans.

The [Center for Community Engagement](#) spearheads student service learning and volunteer projects throughout the local community. In 2023-2024, 2270 Eastern students participated in volunteer opportunities in the community for a total of 13,430 hours of service. [Stories](#) of these service and volunteer commitments by Eastern students demonstrate the wide impact on the local community. Many organizations in the local community, including schools and healthcare service providers, would not be able to serve their stakeholders without the help of Eastern students. In addition, these activities create opportunities for Eastern students to develop skills in social responsibility and civic engagement. The Center staff evaluated the students' written reports on their volunteering experience. Students reported increased awareness and knowledge of the needs in the community and the resources available to improve services for diverse local populations.

[Global learning](#) at Eastern occurs through Global Field Courses, Study Abroad, and National Student Exchange. With hundreds of programs to choose from, students gain cultural competencies and an opportunity to develop a global mindset while completing coursework that allows them to progress in the degree program. Inspiring [stories](#) of students' global learning experience demonstrate the effectiveness of the world as the classroom. However, there is no direct evaluation or assessment of student learning from these opportunities.

Eastern's vision is to provide an unparalleled college experience, and testimonies from students demonstrate the effectiveness of our hands-on learning strategies and the innumerable ways in which students successfully develop and hone their skills outside the classroom. Figure 25 (next page) presents NSSE data on perceived gains reported by seniors and Figure 26 (next page) shows overall student satisfaction with Eastern. These results illustrate the effectiveness of Eastern's educational programs – both inside and outside the classroom - in helping students prepare for enriching, purposeful lives.

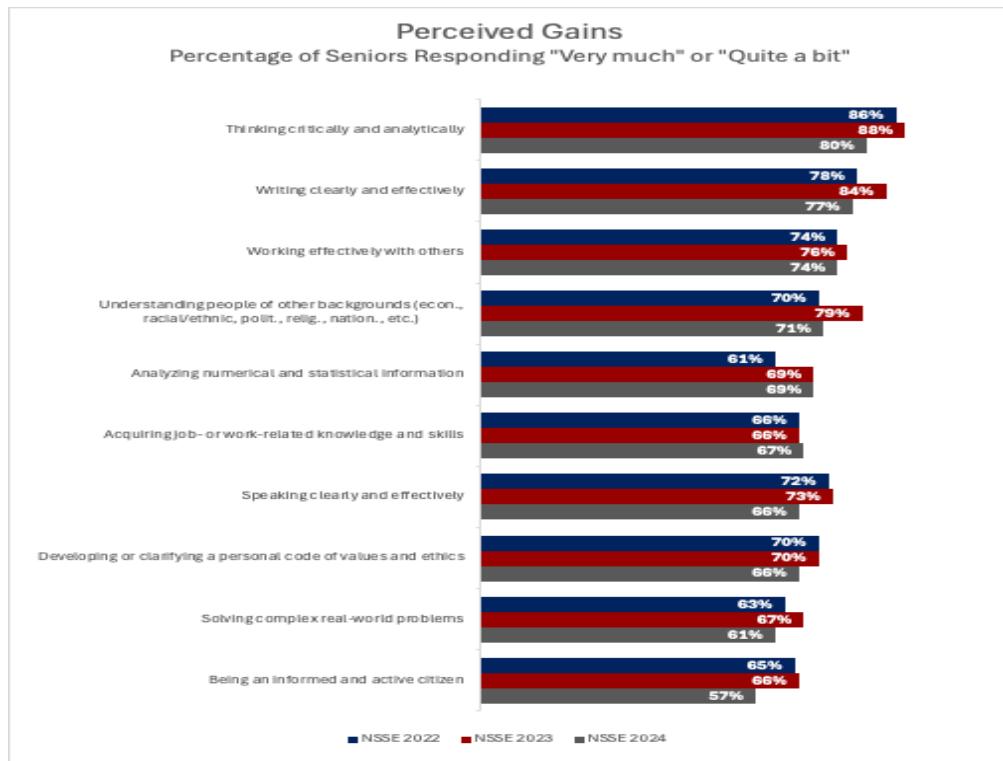


Figure 25: NSSE perceived gains among seniors

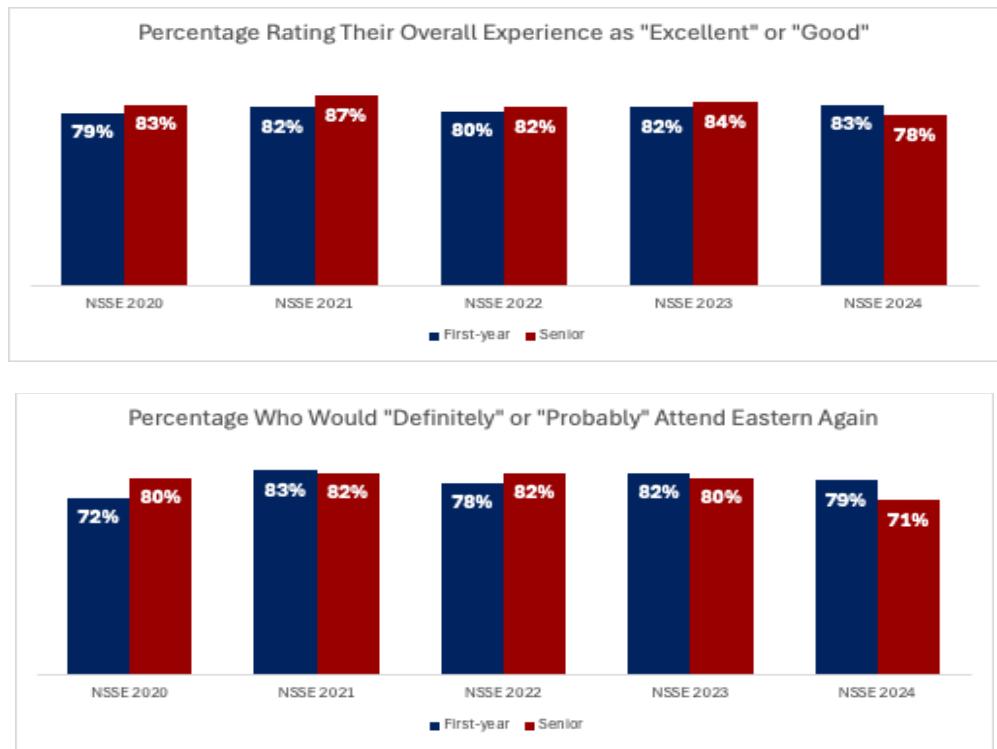


Figure 26: NSSE student satisfaction with Eastern

Serving the Region and the State

“I attribute my success to the multitude of Eastern faculty and staff who provided me guidance and mentorship during and after graduation.” Milton Jackson, Vice President, Head of Customer Growth, The Hartford.

As an anchor institution in Willimantic, Connecticut and a public regional University serving a largely rural, socioeconomically challenged part of the state, Eastern considers student success as best represented by the [professional contributions](#) of our graduates. The majority of Eastern graduates (86%) remain in the state of Connecticut and successfully give back to the state and regional economy. The top enrolling degree programs at Eastern have a bright occupational outlook and are ranked by the state as a high need workforce areas (see Figure 27). Eastern graduates find successful career opportunities and success across industries and sectors. Ultimately, educational effectiveness at Eastern is the story of our mission, vision, and values. Student success at Eastern enshrines academic excellence, engagement, inclusion, integrity, empowerment, and social responsibility. Our story is best told by our students and graduates.

TOP ENROLLING DEGREE PROGRAMS

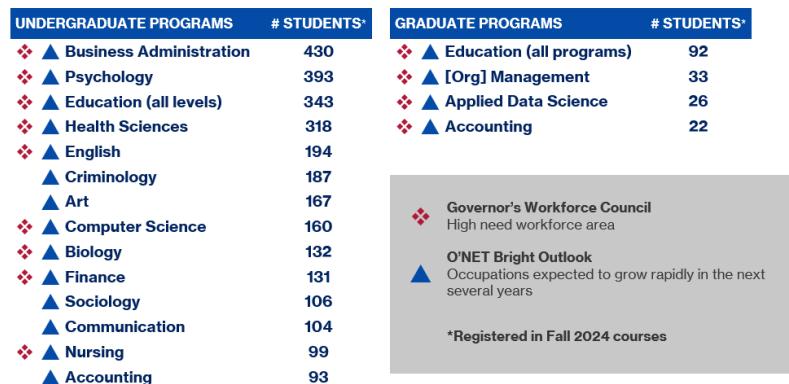


Figure 27: Top enrolling degree programs at Eastern

The Development and Alumni Engagement office, in collaboration with Academic Affairs, has begun utilizing Lightcast to track alumni career progression, gather insights about where our graduates work, and highlight indirect outcomes tied to our academic programs. For Eastern alumni about whom Lightcast data is available, Table 4 displays the percentage of alumni working in fields related to their majors and their estimated annual wage. Notably, this percentage increases each year after graduation, providing indirect measures of the effectiveness of Eastern’s degree programs.

	1 Year	3 Years	5 Years	10 Years	15+ Years
Estimated Wage	\$54,077	\$57,505	\$62,016	\$77,245	\$106,789
Employed In Field	48%	51%	53%	57%	60%
Alumni	11,064	11,390	10,914	8,575	5,906

Table 4: Average estimated wages and percentage of alumni employed in field related to discipline of study at Eastern.

Table 5 (next page) presents the ten most common types of occupational positions held by Eastern alumni for whom Lightcast data is available at various stages of their careers. Eastern graduates enter into a wide range of occupations across industries and sectors. Such career outcomes data provides

sound indirect measures of educational effectiveness, especially when examining outcomes within one to three years from graduation. To ensure that Eastern can effectively convey the impact of the liberal arts employability skills at the core of its mission, effective systems and processes for tracking alumni outcomes need to be established.

Eastern's alumni career outcomes demonstrate strong alignment between the University's mission and its impact on the state and regional economy. The high percentage of graduates who remain in Connecticut, combined with their presence in high-need workforce areas, reflects Eastern's effectiveness in preparing students for meaningful careers that address state priorities. Lightcast data further validates the relevance and adaptability of Eastern's degree programs, showing increasing alignment between graduates' fields of study and their occupations over time, alongside competitive wage outcomes. While these findings affirm the University's role in producing skilled and engaged professionals, expanding the consistency and scope of alumni tracking will strengthen the ability to measure, communicate, and enhance the long-term value of an Eastern education.

Outcome	1 Year	3 Years	5 Years	10 Years	15+ Years
Other	40.5% (5,539)	35.43% (4,845)	30.22% (3,804)	22.29% (2,058)	18.32% (1,132)
Management Occupations	9.63% (1,317)	12.14% (1,660)	15.95% (2,007)	25.9% (2,391)	31.94% (1,973)
Business And Financial Operations Occupations	9.54% (1,305)	11% (1,504)	11.59% (1,459)	10.9% (1,006)	10.47% (647)
Office And Administrative Support Occupations	8.23% (1,126)	7.56% (1,034)	7.63% (961)	7.1% (655)	6.51% (402)
Educational Instruction And Library Occupations	6.96% (952)	7.22% (988)	7.43% (935)	8.53% (787)	8.92% (551)
Education	6.36% (870)	6.84% (936)	6.21% (782)	3.48% (321)	-
Computer And Mathematical Occupations	5.7% (780)	6.34% (867)	7.08% (891)	7.73% (714)	7.25% (448)
Sales And Related Occupations	4.94% (676)	4.48% (613)	4.42% (556)	4.87% (450)	4.69% (290)
Arts, Design, Entertainment, Sports, And Media Occupations	4.26% (583)	4.28% (585)	4.26% (536)	4.22% (390)	4.19% (259)
Community And Social Service Occupations	3.87% (530)	4.71% (644)	5.21% (656)	4.97% (459)	5% (309)
Healthcare Practitioners And Technical Occupations	-	-	-	-	2.7% (167)

Table 5: Ten most commonly held occupational positions of Eastern alumni

The story of Eastern's educational effectiveness is embedded in the experiences of our students throughout their time at the University and in their lives beyond. Eastern's mission, vision, and values support liberal arts learning that imparts invaluable knowledge and skills. Our academic programs provide an engaging college experience replete with high-impact practices. And our graduates are successfully employed across a range of professions in the state, region, and beyond. Eastern continues to fulfil its compact as a public regional university.

Institutional Plans

The process of developing this Interim Report over the past year, combined with the themes and discoveries from President Ismaili's Listening and Learning Tour, has underscored the need to strengthen institutional capacity in data collection, performance tracking, cross-divisional collaboration, and strategic decision-making, especially in response to challenges around enrollment and state and system funding. Moving forward, the University will focus on aligning all planning and resource allocation with student success priorities, including recruitment, retention, completion, and post-graduation outcomes. Efforts are already underway to address longstanding infrastructure and cultural challenges through strategic budgeting, reorganization, renewed collaboration with the system office, and broader campus engagement. The upcoming strategic plan will define clear goals and performance metrics focused on enrollment growth, revenue diversification, improved graduation rates, and support for all student groups. Key initiatives will include investments in data systems, streamlined operations, faculty and staff development, and inclusive communication practices to build a transparent, collaborative institutional culture.

Under the leadership of the new President, Eastern will establish strategic priorities based on our designation as the state's only public liberal arts college, our mission class as a regional public university, and as an anchor institution for Eastern Connecticut. The Office of the President will lead strategic planning; oversee system, government, and community relations; and engage with other higher education entities such as the Council of Public Liberal Arts Colleges (COPLAC), the American Association of Colleges and Universities (AAC&U), and the American Association of State Colleges and Universities (AASCU). Prior to the next NECHE comprehensive evaluation, scheduled for 2030, Eastern will engage in strategic planning, including the development of an enrollment management plan, the development of a system-mandated financial sustainability plan, and alignment with system-wide initiatives related to enrollment and student success. The University will also develop an Enterprise Risk Management Framework in consultation with the Connecticut State Colleges Universities (CSCU).

In 2024, the Connecticut Board of Regents adopted the ACT framework for all institutions in the Connecticut State Colleges and Universities system. This framework identifies three main pillars for all institutions' activities – Accessibility, Completion, and Talent – and articulates nine overarching goals for system institutions. Eastern has identified key performance indicators under this framework that align with the institution's mission and priorities. A key initiative will be the development of a formal strategic enrollment management plan, which factors in enrollment and financial aid assumptions, historical data on enrollment, yield rates, and retention, demographic changes, and the effect of investments in enrollment and marketing strategies. The new division of Student Success and Enrollment has begun a data-informed reassessment of admissions and financial aid in an effort to refine the approach to institutional financial aid as a lever both for admissions recruiting and for retaining continuing students.

The University has also begun to develop approaches for identifying student populations other than traditional-aged undergraduates. Eastern has developed several fully online master's degree programs in partnership with a third-party online program management company and is already beginning to see positive developments in graduate enrollment. Several academic departments have begun developing concepts for certificates that could be offered alongside existing programs or provide additional credentials for professionals. Similarly, Eastern is also beginning to explore opportunities

to serve lifelong learners, as well as students who may wish to return to college after some years away. Both groups were once served through the discontinued School of Continuing Studies. Eastern is at the very earliest stages of discussing how to approach these sectors in ways that complement and leverage the mission and distinctiveness as the state's designated public liberal arts institution.

A five-year financial sustainability plan has been developed and presented to the CSCU system office. That plan will serve as the foundation for the annual operating budget going forward. It includes projections for future expenditures, with most costs driven by salary and benefits and contractual agreements determining baseline salary growth. The sustainability plan will consider capital needs and maintenance of campus infrastructure, prioritizing high-risk projects over multiple years to ensure adequate funding. While the key revenue sources for Eastern will continue to be state appropriations and tuition and fees, over the next few years the strategic enrollment management plan will be critical for identifying opportunities and strategies for additional revenue sources such as recruiting and serving underserved and non-traditional student populations, growing enrollment in graduate programs, development of new academic programs, activating the campus in the summer, increasing housing capacity, strategic budgeting and resource management, pursuing grants and external funding, and developing a fundraising strategy in partnership with the ECSU Foundation.

Over the past five years, the University has been able to build its reserves, primarily due to one-time funds that exceeded operating deficits, resulting in a surplus. At the end of fiscal year 2025, the university held approximately \$48 million in unrestricted reserves. The University plans to leverage these funds for several strategic purposes, including:

- **External Review of the Financial Aid Model:** Eastern has significantly increased its financial aid offerings in recent years, but these increases have not yielded the expected enrollment growth. The university has engaged Ruffalo Noel Levitz (RNL) for a three-year period, starting in August 2025, to review and implement changes aimed at maximizing its financial aid offerings. The university does not plan to increase spending; instead, it seeks to make strategic changes to its financial aid packaging to drive enrollment growth for the academic year 2026-2027.
- **External Review and Development Support for a Strategic Enrollment Management (SEM) Plan:** The University has engaged AACRAO Consultants to complete a comprehensive review of admissions, marketing, and registrar functions. The engagement is set to occur during the summer and fall of 2025.
- **Creation of Academic Program Development and Academic Innovation Funds:** This internal fund will support the Academic Affairs division in stimulating the development of new, innovative academic programs and practices, as well as revitalizing existing programs.
- **Continued Investment in Campus Infrastructure:** Enhancements to the physical campus are crucial for attracting and retaining students.

By leveraging these investments, the University aims to increase undergraduate enrollment to offset future budget deficits. Additionally, by utilizing external resources and providing professional development for faculty and staff, the university seeks to enhance its efforts to improve operations and find efficiencies. Eastern will also continue to expand its online graduate programs, implement certificate programs, promote community engagement, and look to diversify revenue sources. The

University will leverage its external consulting reviews to support these initiatives. Furthermore, the University will maintain its collaboration with the State of Connecticut to demonstrate the value of Eastern and secure continued state funding.

Significant plans are also being put into place to provide the technology and marketing support for these initiatives, including modernization of the website for effective use as a marketing and recruiting tool. Plans include increased personalization through AI-driven tools to provide tailored experiences for prospective students, alumni, and parents; use of interactive features such as program comparison charts, cost calculators, and live chat options to improve user engagement; multimedia expansion to enhance content with more video testimonials, day in the life virtual tours, and faculty/student stories; and accessibility and compliance to ensure regular updates to maintain and exceed web accessibility standards.

Similarly, the Division of Technology Services (ITS) is focused on enhancing our institutional effectiveness through strategic initiatives centered on improved customer experience and operational efficiency. Key initiatives going forward will include reviewing and optimizing existing processes, evaluating our service portfolio to ensure relevance and eliminating redundancies, and modernizing our campus through automation, improved processes, enhanced self-service options, and better request tracking. These initiatives aim to achieve several goals: improved experiences for students, faculty, and staff; reduced workload on IT staff; increased transparency and communication between ITS and our customers; and enhanced customer service across all areas of ITS.

Following a comprehensive assessment conducted by AASCU Consulting Services in fall 2024, Eastern is actively focused on enhancing its philanthropic and alumni engagement efforts as well as improving the relationship with the ECSU Foundation Board. An experienced Interim Advancement professional leads this effort with a focus on implementing a data-driven approach to programming, aligning procedures and activities with best practices, strengthening campus collaboration, and incorporating operational planning for the division with the goal of more effectively connecting with alumni and donors to enhance the student experience and student success.

The declining enrollment experienced at Eastern over the past decade led to a variety of budget mitigation interventions, including a significant reduction in the employee headcount through normal attrition. Many faculty and staff positions were not refilled when people retired or left the institution. While this approach served to balance the university's budgets during challenging circumstances, it was not a strategic approach to human resources and left many departments and offices very thinly staffed, resulting in uneven services. Staffing levels have now declined to the point where the university must invest in new hiring to effectively pursue its emerging strategic priorities. The university will be addressing staffing needs through strategic prioritization. In faculty hiring, for example, the university will be redeploying tenure lines to address areas of new curricular need, both in major programs and in supporting the Liberal Arts Core. This work is already underway and will be more explicitly linked to emerging strategic priorities. Investments in staff positions will be made to ensure support for student success, operational effectiveness, revenue generation, and other areas of focus.

Eastern is a great public liberal arts university that is struggling to adapt to conditions of scarcity that have permeated the campus for several years, with repercussions across all divisions. We are embarking on a journey of analysis and review to determine institutional gaps and inefficiencies. As Eastern engages in strategic planning in the 2025-2026 academic year, it will be utilizing a critical lens to examine concerns, possibilities, and future directions. Major concerns, such as external pressures,

missed opportunities, and unevenness of student experiences will be addressed through strategic investments and developing processes for transparent and decisive action. A focus on student success – from access and enrollment of diverse student populations to retention and degree completion to the employability and success of graduates – will be *the* central tenet of all institutional plans to ensure that we continue to project the best of what we are.



Appendix 1

Affirmation of Compliance



AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. Credit Transfer Policies. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	https://www.easternct.edu/admissions/apply/apply-transfer.htmltransfer.html
Print Publications	n/a
Self-study/Fifth-year Report Page Reference	pp. 23

2. Student Complaints. "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	Student Handbook: https://easternct.makekb.com/24/ Final Grade Appeal: https://www.easternct.edu/registrar/forms/appeal-final-grade.html
Print Publications	n/a
Self-study/Fifth-year Report Page Reference	pp. 29

3. Distance and Correspondence Education: Verification of Student Identity: If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit..... The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Password protected use of LMS (Blackboard) required. ECSU Policy on Computer Use: https://easternct.makekb.com/entry/233/ ; CSU Policy: https://easternct.makekb.com/entry/232/
Self-study/Fifth-year Report Page Reference	pp. 23-24

4. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	
Print Publications	
Self-study Page Reference	

The undersigned affirms that **Eastern Connecticut State University** meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: 
[Karim Ismaili \(Aug 14, 2025 07:49:17 EDT\)](#)

Date: 08/14/2025

March, 2016, June 2020, August 2021

Appendix 2 and 3

FY 2024 Audited Statement

Management Letter



Connecticut State Universities

**Annual Comprehensive
Financial Report**

for the year ended June 30, 2024

Included as an Enterprise Fund of the State of Connecticut

CSCU

Connecticut State Universities

Annual Comprehensive Financial Report

For the Year Ended June 30, 2024

Included as an Enterprise Fund of the State of Connecticut

Prepared by the Office of the Controller

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INTRODUCTORY SECTION

Connecticut State Colleges and Universities
Members of the Board of Regents for Higher Education
As of June 30, 2024

APPOINTED BY THE GOVERNOR

JoAnn Ryan, Chair

James McCarthy, Vice Chair

Ira Bloom

Marty Guay

Juanita James

Richard Porth

Ari Santiago

Elease E. Wright

Ted Yang

APPOINTED BY LEGISLATIVE LEADERS

Richard J. Balducci

Sophia Jappinen

Erin Stewart

APPOINTED BY STUDENTS

Luis Sanchez

As of June 30, 2024 there were two vacancies: one Legislative Appointee and one Student Regent.

EX-OFFICIO, NON-VOTING MEMBERS

Brendan Cunningham	Chair of the Faculty Advisory Committee
Colena Sesanker	Vice Chair of the Faculty Advisory Committee
Dante Bartolomeo	Commissioner of the Connecticut Department of Labor
Charlene Russell-Tucker	Commissioner of the Connecticut Department of Education
Daniel O'Keefe	Commissioner of the Connecticut Department of Economic and Community Development
Dr. Manisha Juthani	Commissioner of the Connecticut Department of Public Health
Kelli-Marie Vallieres	Connecticut Chief Workforce Officer

Connecticut State University Presidents
As of June 30, 2024

Dr. Zulma Toro, President

Central Connecticut State University (CCSU)
1615 Stanley Street
New Britain, CT 06050

Dr. Elsa Nunez, President (retired in June 2024)

Eastern Connecticut State University (ECSU)
83 Windham Street
Willimantic, CT 06226

Dr. Dwayne Smith, Interim President

Southern Connecticut State University (SCSU)
501 Crescent Street
New Haven, CT 06515

Dr. Manohar Singh, Interim President

Western Connecticut State University (WCSU)
181 White Street
Danbury, CT 06810

Terrence Cheng, CSCU Chancellor

System Office, Connecticut State Colleges and Universities (CSCU)
61 Woodland Street, Hartford, CT 06105

FINANCIAL SECTION

GRANT THORNTON LLP
53 State Street, 16th Floor
Boston, MA 02109

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REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

The Board of Regents of
Connecticut State Colleges and Universities

Opinion

We have audited the financial statements of the business-type activities and discretely presented component units of the Connecticut State University Entity, (the System Office; Central Connecticut State University; Eastern Connecticut State University; Southern Connecticut State University, and Western Connecticut State University), an enterprise fund of the State of Connecticut (collectively, the "Entity") as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the Entity's basic financial statements as listed in the table on contents.

In our opinion, based on our audit and the reports of the other auditors, the accompanying financial statements present fairly, in all material respects, the financial position of the business-type activities and the discretely presented component units of the Entity as of June 30, 2024, and the respective changes in financial position and where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

We did not audit the financial statements of the discretely presented component units (the affiliated foundations (the "Foundations")), whose statements reflected total assets of \$217 million and total net assets of \$213 million as of June 30, 2024, and total revenues and support of \$33 million for the year then ended. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion insofar as it relates to the amounts included for the Foundations, is based solely on the reports of other auditors.

Basis for opinion

We conducted our audit of the financial statements in accordance with auditing standards generally accepted in the United States of America (US GAAS). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Entity and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Emphasis of Matters

Presentation

As discussed in Note 1, the financial statements present only the Entity, an enterprise fund of the State of Connecticut and do not purport to, and do not present fairly, the financial position of the State of Connecticut as of June 30, 2024, the changes in its financial position or where applicable, its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Change in accounting method

As discussed in Note 1 to the financial statements, the Entity was required to change its method of accounting for certain fringe benefit expenses and the related state appropriation revenue associated with these expenses in the year ended June 30, 2024.

Our opinion is not modified with respect to these matters.

Responsibilities of management for the financial statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Entity's ability to continue as a going concern for one year after the date the financial statements are issued.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with US GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with US GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the

purpose of expressing an opinion on the effectiveness of the Entity's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Entity's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the accompanying Management's Discussion and Analysis on pages 10 through 19 and the Schedule of Net Pension Liability and Related Ratios, Schedule of Net Post-Employment Benefits and Related Ratios, and Schedule of Contributions on pages 50 through 55 be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a required part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with US GAAS. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Entity's basic financial statements. The supplemental Combining Statement of Net Position, Combining Statement of Revenues, Expenses, and Changes in Net Position, and Combining Statement of Cash Flows included on pages 56 through 63 are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures. These additional procedures included comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with US GAAS. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.



Boston, Massachusetts
February 25, 2025

INTRODUCTION

Management's Discussion and Analysis ("MD&A") provides an overview of the financial position and results of activities of the Connecticut State University System ("CSUS" or "System") for the fiscal year ended June 30, 2024 with selected comparative information from fiscal year 2023. This discussion has been prepared by and is the responsibility of management and should be read in conjunction with the financial statements and footnote disclosures.

Reporting Entity

The Board of Regents for Higher Education was established by the Connecticut General Assembly in 2011 (via Public Act 11-48 as amended by Public Act 11-61) bringing together the governance structure for the four Connecticut State Universities, Connecticut State Community College, and Charter Oak State College, effective July 1, 2011. Effective July 1, 2023, the twelve community colleges were merged under the name Connecticut State Community College ("CT State") and were granted accreditation by the New England Commission of Higher Education ("NECHE"). The Board of Regents for Higher Education is authorized under the provisions of this public act to "serve as the Board of Trustees for the Connecticut State University System."

CSUS is a state-wide public university system of higher learning in the State of Connecticut with approximately 26,600 enrolled students. The Universities offer high-quality applied educational doctoral, graduate and undergraduate programs in more than 150 subject areas and provide extensive opportunities (for internships, community service and cultural engagement. In total, CSUS employed approximately 3,000 full time employees at June 30, 2024.

CSUS is composed of four Universities and the System Office that make up the primary reporting entity. The System's four Universities include:

- Central Connecticut State University (CCSU) in New Britain,
- Eastern Connecticut State University (ECSU) in Willimantic,
- Southern Connecticut State University (SCSU) in New Haven, and
- Western Connecticut State University (WCSU) in Danbury

As comprehensive, fully accredited universities, CSUS institutions are Connecticut's Universities of choice for students of all ages, backgrounds, races and ethnicities. CSUS provides affordable and high quality, active learning opportunities, which are geographically and technologically accessible. CSUS graduates think critically, acquire enduring problem-solving skills and meet outcome standards that embody the competencies necessary for success in the workplace and in life.

Financial Statements

CSUS's financial report includes the following financial statements and related footnotes: the Statement of Net Position, the Statement of Revenues, Expenses and Changes in Net Position and the Statement of Cash Flows. These financial statements are prepared in accordance with accounting principles generally accepted in the United States of America as defined by the Governmental Accounting Standards Board ("GASB"). As required by GASB Statements No. 34 and 35, fiscal year 2024 financial data is presented, both for the CSUS *primary institution*, as well as for certain other organizations that have a significant related party relationship with CSUS (the "component units").

The component units are the CCSU Foundation, Inc., the ECSU Foundation, Inc., the Southern Connecticut State University Foundation, Inc., the Western Connecticut State University Foundation Inc. and the Connecticut State Colleges and Universities Foundation, Inc. (collectively, the "Foundations"). The Foundations are legally independent, tax-exempt non-profit organizations separate from university control, founded to foster and promote the growth, progress and general welfare of the Universities and to solicit, receive and administer donations for such purposes. The Foundations manage the majority of the Universities' endowments. However, the assets of these component units are not available to CSUS

for use at its discretion. This MD&A discusses the University's financial statements only and not those of its component units.

Key Reporting Changes

In June 2023, the Connecticut General Assembly passed a state budget for the 2024 and 2025 biennium that changed the way fringe is paid for institutions of higher education. Effective July 1, 2023, the State directly funds CSUS employee benefit retirement costs, which are therefore no longer charged to CSUS through a fringe benefit rate assessment, and CSUS funds all non-retirement employee fringe costs. A reduction in appropriations to CSUS is also a result of the State directly covering retirement-related costs for all eligible CSUS employees.

Financial Summary

The Connecticut State University System had total assets of \$1.9 billion, liabilities of \$1.9 billion, and a total net position balance of (\$535.7) million at June 30, 2024. Of the total net position balance, (\$1.6) billion is classified as unrestricted net position, a \$65.3 million increase from 2023. The increase in total net position is attributable to a combination of factors including board-approved tuition rate increases, increased auxiliary revenues as more students returned to dormitories, and increased investment income related to higher interest rates. These factors and other changes are further detailed in the following sections of the MD&A.

The large negative balance in unrestricted net position is a result of the adoption of GASB Statement No. 68 (Pensions) in fiscal year 2015 and GASB Statement No. 75 (Other Post-Employment Benefits) in fiscal year 2018. Adoption of GASB Statement No. 68 required the System to recognize a net liability for pension plans, which was previously disclosed only at the State level. The adoption of GASB Statement No. 75 required the System to recognize the net liability for other post-employment benefits (OPEB).

STATEMENT OF NET POSITION

The Statement of Net Position presents the overall financial position of the System at the end of the fiscal year and includes all assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position of the Connecticut State University System, including capital assets net of depreciation. The Statement of Net Position is a point-in-time financial statement and is used as a measure of the financial condition of the System. This statement presents a snapshot concerning assets classified as current (available for use within one year) and noncurrent (available beyond one year), liabilities categorized as current (due within one year) and noncurrent (due beyond one year), and net position. Assets represent what is owned by or what is owed to the System and are recorded at their current value except for capital assets, which are recorded at historical cost, net of accumulated depreciation and amortization. Liabilities represent what is owed to others or what has been received from others prior to services being provided by the System. A deferred outflow of resources represents the consumption of net assets by the System that is applicable to a future reporting period, whereas a deferred inflow of resources is an acquisition of net assets by the System that is applicable to a future reporting period. The System's net position is the residual value in assets and deferred outflows after liabilities and deferred inflows are deducted. The change in Net Position is one indicator of whether the overall financial condition of the System has improved or worsened during the year.

The following table shows a Condensed Schedule of Net Position at June 30 (\$ in millions):

	2024	2023	% Change
ASSETS			
Current assets	\$ 396.8	\$ 406.0	(2.3%)
Non-current assets:			
Capital assets, net	1,267.2	1,302.9	(2.7%)
Other	247.6	215.3	15.0%
Total assets	<u>1,911.6</u>	<u>1,924.2</u>	<u>(0.7%)</u>
DEFERRED OUTFLOWS OF RESOURCES			
	226.4	517.0	(56.2%)
LIABILITIES			
Current liabilities	149.9	173.2	(13.5%)
Non-current liabilities	1,749.5	2,056.9	(14.9%)
Total liabilities	<u>1,899.4</u>	<u>2,230.1</u>	<u>(14.8%)</u>
DEFERRED INFLOWS OF RESOURCES			
	774.3	772.2	0.3%
NET POSITION			
Net investment in capital assets	998.1	1,015.6	(1.7%)
Restricted nonexpendable	0.6	0.6	0.0%
Restricted expendable	68.1	90.5	(24.7%)
Unrestricted	<u>(1,602.5)</u>	<u>(1,667.8)</u>	<u>3.9%</u>
Total net position (deficit)	<u>\$ (535.7)</u>	<u>\$ (561.1)</u>	<u>4.5%</u>

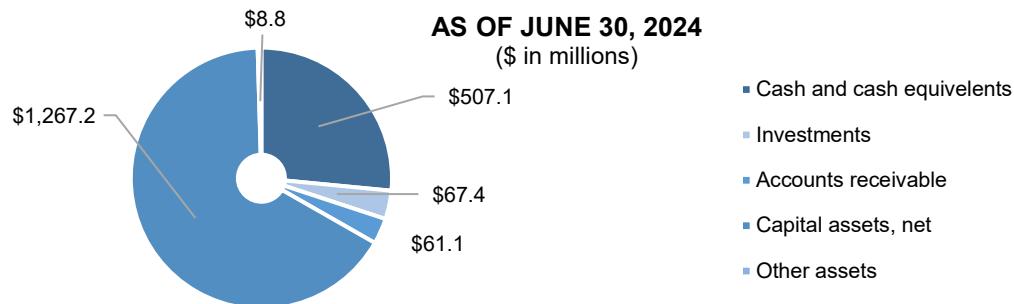
Assets

Total assets decreased by \$12.6 million in fiscal year 2024 due to the following:

Current assets consist of cash, cash equivalents, investments, accounts receivable, and other assets and at June 30, 2024 were \$396.8 million, a \$9.2 million decrease from 2023. This was primarily due to a decrease in investments of \$11.6 million and a decrease in accounts receivable due from the State of \$14.4 million, offset by a \$15.1 million increase in cash. The decrease in investments is primarily driven by bond principal payments of \$21.7 million that are partly offset by investment income. The accounts receivable due from State decreased due to the change in the State's fringe methodology. With the State directly funding retirement-related fringe costs for CSUS employees, there has been a reduction in the State's appropriations for personnel expenses. The increase in cash of \$15.1 million is due to a variety of factors including increased tuition and fees and auxiliary revenues partially offset by increased salaries and wages.

Total non-current assets at June 30, 2024 of \$1.5 billion decreased by \$3.3 million primarily due to a net \$35.7 million decrease in capital assets that was largely offset by an increase in cash and cash equivalents of \$31.7 million. The \$35.7 million decrease in net capital assets was driven by \$78.3 million in depreciation and amortization expense that was partially offset by additions of \$44.9 million primarily related to building and building improvement projects. Two building openings in Fall 2023 were SCSU's School of Business building and WCSU's new Berkshire Hall Student Center. A significant construction project that has an estimated completion date in fiscal year 2025 is the Elihu Burritt Library addition at CCSU.

The following graph shows total assets by major category:



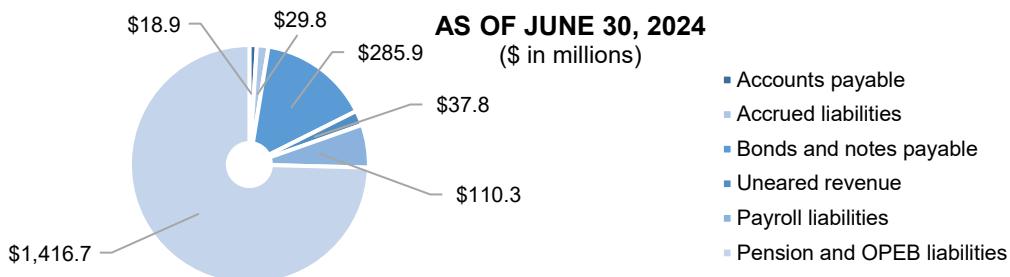
Liabilities

Total liabilities decreased by \$330.7 million in fiscal year 2024 due to the following:

Current liabilities at June 30, 2024 of \$149.9 million decreased by \$23.3 million. The primary factors for the decrease were a \$14.9 million decrease in accounts payable, a \$10.0 million decrease in accrued salaries and benefits, and a \$2.1 million increase in unearned tuition and grant revenue. The changes in accounts payable and unearned grant revenue were due to timing. The decrease in accrued payroll and related benefits was due to CSUS retirement costs now being directly covered by the State.

Non-current liabilities at June 30, 2024 of \$1.7 billion decreased by \$307.4 million which is primarily due to a decrease in the pension liability of \$221.1 million and a decrease in the OPEB liability of \$59.1 million. The decrease in pension liability was primarily driven by transfers from the State's reserve fund as surplus contributions to the SERS and TRS plans which reduced the CSUS liability allocation. Fiscal year 2023 was the fifth consecutive fiscal year that the State made excess contributions to the plans with those contributions totaling over \$8.5 billion. The OPEB liability decreased largely due to the CSUS proportionate share decreasing from 6.10% in fiscal year 2022 to 5.95% in fiscal year 2023 and an increase in the discount rate for contributory members from 3.90% to 6.90%. Bonds payable also decreased in fiscal year 2024 due to \$23.0 million in principal debt service payments.

The following graph shows total liabilities by major category:



Deferred Outflows and Deferred Inflows of Resources

Deferred inflows and outflows of resources are related to future periods. This is primarily related to the impact of recognizing net pension and net OPEB liabilities and refunding of debt. For pension and OPEB net liabilities they reflect differences between projected and actual assumptions and earnings, changes in actuarial assumptions, changes in proportion and differences between contributions and proportionate share of contributions and employer contributions subsequent to the measurement date. The difference between the reacquisition price and the net carrying amount of the old debt is reported as a deferred outflow of resources (loss) or deferred inflow of resources (gain).

NET POSITION

Net investment in capital assets represents the System's capital assets net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, or improvement of those assets.

Restricted net position is divided into two classifications, expendable and nonexpendable. Restricted expendable net position is subject to externally imposed restrictions governing its use. In the System, restricted expendable net position primarily represents unexpended proceeds from bond issuances for capital projects and the residual balances of the System's unexpended grant funds. Restricted nonexpendable net position comprises the System's permanent funds such as the Endowment Fund. Most endowed funds are held with the individual institutions' foundations for the benefit of the Universities.

Unrestricted net position (UNP) represents funds available to support CSUS activities and operations at the discretion of the Board of Regents, the President, and the University Presidents. Unrestricted net position is negative due to the System's share of the State's pension plan's net pension liability and OPEB. Although unrestricted net position is not subject to externally imposed restrictions, substantially all of the System's reserves are allocated for academic initiatives or programs and for capital and other purposes, including University fee receipts and parking fee receipts that have been designated by universities to meet debt service obligations. Without reflecting the net pension and OPEB liabilities, unrestricted net position increased \$77.1 million from 2023 to 2024.

The table below illustrates the effects of GASB 68 and GASB 75 on the CSUS's net position at June 30 (\$ in millions):

	2024	2023	% Change
NET POSITION			
Net investment in capital assets	\$ 998.1	\$ 1,015.6	-1.7%
Restricted nonexpendable	0.6	0.6	0.0%
Restricted expendable	68.1	90.5	-24.8%
Unrestricted	(1,602.5)	(1,667.8)	3.9%
Total net position (deficit)	(535.7)	(561.1)	4.5%
Pension and OPEB Impact (GASB 68 and 75)	1,966.6	1,954.8	0.6%
Total Net Position, Excluding Pension and OPEB	\$ 1,430.9	\$ 1,393.7	2.7%
Unrestricted Net Position, Excluding Pension and OPEB	\$ 364.1	\$ 287.0	26.9%

CAPITAL AND RELATED DEBT ACTIVITIES

Capital assets, net of accumulated depreciation and amortization, consisted of the following at June 30 (\$ in millions):

	2024	2023	% Change
Land	\$ 19.7	\$ 19.9	(1.0%)
Buildings & improvements	2,109.3	2,067.2	2.0%
Land improvements	111.7	107.6	3.8%
Furniture, fixtures & equipment	152.8	150.0	1.9%
Library books and collections	21.0	22.0	(4.5%)
Right of use assets	32.4	31.6	2.5%
Construction in progress	42.7	61.5	(30.6%)
 Total capital assets	 2,489.6	 2,459.8	 1.2%
Less accumulated depreciation and amortization	1,222.4	1,156.9	5.7%
 Capital assets, net	 \$ 1,267.2	 \$ 1,302.9	 (2.7%)

In addition to its capital plan for academic and related facilities that are supported by State general obligation bonds, the System is in the twenty-ninth year of its long-range capital plan for the renovation and development of auxiliary service facilities. There were no new bond issuances during 2023 or 2024.

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION

The Statement of Revenues, Expenses and Changes in Net Position presents either an increase or decrease in net position based on the revenues earned, the expenses incurred, and any other gains and losses recognized by the CSUS. Revenues and expenses are classified as operating, nonoperating, or other changes in net position according to definitions prescribed by GASB.

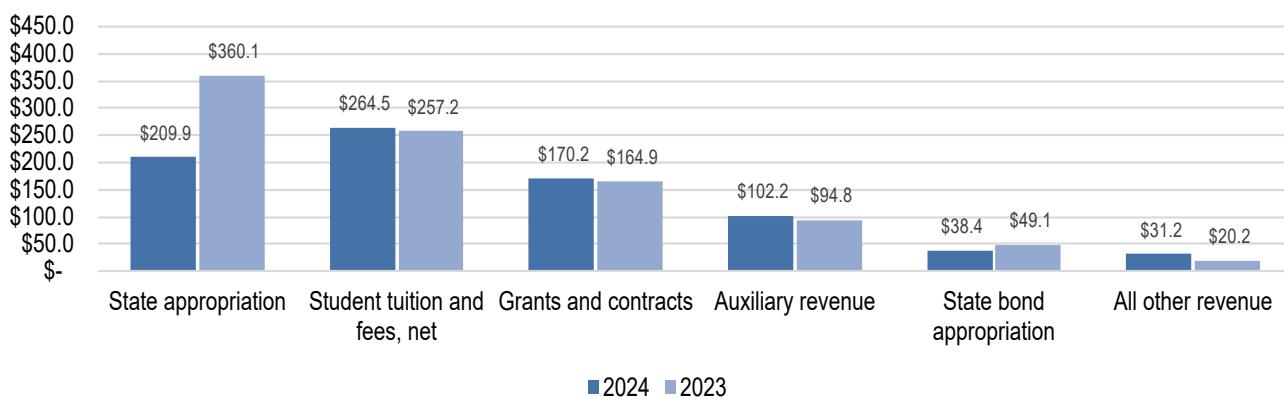
The following table shows a Condensed Schedule of Revenues, Expenses, and Changes in Net Position for the fiscal years ended June 30 (\$ in millions):

	2024	2023	% Change
OPERATING REVENUES			
Tuition and fees, net	\$ 264.5	\$ 257.2	2.8%
Auxiliary revenues	102.2	94.8	7.8%
Grants and indirect cost recoveries	39.0	42.9	(9.2%)
Other	5.5	5.5	0.0%
Total operating revenues	411.2	400.4	2.7%
OPERATING EXPENSES			
Expenses before depreciation and amortization	712.5	660.2	7.9%
Depreciation and amortization	78.4	73.2	7.1%
Total operating expenses	790.9	733.4	7.8%
Operating loss	(379.7)	(333.0)	(14.0%)
NON-OPERATING REVENUES (EXPENSES)			
State appropriations - general fund	209.9	360.1	(41.7%)
State appropriations - bond fund	38.4	49.1	(21.8%)
Pell grant revenue	44.4	38.3	15.9%
Federal emergency grant revenue	86.8	83.7	3.7%
Investment income	30.2	19.2	57.3%
Other	(4.6)	(4.5)	(2.9%)
Total non-operating revenues (expenses)	405.1	545.9	(25.8%)
NET POSITION			
Change in net position	25.4	213.0	88.1%
Net position, beginning of year	(561.1)	(774.1)	27.5%
Net position, end of year	\$ (535.7)	\$ (561.1)	4.5%

Revenues

The following graph shows the CSUS's total operating and nonoperating revenues by category, excluding other changes in net position:

REVENUE SUMMARY BY CATEGORY (IN MILLIONS)



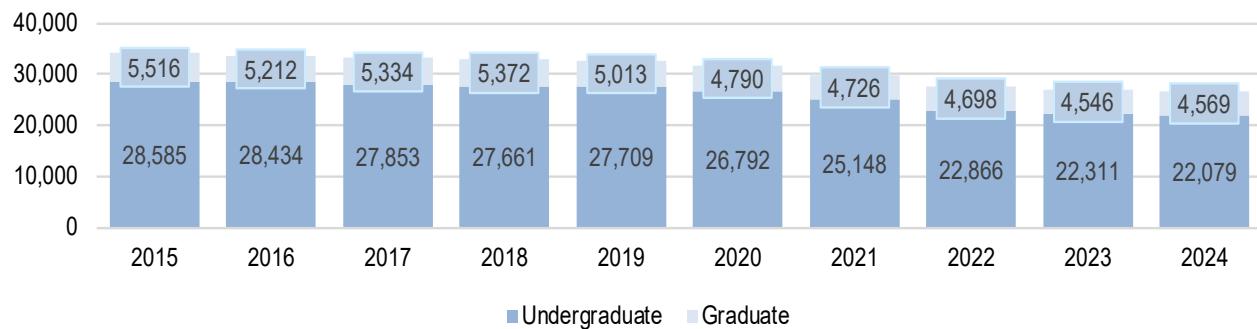
■ 2024 ■ 2023

Operating Revenues

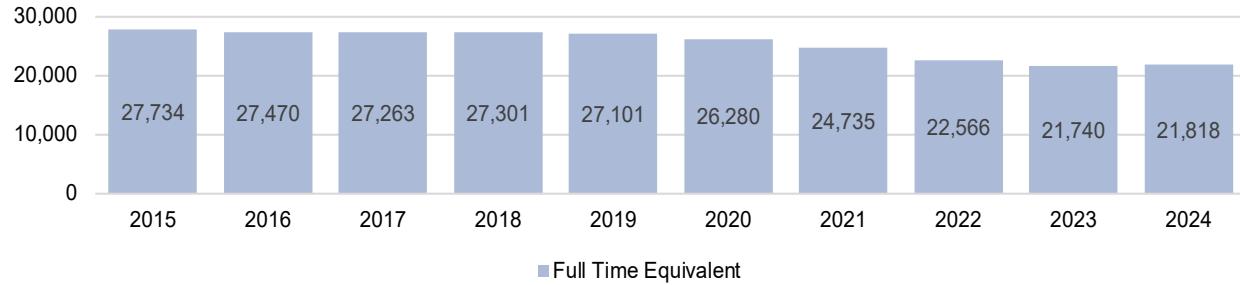
Total *operating revenues* for fiscal year 2024 were \$411.2 million after the reduction for scholarship allowances, an increase of \$10.8 million from fiscal year 2023. *Student tuition and fees* represent the largest portion of operating revenue on a gross basis but are offset by student financial aid and waivers of \$67.8 million, resulting in net tuition and fee revenue of \$264.5 million. On a gross basis, fiscal year 2024 tuition revenues increased by 3.5% from the previous year, primarily the result of a 3% increase in tuition rates. Tuition and fee revenues also reflect a small increase in FTE credit enrollment from 21,740 in fall 2023 to 21,818 in fall 2024. Auxiliary revenues, which are mainly driven by room and board fees, increased by \$7.4 million, a 7.8% increase, due to more students returning to dormitories combined with an increase in rates.

The graphs below present headcount and full-time equivalent enrollment over the last 10 years:

**FALL HEADCOUNT ENROLLMENT
 10-YEAR COMPARISON**



**FALL FULL TIME EQUIVALENT ENROLLMENT
 10-YEAR COMPARISON**



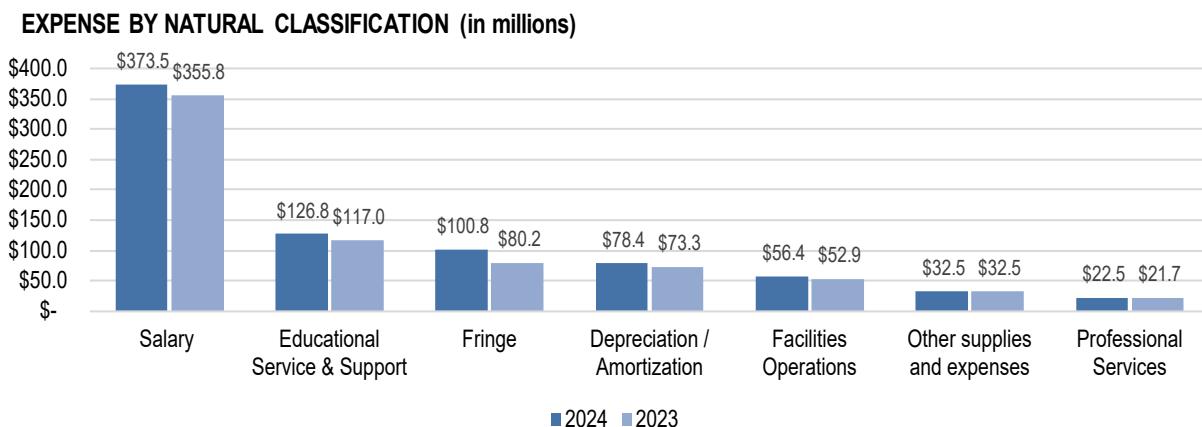
Nonoperating Revenue and Expenses

Nonoperating revenue and expenses includes state appropriations, certain federal grants, private gifts and donations, investment income, and interest expense. In fiscal year 2024, state appropriations of \$248.3 million were \$161.0 million lower than in fiscal year 2023. State appropriations are received for both operating and capital purposes, and \$150.2 million of the decrease resulted from State legislation that changed how fringe benefit costs are supported for higher education constituent units effective July 1, 2023. Instead of fringe being a component of operating appropriations, the State now covers the fringe benefits of retirement-related costs and the higher education units fund non-state retirement costs such as medical insurance, life insurance, social security and Medicare taxes. In fiscal year 2024, the majority of State appropriation dollars for operating purposes were used to fund salaries and in fiscal year 2023, which was prior to implementation of the legislative change, these appropriations primarily funded salaries and fringe benefits. There were also temporary funding allotments during fiscal 2024 and 2023 to provide additional operating support. Capital appropriations decreased \$10.8 million from fiscal 2023 as several bond funded projects have been completed. Federal emergency grant revenues are primarily from APRA grants and other COVID-related grants awarded to the CSUS. CSUS's allocation from the State's American Rescue

Plan Program (ARPA) totaled \$83.4 million in fiscal year 2024. Investment income increased by \$10.9 million primarily due to higher interest rates in fiscal year 2024.

Operating Expenses

The following graph shows the CSUS operating expenses by natural classification:



In fiscal 2024, total *operating expenses* less depreciation and amortization of \$712.6 million increased by \$52.4 million from the prior fiscal year primarily due to increased salary and fringe expenses. The \$17.7 million increase in salary in fiscal 2024 was primarily due to wage increases set by collective bargaining agreements. Fringe benefits increased by \$20.6 million in fiscal year 2024 primarily due to increased pension and OPEB expenses that were partially offset by the impact of a legislative change whereby CSUS no longer funds retirement contributions for State employees. In accordance with GASB guidance, CSUS recognizes its share of unfunded pension and OPEB liabilities and expenses from the State's defined benefit pension and OPEB plans. These noncash adjustments, which recorded pension and OPEB expenses for the measurement period ended June 30, 2023, increased by \$119.2 million and \$34.7 million, respectively. The \$119.2 million increase in pension expense was primarily due to the State transfer from budget surpluses lowering the State's collective pension expense in the previous fiscal year and therefore CSUS's proportionate share. There have been budget surplus transfers to the State's pension funds since fiscal year 2020, but the \$4.1 billion in surplus transfers that favorably impacted pension expense recorded in fiscal year 2023, was significantly higher than the \$1.8 billion in transfers impacting fiscal year 2024. OPEB expense was higher in fiscal year 2024 due in part to changes in actuarial assumptions (see Note 11) and amortization of prior year deferrals increasing expense. As stated in the previous "Key Reporting Changes" section, effective July 1, 2023, CSUS no longer funds retirement contributions for employees participating in State retirement plans, as these contributions are now covered by the State. As a result of this legislative change, there was a \$133.4 million decrease in fringe benefits charged by the State to CSUS for fiscal 2024, which partially offset the \$153.9 million combined increase for pension and OPEB expenses.

Other Changes in Net Position

Other changes in net position include the state appropriations for capital purposes and loss on disposal of assets. The \$12.4 million decrease in fiscal 2024 to \$36.0 million was primarily the result of a \$10.8 million decrease in State capital appropriations.

STATEMENT OF CASH FLOWS

The statement of cash flows presents the significant sources and uses of cash. Cash flows from operating activities is expected to be different from the operating loss amount on the Statement of Revenues, Expenses, and Changes in Net Position. The difference results from noncash items such as depreciation and amortization expense, and in the use of the accrual basis of accounting in preparing the Statement of Revenues, Expenses, and Changes in Net Position. The Statement of Cash Flows shows cash inflows and outflows without regard to accruals.

The System's cash and cash equivalents at June 30, 2024 increased \$46.8 million. This increase was driven by a variety of factors including the following increased and decreased cash flows: a \$12.0 million increase in investment income, \$5.8 million increase in tuition and fees, \$7.8 million increase in auxiliary revenues, and a \$5.9 million decrease in principal and interest payments. As illustrated in the chart below, there was a significant reduction in operating activity cash outflows and non-capital financing activity inflows, both of which are the result of the State now directly covering retirement-related fringe costs.

The following table shows a Condensed Statement of Cash Flows for the fiscal years ended June 30 (\$ in millions):

	2024	2023	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$ (299.0)	\$ (430.2)	30.5%
Non-capital financing activities	360.4	507.9	(29.0%)
Capital and related financing activities	(58.2)	(28.6)	(103.5%)
Investing activities	43.6	36.4	19.8%
Net change in cash and cash equivalents	46.8	85.5	(45.3%)
CASH AND CASH EQUIVALENTS			
Cash and cash equivalents, beginning of year	460.3	374.8	22.8%
Cash and cash equivalents, end of year	\$ 507.1	\$ 460.3	10.2%

ECONOMIC OUTLOOK

In June 2024, the Board of Regents approved an annual operating budget for 2025 of \$724.8 million, supported by revenues of \$730.9 million, resulting in a net surplus of \$6.1 million. The budget includes gross tuition and fee revenue at \$435.8 million, a 7.7% increase, which reflects increased enrollment at some universities and a 5% increase in tuition and fees. Auxiliary revenues are also projected to increase with housing by 5.3% and food services by 6.8%. A \$2.6 million or 1.5% increase in operating State appropriations is budgeted. To further alleviate rising operating costs, the CSU's will be receiving \$62.9 million in fiscal year 2025 from the State's ARPA allocation and \$16.4 million in temporary operating support. Personnel and related costs have always been the largest area of expenditures and include State Employee Bargaining Agent Coalition ("SEBAC") raises that were effective July 1, 2024. The 2025 budget for salaries and fringe, which does not include OPEB and pension expenses, is \$478.0 million, a \$24.3 million increase over those same expenses in fiscal 2024. With the significant temporary financial support that CSUS has been receiving since the COVID pandemic, it is critical that CSUS find ways to mitigate the future loss of that support. The CSUS is implementing a mitigation plan that includes looking for opportunities to produce alternative revenue sources and refine efforts on increasing enrollment and retention, as well as increasing fiscal savings where possible.

Additional Information

This financial report is designed to provide a general overview of CSUS's finances and to show accountability for the funds it receives. Questions about this report or requests for additional financial information should be directed to the CSCU Chief Financial Officer. University specific questions may also be directed to the Chief Financial Officer at each individual University.

	2024
Assets	
Current assets	
Cash and cash equivalents	\$ 293,149,923
Investments	37,656,187
Accounts receivable, net	16,446,236
Due from the State of Connecticut	40,735,299
Prepaid expenses and other current assets	<u>8,782,039</u>
Total current assets	<u>396,769,684</u>
Noncurrent assets	
Cash and cash equivalents	213,972,212
Investments	29,741,796
Accounts receivable, net	3,919,342
Other assets	21,230
Investment in capital assets, net of accumulated depreciation	<u>1,267,208,804</u>
Total noncurrent assets	<u>1,514,863,384</u>
Total assets	<u>\$ 1,911,633,068</u>
Deferred outflows of resources	
Deferred pension	\$ 115,824,348
Deferred other post employment benefits	106,769,262
Deferred loss on bond refunding	<u>3,782,859</u>
Total deferred outflows of resources	<u>\$ 226,376,469</u>

The accompanying notes are an integral part of these financial statements.

Connecticut State University System

Statement of Net Position - Continued

Year Ended June 30, 2024



	2024
Liabilities	
Current liabilities	
Accounts payable	\$ 18,599,461
Accrued salaries and benefits	45,726,507
Accrued compensated absences	6,479,594
Due to the State of Connecticut	347,108
Unearned tuition, fees and grant revenue	37,807,950
Bonds payable	21,370,000
Note payable	3,139,036
Accrued bond interest payable	1,351,496
Leases payable	340,460
Subscription liabilities	4,705,865
Other liabilities	3,125,585
Depository accounts	6,930,644
Total current liabilities	<u>149,923,706</u>
Noncurrent liabilities	
Accrued compensated absences	58,110,775
Bonds payable	245,648,227
Note payable	15,695,188
Federal loan program advances	1,164,981
Leases payable	342,719
Subscription liabilities	8,016,720
Other noncurrent liabilities	3,784,507
Pension liability, net	554,403,575
Other post employment benefits, net	862,283,562
Total noncurrent liabilities	<u>1,749,450,254</u>
Total liabilities	<u>\$ 1,899,373,960</u>
Deferred inflows of resources	
Deferred pension	\$ 329,317,309
Deferred other post employment benefits	443,211,015
Deferred lease inflows	1,819,701
Total deferred inflows of resources	<u>\$ 774,348,025</u>
Net Position	
Net investment in capital assets	\$ 998,123,395
Restricted	
Nonexpendable	542,152
Expendable	68,121,445
Unrestricted	<u>(1,602,499,440)</u>
Total net position (deficit)	<u>\$ (535,712,448)</u>

The accompanying notes are an integral part of these financial statements.

	2024
Assets	
Cash and cash equivalents	\$ 9,594,185
Investments	196,891,146
Contributions and other receivables	5,341,346
Prepaid expenses and other assets	811,355
Beneficial interest in trusts	759,832
Land, buildings and equipment, net	3,473,696
Total assets	<u>\$ 216,871,560</u>
Liabilities	
Accounts payable and accrued expenses	1,733,419
Other liabilities	<u>2,433,495</u>
Total liabilities	<u>4,166,914</u>
Net Assets	
Without donor restrictions	11,269,242
With donor restrictions	<u>201,435,404</u>
Total net assets	<u>212,704,646</u>
Total liabilities and net assets	<u>\$ 216,871,560</u>

The accompanying notes are an integral part of these financial statements.

	2024
Operating revenues	
Tuition and fees	
Tuition and fees	\$ 332,340,719
Less	
Scholarships allowance	(46,797,337)
Waivers	<u>(20,999,801)</u>
Tuition and fees, net of scholarship allowances and waivers	264,543,581
Federal grants and contracts	22,987,781
State and local grants and contracts	7,885,702
Nongovernment grants and contracts	7,469,288
Indirect cost recoveries	671,015
Auxiliary revenues	102,179,322
Other operating revenues	<u>5,459,833</u>
Total operating revenues	<u>411,196,522</u>
Operating expenses	
Salaries and wages	373,507,432
Fringe benefits	100,792,215
Professional services and fees	22,456,988
Educational services and support	126,821,281
Travel expenses	6,564,209
Operation of facilities	56,438,833
Other operating supplies and expenses	25,976,909
Depreciation expense	70,835,685
Amortization expense	<u>7,521,489</u>
Total operating expenses	<u>790,915,041</u>
Operating loss	<u>(379,718,519)</u>
Nonoperating revenues (expenses)	
State appropriations	209,874,918
Pell grant revenue	44,361,541
Federal emergency grant revenue	86,837,014
Gifts	5,051,945
Investment income	30,161,022
Interest expense	(8,554,004)
Other nonoperating revenues (expenses), net	<u>1,413,091</u>
Net nonoperating revenues (expenses)	<u>369,145,527</u>
Loss before other changes in net position	<u>(10,572,992)</u>
Other changes in net position	
State appropriations restricted for capital purposes	38,394,108
Loss on disposal of capital assets	<u>(2,418,691)</u>
Other changes in net position	<u>35,975,417</u>
Change in net position	25,402,425
Net position at beginning of year	<u>(561,114,873)</u>
Net position at end of year	<u>\$ (535,712,448)</u>

The accompanying notes are an integral part of these financial statements.

	Without Donor Restrictions	With Donor Restrictions	2024 Total
Revenues, gains and other support			
Contributions	\$ 3,644,373	\$ 7,799,084	\$ 11,443,457
Program income	110,373	148,676	259,049
Investment gain, net	1,290,175	19,700,997	20,991,172
Other income (loss)	644,303	(560,301)	84,002
Gain (loss) on disposal of assets	(3,827)	113,781	109,954
Net assets released from restrictions	<u>11,065,153</u>	<u>(11,065,153)</u>	<u>-</u>
Total revenues, gains and other support	<u>16,750,550</u>	<u>16,137,084</u>	<u>32,887,634</u>
Operating expenses			
Program services	11,514,448	253,974	11,768,422
Management and general	2,356,361	576	2,356,937
Fundraising	1,342,359	-	1,342,359
Total operating expenses	<u>15,213,168</u>	<u>254,550</u>	<u>15,467,718</u>
Transfers between funds	<u>(96,021)</u>	<u>96,021</u>	<u>-</u>
Change in net assets	1,441,361	15,978,555	17,419,916
Net assets			
Beginning of year	<u>9,827,881</u>	<u>185,456,849</u>	<u>195,284,730</u>
End of year	<u>\$ 11,269,242</u>	<u>\$ 201,435,404</u>	<u>\$ 212,704,646</u>

The accompanying notes are an integral part of these financial statements.

2024

Cash flows from operating activities	
Tuition and fees	\$ 264,633,454
Grants and contracts	40,690,461
Auxiliary revenues	100,383,792
Other operating revenues	5,147,062
Payments to employees for salaries and benefits	(469,823,293)
Payments to suppliers	(5,879,404)
Professional services and fees	(22,481,988)
Educational services and support	(126,821,280)
Travel expenses	(6,564,209)
Operation of facilities	(56,438,832)
Other operating supplies and expenses	(21,856,741)
Net cash used in operating activities	<u>(299,010,978)</u>
Cash flows from noncapital financing activities	
State appropriations	223,015,451
Gifts for other than capital purposes	5,051,946
Nonoperating grants and revenue other	132,312,265
Net cash provided by noncapital financing activities	<u>360,379,662</u>
Cash flows from investing activities	
Proceeds from sales and maturities of investments	43,273,421
Purchases of investments	(30,731,498)
Interest and dividends received on investments	31,120,213
Net cash provided by investing activities	<u>43,662,136</u>
Cash flows from capital and related financing activities	
Purchases of capital assets	(59,692,074)
State capital appropriations received	39,874,490
Principal paid on debt and other obligations	(29,270,442)
Interest paid on debt and other obligations	(9,070,793)
Net cash used in capital and related financing activities	<u>(58,158,819)</u>
Net increase in cash and cash equivalents	46,872,001
Cash and cash equivalents, beginning of year	<u>460,250,134</u>
Cash and cash equivalents, end of year	<u>\$ 507,122,135</u>

The accompanying notes are an integral part of these financial statements.

2024

Reconciliation of operating loss to net cash used in operating activities	
Operating loss	\$ (379,718,519)
Adjustments to reconcile operating loss to net cash used in operating activities	
Depreciation expense	70,835,685
Amortization	7,521,489
Changes in assets and liabilities:	
Receivables	(2,961,783)
Prepaid expenses and other	(594,500)
Accounts payable	(879,239)
Accrued salaries and benefits	(9,978,047)
Other liabilities	2,231,871
Due to/from the State of Connecticut	6,140
Unearned tuition, fees and grant revenues	2,009,440
Deferred compensation	(409,428)
Depository accounts	39,001
Accrued compensated absences	784,771
Pension Liability	(221,142,658)
Other post employment benefits	(59,118,005)
Changes in deferred outflows	290,214,064
Changes in deferred inflows	2,148,740
Net cash used in operating activities	<u>\$ (299,010,978)</u>
Noncash financing activity	
Fixed assets included in accounts payable	\$ 4,497,198
Reconciliation of cash and cash equivalents to the combined statements of net position	
Cash and cash equivalents classified as current assets	\$ 293,149,923
Cash and cash equivalents classified as noncurrent assets	<u>213,972,212</u>
	<u>\$ 507,122,135</u>

The accompanying notes are an integral part of these financial statements.

1. Summary of Significant Accounting Policies**Organization**

The Connecticut State Colleges and Universities System ("CSCU") was established by the State of Connecticut (the "State") in 2011 via Public Act 11-48 as amended by Public Act 11-61. This brought together the governance structure for the Connecticut State University System ("CSUS"), the Connecticut Community College System ("CCC") and Charter Oak State College ("COSC") under the newly formed Board of Regents (BOR) for Higher Education. Effective July 1, 2023, the twelve community colleges were merged under the name Connecticut State Community College ("CT State") and were granted accreditation by the New England Commission of Higher Education ("NECHE"). Separate financial statements are issued for CT State and COSC.

CSCU consists of six separate institutions including four state universities, CT State (comprised of twelve campuses), and Charter Oak State College. The CSCU system offers associate degrees, baccalaureate, graduate and certificate programs, applied doctoral degree programs in education as well as short-term certificates and individual coursework in both credit and noncredit programs.

The System Office administers certain activities centrally for the provision of management information systems and services to the Universities. Primary among these activities are administration of certain system-wide information systems, telecommunications, capital projects planning and rebudgeting, technical support and debt service. Costs of such activities, including the allocation of funds to the Universities from bond proceeds, are included in the activity of the System Office and supported by revenues from State appropriations and Universities' tuition and fee revenues which are allocated to the System Office through the budget allocation process. Such activities are eliminated in the statement of revenues, expenses and changes in net position.

Basis of Presentation

The financial statements for the CSUS institutions have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America (GAAP), as prescribed by the Government Accounting Standards Board (GASB). Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. These financial statements include the statements of CSUS institutions (the System) which includes: Central Connecticut State University (CCSU), Eastern Connecticut State University (ECSU), Southern Connecticut State University (SCSU), Western Connecticut State University (WCSU), and System Office (SO) and their aggregate discretely presented component units (the foundations that support the four universities and the System Office).

CSUS's financial statements include three statements: the statement of net position, the statement of revenues, expenses, and changes in net position and the statement of cash flows.

- The statement of net position presents information on all of the system's assets, liabilities, deferred outflows and inflows, and net position.
- The statement of revenues, expenses and changes in net position presents information showing how the incumbent system's net position changed during the fiscal years presented. All changes in net position are reported when the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, certain revenues and expenses are reported in the statement for items that will only result in cash flows in future fiscal periods (e.g., the accrual for compensated absences).
- The statement of cash flows is presented using the direct method. The direct method of cash flow reporting portrays net cash flow from operations by major class of operating receipts and expenditures (e.g., payments to employees for salaries and benefits).

Several legally separate, tax-exempt, affiliated organizations (the “Foundations”) must be considered component units of the CSUS and are presented discretely in these financial statements. The Foundations act primarily as fund-raising organizations to supplement the resources that are available to the Universities in support of their programs. Although the Universities do not control the timing or amount of receipts from the Foundations, the majority of resources or income thereon that the Foundations hold and invest is restricted to the activities of the Universities by the donors. Since these restricted resources held by the Foundations can only be used by, or for the benefit of, the Universities, the Foundations are considered component units of CSUS primary institutions.

The disclosures included in the financial statements address only the Universities and not the related Foundations. No modifications have been made to the Foundation’s financial information in CSUS’s financial reporting entity for these differences. The Foundations are private nonprofit organizations that report under FASB standards, which include guidelines for *Financial Reporting for Not-for-Profit Organizations*. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features.

Net Position

Resources are classified for reporting purposes into the following four net position categories:

- **Net Investment in Capital Assets**

Capital assets, at historical cost or fair market value on date of gift, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets. Similar net assets are included in net assets without donor restrictions in the statements of the component units.

- **Restricted Nonexpendable**

Net position subject to externally imposed stipulations that they be maintained in perpetuity by CSUS. Similar net assets are referred to as net assets with donor restrictions in the statements of the component units.

- **Restricted Expendable**

Net position whose use by CSUS is subject to externally imposed stipulations that can be fulfilled by actions of CSUS pursuant to those stipulations or that expire by the passage of time. Similar net assets are referred to as net assets with donor restrictions in the statements of the component units.

- **Unrestricted**

Net position that is not subject to externally imposed stipulations is considered unrestricted. Unrestricted net position may be designated for the specific purpose by actions of management or the BOR or may otherwise be utilized to satisfy certain contractual agreements with outside parties. Substantially all unrestricted net position will be utilized for support for academic and research programs and initiatives, and capital programs. Similar net assets are referred to as net assets without donor restrictions in the statements of the component units.

Classification of Assets and Liabilities

CSUS presents short-term and long-term assets and liabilities in the statement of net position. Short-term assets include balances with maturities of one year or less, and assets expected to be received or used within one year or less, from the reporting date. Long-term assets represent balances with maturities of greater than one year, and assets expected to be received or used after one year, from the reporting date. Cash and cash equivalents presented as short-term in the statement of net position include investments with original maturities of three months or less. Long-term cash and cash equivalents includes balances that have externally imposed restrictions as to use. Investments presented as short-term include balances with a maturity of one year or less from the reporting date. Investments with longer maturity dates and those with externally imposed restrictions as to use are classified as long-term assets.

Cash and Cash Equivalents

Cash and cash equivalents consist of cash held by the state treasurer in a Short-Term Investment Fund ("STIF"), state general fund and capital appropriations, and petty cash. The STIF, stated at fair value, is held on behalf of CSUS by the State Treasurer and has original maturities of three months or less (see Notes 2 and 8). CSUS has long-term investments which include debt service reserve funds which are restricted for purposes in accordance with CHEFA regulations. Interest income is recognized on the accrual basis.

The largest inflow of cash related to non-capital financing is State appropriations and the portion of bond appropriations expended for non-capitalized equipment, deferred maintenance and other non-capital items. The appropriation is treated as a cash equivalent for accounting and reporting purposes, and is included in the cash flow statement.

Fair Value of Financial Instruments

Fair value approximates carrying value for cash and cash equivalents, notes and accounts receivable, accounts payable, accrued interest and deposits. Investments are carried at fair value, based upon quoted market prices.

Investment in Capital Assets

Capital assets of the primary institutions are stated at historical cost or, in the case of donated property, at acquisition value at the date of the gift. Land, capitalized collections, and construction in progress are not depreciated. Depreciation of capital assets is calculated on a straight-line basis over the respective asset's estimated useful life. Title to all assets, whether purchased, constructed or donated, is held physically by the State of Connecticut. Useful lives assigned to assets are as follows:

<u>Asset Class Description</u>	<u>Useful Life</u>
Buildings	40 years
Site & Building Improvements	20 years
Technology	5 years
Library Materials	10 years
Vehicles	10 years
Software	5 years
Non-Collectible Artwork	10 years
Other Equipment	10 years

Major construction projects for new physical plant and original equipment financed by the State of Connecticut capital outlay appropriations are managed and controlled by the Division of Construction Services of the State of Connecticut ("DCS"). The cost value of the project is recognized as revenue and recorded as state financed plant facilities by the Colleges and Universities when eligibility requirements are met. There were no such projects recognized at CSUS for the fiscal year ended June 30, 2024.

Right-of-use ("ROU") assets, which includes ROU leased assets and ROU subscription assets are recognized at the agreement's commencement date and represent CSUS's right to use an underlying asset for the agreement term. ROU assets are measured at the initial value of the liability plus any payments made at or before commencement and initial direct costs. ROU assets are amortized on a straight-line basis over the shorter of the contract term or estimated useful life of the underlying asset. However, if the underlying contract contains a purchase option determined to be reasonably certain of being exercised, the ROU asset is amortized over the estimated useful life of the asset.

Subscription Liability

Subscription liabilities represent CSUS's obligation to make payments to the vendor, measured at the present value of subscription payments over the remaining term. Subscription liabilities are recognized at the Subscription-Based Information Technology Arrangement ("SBITA") commencement date based upon the present value of future subscription payments over the remaining SBITA term. Short term subscription liabilities, those with a maximum period of 12 months (or less), are expensed as incurred.

Leases Payable

Leases payable represent CSUS's obligation to make lease payments arising from leases other than short term leases. Leases payable are recognized at the lease commencement dates based on the present value of future lease payments over the remaining lease terms. Present value of lease payments is discounted based on a borrowing rate determined by CSUS. Short term leases, those with a maximum period of 12 months, are expensed as incurred.

Lease Receivable

Lease receivables are recorded by CSUS as the present value of lease payments expected to be received under all leases other than short term. Lease receivables are subsequently reduced over the life of the lease as cash is received in the applicable reporting period. Short term leases, those with a maximum period of 12 months, are recognized as collected. Lease receivables are included within accounts receivable on the Statement of Net Position.

Deferred Inflows

Deferred inflows consist of certain changes in the net pension and total OPEB liability and unrecognized revenues from other than short term leases.

Accrued Compensated Absences (ACA)

Employees earn the right to be compensated during absences for vacation leave, sick leave and related fringe benefits. The accompanying statement of net position reflects the accrual for the amounts earned as of year-end.

Pension & Other Post Employment Obligations

The System records pension and other post-employment benefit obligations equal to the net liability for its portion of the state defined benefit and retiree health plans. These net liabilities are measured as the total pension and health liability, less the amount of the respective plan's fiduciary net position. The total liability is determined based upon discounting projected benefit payments based on the benefit terms and legal agreements existing at the plan's fiscal year end. Projected benefit payments are required to be discounted using a single rate that reflects the expected rate of return on investments, to the extent that plan assets are available to pay benefits, and a tax-exempt, high-quality municipal bond rate when plan assets are not available. Because there are other state entities participating in the plans, the net pension and OPEB liabilities that are recorded are based on CSUS's share of contributions relative to total contributions made to the respective plans, as determined by independent actuaries.

Pension and other post-employment benefit expenses are recognized for benefits earned during the period, interest on the unfunded liability and changes in benefit terms. The differences between expected and actual experience and changes in assumptions about future economic or demographic factors are reported as deferred inflows or outflows of resources and are recognized over the average expected remaining service period for employees eligible for pension benefits. The differences between expected and actual returns are reported as deferred inflows or outflows and are recognized over five years.

In June 2023, the Connecticut General Assembly passed a state budget for the 2024 and 2025 biennium that changed the way fringe benefits are paid for institutions of higher education. Effective July 1, 2023, the State directly funds CSUS employee benefit retirement costs, which are therefore no longer charged to CSUS through a fringe benefit rate assessment. As a result, there is a corresponding reduction in appropriations to CSUS since the State is directly covering retirement-related costs for all eligible CSUS employees. During the year ended June 30, 2023, CSUS incurred \$155.5 million in fringe retirement costs with an offsetting amount reported in State appropriations.

Unearned Tuition, Fees and Grant Revenues

Unearned tuition, fees and grant revenues consist primarily of tuition and fees that have been collected but are applicable to the summer and fall sessions held subsequent to the reporting date. Charges related to these sessions are reported in the period the tuition and fees are recognized as income.

The State allotted \$83.4 million to the CSUS in fiscal year 2024 as part of the State's American Rescue Plan Act (ARPA) allocation designated as temporary operating support. The total was recorded as federal emergency grant revenue under nonoperating revenues in the accompanying Statement of Revenues, Expenses, and Changes in Net Position for the fiscal year ended June 30, 2024.

Tuition and Fees Revenue

Student tuition and fees revenue is recognized in the period earned net of scholarship allowance and waivers. Student aid for scholarships recorded in the statement of revenues, expenses and changes in net position includes payments made directly to students. Any aid applied directly to the students' accounts in payment of tuition and fees, housing charges and dining services is reflected as a scholarship allowance.

Auxiliary Revenues

Auxiliary revenues consist of housing charges, dining services, fees for health and injury insurance coverage and telecommunication charges. The auxiliary revenues are recognized in the period earned.

Operating Activities

Operating activities as reported in the statement of revenues, expenses and changes in net position are those that generally result from exchange transactions such as payments received for providing services and payments made for services or goods received. Nearly all of CSUS expenses are from exchange transactions. Certain significant revenue streams relied upon for operations are recorded as non-operating revenues, including state appropriations, Pell, gifts and investment income.

Income Taxes

CSUS is a component unit of the State of Connecticut and is exempt from federal and state income taxes under the doctrine of intergovernmental tax immunity found in the U.S. Constitution. Accordingly, no provision for income taxes has been recorded in the accompanying financial statements. CSUS qualifies as a public charity eligible to receive charitable contributions under Section 170(b)(1)(A)(ii) of the Internal Revenue Code, as amended (the Code).

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes and revenues and expenses recognized during the reporting period. Major estimates include the accrual for employee compensated absences, pension and other post-employment benefit liabilities, estimated lives of capital assets and the allowances for doubtful accounts. Actual results could differ from those estimates.

Subsequent Events

In accordance with generally accepted accounting principles, CSUS has evaluated subsequent events for the period after June 30, 2024, through February 25, 2025, the date the financial statements were issued.

2. Cash, Cash Equivalents and Investments

Cash and cash equivalents are invested in the State of Connecticut Treasurer's Short-Term Investment Fund (STIF), a combined investment pool of high quality, short-term money market instruments. CSUS may add or withdraw monies on a daily basis with interest earned from date of deposit to date of withdrawal. The primary investment objectives of the STIF are the preservation of principal and the provision of liquidity to meet participants' daily cash flow requirements.

The STIF is managed by investment managers in accordance with the investment guidelines established by the State Treasurer. These guidelines prohibit investment in derivative securities other than floating rate securities which vary in the same direction as individual short-term money market indices, and limit the ability to enter into reverse repurchase agreements in amounts not to exceed five percent (5%) of the STIF's net assets at the time of execution.

Cash and cash equivalents also include operating funds held by the State of Connecticut in a pooled, interest credit program which earns interest at a rate determined monthly by the Office of the State Treasurer. The interest rate at June 30, 2024 was 5.43%.

Cash, cash equivalents and investments at June 30 are as follows:

	2024	
	Cost	Fair Value
Cash and cash equivalents	\$ 507,122,135	\$ 507,122,135
U.S. Mutual Funds-Governmental	67,397,983	67,397,983
	<u>\$ 574,520,118</u>	<u>\$ 574,520,118</u>

Investments are pooled by the State and separate accounting is maintained as to the amounts allocable to the various funds and programs.

Credit Risk – Credit risk is the risk that an investor will lose money because of the default of the security issuer or investment counterparty. CSUS is invested in U.S. Government obligations, which are not considered to have credit risk.

Custodial Credit Risk – At June 30, 2024, the carrying amount of CSUS's bank deposits was \$4.0 million as compared to bank balances of \$5.1 million. The difference between the carrying amount and bank balances was primarily caused by outstanding checks and deposits in transit. Of such bank balances, \$4.3 million was uninsured and uncollateralized and therefore subject to custodial credit risk as of June 30, 2024.

Concentration of Credit Risk – Concentration of credit risk is assumed to arise when the amount of investments with one issuer exceeds 5% or more of the total value of investments. 88% of CSUS total cash, cash equivalents and investments was invested in the STIF and the State's pooled interest credit program accounts as of June 30, 2024.

Interest Rate Risk – Interest rate risk is the risk that changes in interest rates will adversely affect the fair market value of an investment. Interest rate risk is managed by establishing targets for the preferred duration of the fixed income component of the investment portfolio by asset class by limiting investments through target allocations to different asset classes.

Investment maturities of CSUS's debt securities at June 30 (in years) are as follows:

Debt Securities	Fair Value	Less Than 1 Year	More than 1 Year
June 30, 2024			
U.S. Government obligations	\$ 67,397,991	\$ 67,397,974	\$ 9

GASB No. 72, *"Fair Value measurements and Application"* sets forth the framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

The three levels of the fair value hierarchy under GASB No. 72 are described as follows:

Level 1 - Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that CSUS has the ability to access.

Level 2 - Inputs other than Level 1 that are observable, either directly or indirectly and include: quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in inactive markets; inputs other than quoted prices that are observable for the asset or liability; inputs that are derived principally from or corroborated by observable market data by correlation or other means.

Level 3 - Unobservable inputs that are supported by little or no market activity and that are significant to the fair value measurement. Unobservable inputs are developed based on the best information available in the circumstances and may include the CSUS's own data.

All of the investments held at June 30, 2024 are valued based on Level 1 inputs. There are no liabilities subject to the fair value provisions of GASB No. 72.

3. Accounts Receivables

Receivables consisted of the following at June 30:

	2024
Student accounts receivable	\$ 18,171,482
Student loans receivable	3,119,130
Grants receivable	5,241,275
Leases receivable	1,816,816
Miscellaneous receivables	<u>2,314,752</u>
	30,663,455
Less allowance for doubtful accounts	<u>(10,297,877)</u>
Net accounts receivable	<u>\$ 20,365,578</u>

CSUS has provided an allowance for uncollectible receivables, which, in management's opinion, is sufficient to absorb receivables that will ultimately be written off.

4. Capital Assets

Capital assets for the Universities consist of the following at June 30, 2024:

	Balance June 30, 2023	Additions	Retirements and Transfers	Balance June 30, 2024
Capital assets not being depreciated:				
Land	\$ 19,950,678	\$ -	\$ (233,240)	\$ 19,717,438
Capitalized collections	8,938,597	7,847	(1,500)	8,944,944
Construction in progress	61,514,717	36,313,585	(55,159,685)	42,668,617
Total capital assets not being depreciated	<u>\$ 90,403,992</u>	<u>\$ 36,321,432</u>	<u>\$ (55,394,425)</u>	<u>\$ 71,330,999</u>
Other capital assets:				
Land improvements	\$ 107,607,998	\$ 4,127,583	\$ -	\$ 111,735,581
Buildings and building improvements	2,067,156,568	49,334,913	(7,229,336)	2,109,262,145
Furniture, fixtures and equipment	150,047,670	9,327,339	(6,604,180)	152,770,829
Library materials	13,099,960	158,089	(1,088,566)	12,169,483
Right-of-use-assets - equipment	1,752,934	609,148	(497,274)	1,864,808
Right-of-use-assets - subscriptions	29,833,033	1,192,634	(519,082)	30,506,585
Total other capital assets	<u>2,369,498,163</u>	<u>64,749,706</u>	<u>(15,938,438)</u>	<u>2,418,309,431</u>
Less accumulated depreciation and amortization				
Land improvements	(82,129,086)	(3,108,220)	-	(85,237,306)
Buildings and building improvements	(936,791,479)	(59,695,088)	5,285,982	(991,200,585)
Furniture, fixtures and equipment	(122,846,642)	(7,367,577)	6,178,314	(124,035,905)
Library materials	(9,028,273)	(664,800)	1,088,566	(8,604,507)
Right-of-use-assets - equipment	(1,060,492)	(286,892)	157,542	(1,189,842)
Right-of-use-assets - subscriptions	(5,129,235)	(7,202,198)	167,952	(12,163,481)
Total accumulated depreciation and amortization	<u>(1,156,985,207)</u>	<u>(78,324,775)</u>	<u>12,878,356</u>	<u>(1,222,431,626)</u>
Other capital assets, net	<u>\$ 1,212,512,956</u>	<u>\$ (13,575,069)</u>	<u>\$ (3,060,082)</u>	<u>\$ 1,195,877,805</u>
Capital asset summary:				
Capital assets not being depreciated or amortized	\$ 90,403,992	\$ 36,321,432	\$ (55,394,425)	\$ 71,330,999
Other capital assets, at cost	<u>2,369,498,163</u>	<u>64,749,706</u>	<u>(15,938,438)</u>	<u>2,418,309,431</u>
Total cost of capital assets	2,459,902,155	101,071,138	(71,332,863)	2,489,640,430
Less accumulated depreciation and amortization	<u>(1,156,985,207)</u>	<u>(78,324,775)</u>	<u>12,878,356</u>	<u>(1,222,431,626)</u>
Capital assets, net	<u>\$ 1,302,916,948</u>	<u>\$ 22,746,363</u>	<u>\$ (58,454,507)</u>	<u>\$ 1,267,208,804</u>

5. Leases

CSUS has entered into various leases for equipment. The activity associated with the long-term lease liability for the year ended June 30, 2024 is summarized as follows:

Balance 7/1/23	Additions	Payments and Disposals	Balance 6/30/24	Amounts due within 1 year (Current Portion)
\$ 851,984	\$ 291,273	\$ (460,078)	\$ 683,179	\$ 340,460

The principal and interest expense for the next five years and beyond are projected below for lease obligations:

Fiscal Year	Principal	Interest	Total
2025	\$ 340,460	\$ 21,047	\$ 361,507
2026	199,910	11,396	211,306
2027	101,797	3,777	105,574
2028	31,745	1,037	32,782
2029	9,267	112	9,379
Total Requirements	<u>\$ 683,179</u>	<u>\$ 37,369</u>	<u>\$ 720,548</u>
Less Current	<u><u>\$ (340,460)</u></u>		
Non-Current	<u><u>\$ 342,719</u></u>		

For the year ended June 30, 2024, CSUS earned a total of \$332,411 in lease revenue and \$70,324 in lease interest revenue.

Lease receivable principal and interest requirements to maturity as of June 30, 2024 are as follows:

Fiscal Year	Principal	Interest	Total
2025	\$ 354,565	\$ 56,235	\$ 410,800
2026	347,983	45,200	393,183
2027	344,621	33,591	378,212
2028	297,593	22,748	320,341
2029	168,445	14,304	182,749
2030-2034	189,484	42,516	232,000
2035-2039	110,515	6,485	117,000
2040-2044	1,475	525	2,000
2045-2049	1,748	252	2,000
2050-2054	387	13	400
Total	\$ 1,816,816	\$ 221,869	\$ 2,038,685

6. Subscription-Based Information Technology Arrangements

CSUS has entered into various SBITAs that convey CSUS control of the right of use vendor-provided software, alone or in combination with an underlying tangible IT capital asset. The long-term liability activity for the year ended June 30, 2024, is summarized as follows:

Balance 7/1/23	Additions	Payments and Disposals	Balance 6/30/24	Amounts due within 1 year (Current Portion)
\$16,895,933	\$ 911,060	\$ (5,084,408)	\$12,722,585	\$ 4,705,865

The principal and interest expense for the next five years and beyond are projected below for subscription obligations:

Fiscal Year	Principal	Interest	Total
2025	\$ 4,705,865	\$ 526,987	\$ 5,232,852
2026	1,625,786	391,933	2,017,721
2027	1,415,871	313,786	1,729,657
2028	1,285,927	244,167	1,530,094
2030	1,393,442	182,586	1,576,028
Thereafter	2,295,694	177,239	2,472,933
Total Requirements	\$12,722,585	\$ 1,836,698	\$ 14,559,285
 Less Current	 <u>\$ (4,705,865)</u>		
 Non-Current	 <u>\$ 8,016,720</u>		

7. Accrued Compensated Absences

Accrued compensated absences as of June 30 include:

	2024
Accrued vacation	\$ 33,100,194
Accrued sick leave	26,889,986
Other accrued fringe benefits	<u>4,600,189</u>
	64,590,369
Less: current portion	<u>(6,479,594)</u>
Noncurrent portion	<u>\$ 58,110,775</u>

Activity for compensated absences, as of June 30, includes:

Balance as of June 30, 2023	\$ 63,805,598
Net Changes FY 2024	784,771
Balance as of June 30, 2024	<u>\$ 64,590,369</u>

These accruals represent estimated amounts earned by all eligible employees through June 30, 2024. These accrued compensated absences will be settled over a number of years and are not

expected to have a significant impact on the future annual cash flows of the System. The current portion of compensated absences is estimated based on recent past history and is presented in today's dollars.

8. Related Parties

Periodically, public acts may be signed into law by the Governor stating that the Secretary of the Office of Policy and Management may approve monies to be transferred from CSCU's operating reserves to another purpose within the State of Connecticut. CSUS made no transfers to the State of Connecticut during fiscal year 2024.

Accrued salaries for CSCU employees within CSUS, whose salaries will be charged to the State of Connecticut General Fund, represent a related party balance. CSUS has also recorded a receivable from the State of Connecticut related to allocated bond financing for capital projects when allotted by the Governor.

Amounts due from the State of Connecticut as of June 30 are comprised of the following:

	2024
Receivable for accrued salaries to be paid by State of Connecticut General Fund	\$ 17,261,964
State appropriations for capital projects	22,690,871
Other	<u>782,464</u>
	<u>\$ 40,735,299</u>

The accompanying statement of net position includes balances among related parties. Significant balances for the year ended June 30, were as follows:

	2024
Cash balances held with the State of Connecticut on behalf of the CSUS	\$ 401,673,188
Amounts invested in the State of Connecticut Short-Term Investment Fund (STIF)	<u>100,392,580</u>
	<u>\$ 502,065,768</u>

9. Commitments and Contingencies

CSUS makes expenditures in connection with restricted government grants and contracts which are subject to final audit by government agencies. CSUS is of the opinion that the amount of disallowances, if any, sustained through such audits would not materially affect the financial position of CSUS.

CSUS is a defendant in various legal actions arising out of the normal course of its operations. Although the final outcome of such actions cannot presently be determined, management is of the opinion that the eventual liability, if any, will not have a material effect on CSUS's financial position.

CSUS had outstanding purchase orders and related commitments for materials, services and capital expenditures that had not been received as of June 30. These commitments are not recorded as

liabilities until materials or services are received. The commitments of total net position balances at June 30 were as follows:

	2024
System Office	\$ 1,406,857
Central Connecticut State University	7,178,152
Eastern Connecticut State University	1,656,845
Southern Connecticut State University	7,261,725
Western Connecticut State University	2,939,129
	<hr/>
	\$ 20,442,708

10. Pension Plans

Plan Description

All regular full-time employees participate in one of two retirement plans. The State of Connecticut is statutorily responsible for the pension benefits of CSCU employees who participate in the State Employees' Retirement System ("SERS"). SERS is the administrator of a single employer defined benefit public employee retirement system ("PERS"). SERS provides retirement, disability, death benefits and cost of living adjustments to plan members and their beneficiaries. Plan benefits, cost of living adjustments, contribution requirements of plan members and the State and other plan provisions are described in agreements between the State and the State Employee Bargaining Agent Coalition ("SEBAC") as authorized by the General Statutes. SERS does not issue standalone financial reports. Information on the plan is currently publicly available in the State of Connecticut's Annual Comprehensive Financial Report prepared by the Office of the State Comptroller, and in annual actuarial valuations prepared by the State Retirement Commission.

Employees hired before July 1, 2011 participate in Tier I, Tier II, Tier IIA, or TRS depending on several factors.

Employees hired after July 1, 2011 but before July 31, 2017 were eligible to participate in Tier III or the Hybrid Plan, the 2 primary SERS plan options available (some employees are eligible to elect the Teachers Retirement System - "TRS"). The Hybrid Plan, which became effective July 1, 2011 under the 2011 agreement between the State of Connecticut and SEBAC, provides a retirement plan option for employees hired on or after July 1, 2011 in a position statutorily defined as a state teacher or a professional staff member in higher education. The Hybrid Plan is a defined benefit plan that provides members with a life-time defined benefit the same as the benefit provided under SERS Tier III with the option at the time of retirement to elect to receive a lump sum payment of their contributions with a 5% match by the State and 4% interest in lieu of a defined benefit.

Employees hired after July 1, 2017 are eligible to participate in Tier IV as a result of the 2017 SEBAC agreement. The SERS Tier IV plan is comprised of both a traditional Defined Benefit component and a new Defined Contribution component. The Tier IV Defined Benefit component provides a pre-defined monthly retirement income for life, with the amount being affected by years of service, retirement age, and the member's final average earnings for members that satisfy the Tier IV minimum age and service eligibility requirements. The Tier IV Defined Contribution component establishes an account consisting of an accumulation of employee and employer contributions both set equal to 1%, as well as investment gains or losses. Each Tier IV member will have an account with the third-party administrator of the State Alternate Retirement Program (ARP). Prior to this fiscal year, CSCU made contributions on behalf of the employees in SERS plans through a fringe benefit charge assessed by the State of Connecticut. Effective fiscal year 2024, the State pays retirement-related fringe benefit costs for all employees of the constituent units of the state higher education system.

Alternatively, employees may choose to participate in the ARP, which is a defined contribution plan managed by Empower. For eligible employees who first became ARP participants prior to September 1, 2017, they contribute 5.0% of their pay and the State contributes 7.0% to participants' investment accounts. For employees becoming ARP participants on or after September 1, 2017, they contribute 6.5% and the State contributes 7.0% to individual participants' investment accounts managed by Empower. Employees that became ARP employees on or after September 1, 2017 may opt out of the 6.5% contribution and elect a 5.0% participant contribution.

Funding Policy

The contribution requirements of plan members and the State are established and may be amended by the State legislature subject to the contractual rights established by collective bargaining.

Tier I Plan B regular and Plan B Hazardous Duty members are required to contribute 2% and 4% of their annual salary up to the Social Security Taxable Wage Base, respectively, plus 5% above that level. Tier I Plan C and Hybrid Plan members are required to contribute 5% of their annual salary. Tier IIA Plan and Tier III Plan regular and Hazardous Duty members are required to contribute 2% and 5% of their annual salaries, respectively. Tier IV employees contribute 5% of their salary (8% for hybrid and hazardous duty members) plus 1% into the defined contribution component.

The State is required to contribute at an actuarially determined rate, which may be reduced or increased by an act of the State legislature. The State contributed \$84.2 million and \$1.8 million, on behalf of the System, for SERS and TRS, respectively. The State's contributions for fiscal year 2024, were funded by CSUS's contributions to SERS and TRS during the July 1, 2022 – June 30, 2023 measurement period, which were made in accordance with fringe benefit rates assessed by the State on eligible salaries and wages of each participant category. However, legislation effective July 1, 2023, changed CSUS's State funding structure concerning employer contributions. As a result, CSUS did not make any contributions to SERS and TRS in fiscal year 2024, as these were completely funded by the State. Furthermore, no amounts were reported as deferred outflows of resources as of June 30, 2024, for contributions made subsequent to the measurement date.

Net Pension Liability

The Systems' net pension liability (NPL) is valued one year in arrears. The total pension liability (TPL) used to calculate the NPL was determined based on the annual actuarial funding valuation reports as of June 30, 2023, for SERS and TRS. CSUS's proportion of the collective NPL was based on CSUS's share of contributions relative to total contributions made to the respective pension plans. Based on this calculation, CSUS's proportion was 2.58% and 0.11% for SERS and TRS, respectively, at the measurement date of June 30, 2023. SERS decreased by 0.84 percentage points from its proportion measured as of June 30, 2022, and TRS proportion was unchanged.

All SERS and TRS assets are available to pay any participants benefits. However, the portion of each plan's net pension liability attributable to the CSUS is calculated separately. The net pension liability for the CSUS as of June 30, 2024 for SERS and TRS was \$535.2 million and \$19.2 million, respectively.

Legislative changes effective after the June 30, 2023 measurement date are anticipated to impact CSUS's proportionate share of the collective net pension liabilities, deferred inflows and deferred outflows of resources, and related pension expenses in future periods. The implications of these changes are still being evaluated as of the reporting date.

Actuarial Assumptions for SERS:

The total pension liability was determined using the following actuarial assumptions, applied to all periods:

Measurement Year	2023
Inflation	2.50%
Salary increases including inflation	3.00% to 11.50%
Investment rate of return net of pension plan investment expense, including inflation	6.90%

Mortality rates were based on the Pub-2010 Above Median Mortality Tables (Amount-weighted) projected generationally with MP-2020 improvement scale.

The actuarial assumptions used in the June 30, 2023 valuation (which was the basis for recording the June 30, 2024 financial statement liabilities) were based on the results of an actuarial experience study for the five-year period July 1, 2015 – June 30, 2020.

The long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

The best estimates of geometric rates of return for each major asset class as of the 2023 measurement date are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return	
		Global Equity	6.8%
Global Equity	37.0%	6.8%	
Public Credit	2.0%	2.9%	
Core Fixed Income	13.0%	0.4%	
Liquidity Fund	1.0%	-0.4%	
Risk Mitigation	5.0%	0.1%	
Private Equity	15.0%	11.2%	
Private Credit	10.0%	6.1%	
Real Estate	10.0%	6.2%	
Infrastructure and Natural Resources	7.0%	7.7%	
	100.0%		

Actuarial Assumptions for TRS:

The total pension liability was determined using the following actuarial assumptions, applied to all periods:

Measurement Year	2023
Inflation	2.50%
Salary increases including inflation	3.00% to 6.50%
Investment rate of return net of pension plan investment expense, including inflation	6.90%

Mortality rates were based on the PubT-2010 Healthy Retiree Table (adjusted 105% for males and 103% for females at age 82 and above), projected generationally with MP-2019 for the period after service retirement. The PubT-2010 Disabled Retiree Table projected generationally with MP-2019

was used for the period after disability retirement. The Pub-2010 Contingent Survivor Table projected generationally with MP-2019 and set forward 1 year for both males and females was used for survivors and beneficiaries. The PubT-2010 Employee Table projected generationally with MP-2019 was used for active members.

The long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

The target asset allocation and best estimates of arithmetic real rates of return for each major asset class as of the 2023 measurement date are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Global Equity	37.0%	6.8%
Public Credit	2.0%	2.9%
Core Fixed Income	13.0%	0.4%
Liquidity Fund	1.0%	-0.4%
Risk Mitigation	5.0%	0.1%
Private Equity	15.0%	11.2%
Private Credit	10.0%	6.1%
Real Estate	10.0%	6.2%
Infrastructure and Natural Resources	7.0%	7.7%
	100.0%	

Discount Rate for SERS:

The discount rate used to measure the total pension liability was 6.9% in the 2023 measurement year. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the State's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Discount Rate for TRS:

The discount rate used to measure the total pension liability was 6.9% in the 2023 measurement year. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that State contributions will be made at the actuarially determined rates in future years. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of Net Pension Liability to Changes in Discount Rate

The following table presents the current-period net pension liability of the CSU System calculated using the current-period discount rate assumption of 6.9% for SERS and 6.9% for TRS, as well as what the net pension liability would be if it were calculated using a discount rate that is 1% lower or 1% higher than the current rate:

	1% Decrease (SERS - 5.9%) (TRS - 5.9%)	Current Discount (SERS - 6.9%) (TRS - 6.9%)	1% Increase (SERS - 7.9%) (TRS - 7.9%)
SERS	\$ 664,349,204	\$ 535,248,600	\$ 427,628,947
TRS	25,024,841	19,154,976	14,282,280

Pension Expense, Deferred Outflows and Deferred Inflows of Resources Related to Defined Benefit Pension Plan

For the year ended June 30, 2024, the CSUS recognized pension expense of \$9.1 million. A schedule of deferred outflows and inflows of resources as of June 30, 2024 is presented in Note 15. The net amount of deferred outflows and deferred inflows of resources related to the pensions attributed to the CSUS that will be recognized in pension expense during the next five years and thereafter is as follows:

Fiscal Year Ending		SERS	TRS	Total
June 30,				
2025	\$	(46,186,736)	\$ 203,934	\$ (45,982,802)
2026		(62,402,661)	(814,244)	(63,216,905)
2027		(62,209,178)	472,264	(61,736,914)
2028		(36,969,842)	165,844	(36,803,998)
2029		(5,843,231)	87,550	(5,755,681)
Thereafter		-	3,339	3,339
Total	\$	(213,611,648)	\$ 118,687	\$ (213,492,961)

11. Other Post-Employment Benefits

The State of Connecticut provides post-retirement health care and life insurance benefits to eligible CSCU employees, in accordance with Sections 5-257(d) and 5-259(a) of the Connecticut General Statutes. When employees retire, the State pays up to 100% of their health care insurance premium cost (including the cost of dependent coverage). This benefit is available to retirees of the State Employees' Retirement System and participants in the Connecticut Alternate Retirement Program who meet certain age and service criteria.

The State also pays 100% of the premium cost for a portion of the employee's life insurance continued after retirement. The amount of life insurance continued at no cost to the retiree is determined in a formula based on the number of years of State service that the retiree had at the time of retirement. The State finances the cost of post-retirement health care and life insurance benefits

There is a single State sponsored defined benefit OPEB plan open to CSCU employees, the State Employee OPEB Plan (SEOPEBP). The State Comptroller's Healthcare Policy and Benefits Division under the direction of the Connecticut State Employees Retirement Commission administers the State Employee OPEB Plan. The membership of the commission is composed of the State Treasurer or designee, who is a nonvoting ex-officio member; fifteen trustees, including six trustees representing state employees; six trustees representing state management; two trustees who are professional actuaries and one neutral trustee who serves as chairman. Also, the State Comptroller, ex officio, serves as the nonvoting secretary. The Governor makes all appointments except the employee trustees who are selected by employee bargaining agents. Management and employee trustees make the appointments of the chairman and the actuarial trustee positions.

Plan Description

SEOPEBP is a single-employer defined benefit OPEB plan that covers retired employees of CSCU who are receiving benefits from any State-sponsored retirement system. The plan provides healthcare and life insurance benefits to eligible retirees and their spouses. Plan benefits, required

contributions of plan participants and the State, and other plan provisions are described in Sections 5-257 and 5-259 of the General Statutes.

Funding Policy

SEOPEBP is primarily funded on a pay-as-you-go basis for non-contributory members and 100 percent for contributory members through an annual appropriation in the General Fund. The contribution requirements of the plan members and the State are established and may be amended by the State legislature or by agreement between the State and employee's unions, upon approval by the State legislature. Current active employees contribute a percentage of their salary to the Retiree Health Care Trust Fund (RHCF) for pre-funding of OPEB benefits for a period of time. Employees hired prior to July 1, 2017, contribute 3% of their salary for a period of 10 years or until retirement, whichever is sooner. In accordance with the SEBAC 2017 agreement, employees hired on or after July 1, 2017, contribute 3% of their salary for 15 years. Contributions are refundable to employees who leave State employment prior to completing the required years of service.

Similar to pension, CSUS's contributions to SEOPEBP during the July 1, 2022 – June 30, 2023 measurement period were determined by applying fringe benefit rates assessed by the State to eligible salaries and wages in each participant category. However, legislation effective July 1, 2023, changed CSUS's State funding structure concerning employer contributions. As a result, CSUS did not make any contributions to SEOPEBP in fiscal year 2024, as these were funded by the State. Furthermore, no amounts were reported as deferred outflows of resources as of June 30, 2024, for contributions made subsequent to the measurement date.

Investments

The State Treasurer employs several outside consulting firms as external money and investment managers, to assist the State's Chief Investment Officer, as they manage the investment programs of the State Employee OPEB Plan. Plan assets are managed primarily through asset allocation decisions with the main objective being to maximize investment returns over the long term at an acceptable level of risk. There is no concentration of investments in any one organization that represents 5.0 percent or more of plan net position available for benefits.

The following is the asset allocation policy as of June 30, 2024:

Asset Class	Long-Term Expected	
	Target Allocation	Real Rate of Return
Global Equity	37.0%	6.8%
Public Credit	2.0%	2.9%
Core Fixed Income	13.0%	0.4%
Liquidity Fund	1.0%	-0.4%
Risk Mitigation	5.0%	0.1%
Private Equity	15.0%	11.2%
Private Credit	10.0%	6.1%
Real Estate	10.0%	6.2%
Infrastructure and Natural Resources	7.0%	7.7%
	100.0%	

Net OPEB Liability

The Systems' net OPEB (NOL) liability is valued one year in arrears. The total OPEB liability (TOL) used to calculate the NOL was determined based on an actuarial valuation report as June 30, 2023. The TOL measured since the prior measurement date of June 30, 2022, reflects changes in actuarial assumptions. The discount rate was updated for contributory and non-contributory members. Per capita health cost, administrative costs, and retiree contributions were updated for recent experience. Actuarial factors used to estimate individual retiree and spouse costs by age and gender were

adjusted. In addition, healthcare cost trend rates and retiree contribution rates were adjusted and the Medicare prescription drug trend rates were updated to include an estimate for the impact of the Inflation Reduction Act.

CSUS's proportion of the collective NOL was based on its share of contributions relative to total contributions made to SEOPEBP. Based on this calculation, the CSUS's proportion was 5.53% as of the measurement date of June 30, 2023, which was a decrease of 0.42 percentage points from its proportion measured as of June 30, 2022. CSUS's proportionate share of the collective NOL as of June 30, 2024 was \$862.3 million.

Legislative changes effective after the June 30, 2023 measurement date are anticipated to impact CSUS's proportionate share of the collective net OPEB liabilities, deferred inflows and deferred outflows of resources, and related OPEB expenses in future periods. The implications of these changes are still being evaluated as of the reporting date.

Actuarial Assumptions:

The total OPEB liability was determined by actuarial valuations as of June 30, 2024, using the following actuarial assumptions:

Measurement Year	2024
Inflation	2.50%
Payroll growth rate	3.00%
Salary increases	3.00% to 11.50% varying by years of service and retirement system
Discount rate	6.90% contributory and 3.65% non-contributory members as of June 30, 2023 3.90% for all members as of June 30, 2022
Healthcare cost trend rates:	
Medical (Non-Medicare)	-0.35%, then 5.75% decreasing by 0.25% each year to an ultimate level of 4.50% per year
Prescription drug (Non-Medicare)	2.35%, then 6.50% decreasing by 0.25% each year to an ultimate level of 4.50% per year
Medical and Prescription Drug (Medicare)	32.51%, 59.22%, 28.24% then 5.75% decreasing by 0.25% each year to an ultimate level of 4.50% per year
Dental	2.60%, 4.45%, then an ultimate level of 3.00% per year
Part B	4.5% per year
Administrative costs	1.85%, 3.30% then 3.00% per year

Mortality Rates

Pre-Retirement:	Pub-2010 General, Above-Median, Employee Headcount-weighted Mortality Table projected generationally using Scale MP-2020
Healthy Annuitant:	Pub-2010 General, Above-Median, Healthy Retiree Headcount-weighted Mortality Table projected generationally using Scale MP-2020
Disabled Annuitant:	Pub-2010 General, Disabled Retiree Employee Headcount-weighted Mortality Table projected generationally using Scale MP-2020
Contingent Annuitant:	Pub-2010 General, Above-Median, Contingent Annuitant Headcount-weighted Mortality Table projected generationally using Scale MP-2020

The projection of cash flows used to determine the discount rate was performed in accordance with GASB pronouncements.

The following presents the current period net OPEB liability, as well as what the net OPEB liability would be if it were calculated using a discount rate and healthcare cost trend rate that is 1% lower or 1% higher than the current rate utilized.

For measurement date of June 30, 2023:

Discount rate comparison:

	1% Decrease in Discount Rate (5.90%)	Current Discount Rate (6.90%)	1% Increase in Discount Rate (7.90%)
Net OPEB Liability	\$ 1,002,533,866	\$ 862,283,562	\$ 747,445,652

Health care trend rate comparison:

	1% Decrease in Trend Rates	Current Trend Rates	1% Increase in Trend Rates
Net OPEB Liability	\$ 746,392,044	\$ 862,283,562	\$ 1,004,523,976

OPEB Expense, Deferred Outflows and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2024, the CSUS recognized OPEB expense of \$2.7 million. A schedule of deferred outflows and inflows of resources as of June 30, 2024 is disclosed in Note 15. The net amount of deferred outflows and deferred inflows of resources related to OPEB attributed to the CSUS that will be recognized in OPEB expense during the next five years and thereafter is as follows:

Fiscal Years Ending June 30,	OPEB
2025	\$ (102,065,815)
2026	(123,212,124)
2027	(80,319,185)
2028	(27,896,395)
2029	(2,948,234)
Thereafter	-
Total	\$ (336,441,753)

12. Unearned Tuition, Fees and Grant Revenue

Unearned tuition, fees and grant revenue consists of the following at June 30:

	2024
Unearned tuition and fees	\$ 20,496,313
Grants and contracts	17,306,538
Other	5,099
	<hr/>
	\$ 37,807,950

13. Natural Classification with Functional Classification

The operating expenses by functional classification were as follows:

	Year ended June 30, 2024										Total
	Natural Classification		Salaries and wages	Fringe benefits	Professional services and fees	Educational services and support	Travel expense	Operation of facilities	Other operating supplies and expenses	Depreciation expense	Amortization expense
Academic support	\$ 31,140,081	\$ 7,651,636	\$ 1,978,852	\$ 5,497,126	\$ 1,812,684	\$ 564,344	\$ 2,787,122	\$ -	\$ -	\$ -	\$ 51,431,845
Auxiliary enterprises	10,614,260	3,402,149	1,319,631	32,398,740	31,358	7,142,935	640,134	-	-	-	55,549,207
Institutional support	49,239,400	13,792,276	8,822,231	2,126,452	752,322	608,934	8,395,380	-	-	-	83,736,995
Instruction	183,737,654	46,429,099	2,205,114	1,683,105	554,141	3,482,882	2,393,088	-	-	-	240,485,083
Physical plant	36,660,526	13,035,359	2,008,185	708,893	58,587	43,713,449	7,546,578	70,835,685	7,521,489	182,088,751	
Public service	4,531,326	1,305,772	1,343,921	639,108	491,267	48,015	485,171	-	-	-	8,844,580
Research	3,609,408	783,948	519,469	647,782	603,671	33,145	571,186	-	-	-	6,768,609
Scholarships, loans and refunds	727,707	36,443	497,082	79,535,417	25,163	6,425	102,348	-	-	-	80,930,585
Student services	53,247,070	14,355,533	3,762,503	3,584,658	2,235,016	838,704	3,055,902	-	-	-	81,079,386
Total expenses	<u>\$ 373,507,432</u>	<u>\$ 100,792,215</u>	<u>\$ 22,456,988</u>	<u>\$ 126,821,281</u>	<u>\$ 6,564,209</u>	<u>\$ 56,438,833</u>	<u>\$ 25,976,909</u>	<u>\$ 70,835,685</u>	<u>\$ 7,521,489</u>	<u>\$ 790,915,041</u>	

14. Bonds and Note Payable

The State of Connecticut, through acts of its legislature, provides funding for certain major plant facilities of the System. The State obtains its funds for these construction projects from general obligation bonds, which it issues from time to time. The State is responsible for all repayments of the bonds in accordance with bond indentures.

Debt service on bonds issued by the State to finance educational and general facilities is funded by the General Fund of the State, which is in the custody of the State Treasurer. These bonds do not require repayment by CSUS and, accordingly, the State's debt obligation attributable to the CSUS educational and general facilities is not reported as CSUS debt in the accompanying financial statements.

Bonds Payable

Principal outstanding of the CHEFA Bonds issued directly by CSUS at June 30 was as follows:

CHEFA Series	Issue Date	Issuance Amount	Mature in Fiscal Years:	Interest Rates:	Outstanding Principal 2024
L	4/4/2012	\$ 49,040,000	2013 - 2030	2.50% - 4.00%	\$ 33,855,000
N	10/23/2013	80,340,000	2015 - 2026	4.10% - 5.00%	8,130,000
O	9/16/2014	21,240,000	2015 - 2031	2.00% - 4.00%	9,080,000
P-1	9/13/2016	55,030,000	2018 - 2037	2.50% - 5.00%	41,100,000
P-2	9/13/2016	19,530,000	2018 - 2036	2.50% - 5.00%	5,080,000
Q-1	5/10/2019	71,260,000	2021 - 2040	3.00% - 5.00%	61,715,000
Q-2	5/10/2019	20,845,000	2021 - 2032	5.00% - 5.00%	6,275,000
R-1	4/27/2021	14,640,000	2033 - 2034	2.00% - 2.125%	14,640,000
R-2	4/27/2021	85,110,000	2023 - 2034	0.35% - 2.45%	78,080,000
					\$ 257,955,000

Series R-2 issuance in fiscal year 2021 refunded portions of Series J, M, and N. CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. As a result, the refunded bonds were considered an in-substance defeasance and the liability for those bonds were removed from the statement of net position as of June 30, 2021. The \$15.7 million portion of Series J that was refunded was redeemed on November 1, 2021 at a price of 100% of the principal amount, plus accrued interest to the redemption date. The \$21.2 million portion of Series M that was refunded was redeemed on November 1, 2022 at a price of 100% of the principal amount, plus accrued interest to the redemption date. The \$41.7 million portion of Series N that was refunded was redeemed on November 1, 2023 at a price of 100% of the principal amount, plus accrued interest to the redemption date.

Revenue bond interest is payable to the bondholders on May 1 and November 1 of each year. Revenue bonds mature on November 1, in the years set forth below:

Maturity	Principal	Interest
2025	\$ 21,370,000	\$ 7,707,979
2026	22,175,000	6,879,896
2027	20,665,000	6,158,035
2028	21,265,000	5,536,346
2029	21,920,000	4,863,613
2030-2034	109,435,000	13,932,733
2035-2039	36,130,000	3,110,272
2040	4,995,000	78,047
	\$ 257,955,000	\$ 48,266,921

Long-term bond payable activity for the year ended June 30, 2024 was as follows:

	Balance June 30, 2023	Additions	Retirements	Balance June 30, 2024
Bonds payable	\$ 279,685,000	\$ -	\$ (21,730,000)	\$ 257,955,000
Premium on bonds payable	11,151,743	-	(1,693,467)	9,458,276
Discount on bonds payable	(482,774)	-	87,725	(395,049)
Total bonds payable	\$ 290,353,969	-	\$ (23,335,742)	\$ 267,018,227

Note Payable

On October 1, 2022, CSCU entered into an installment payment agreement (IPA) with a financial institution for \$37.1 million for the purchase of IT infrastructure software and equipment. The outstanding balance on the IPA at June 30, 2024 is \$31.8 million, and CSUS's distributive share of this CSCU note payable is \$18.8 million and CT State's share is \$13.0 million. Part of the agreement included the receipt of cash of an equal amount in an escrow account to be used for the purchase of the equipment. The escrow account totaled \$1.0 million at June 30, 2024 for CSUS, and is included in cash and cash equivalents on the financial statements. The escrow account earned \$265.3 thousand of interest during 2024. The agreement calls for annual payments that began October 2023 and continues until October 2029 at 0% interest. CSUS's distributive portion of the payments is \$3.1 million each year for the next 6 years.

15. Deferred Outflows and Inflows of Resources

Deferred outflows and deferred inflows of resources consisted of the following as of June 30, 2024:

As of June 30, 2024	SERS	TRS	OPEB	Debt Refunding	Leases	Total
DEFERRED OUTFLOWS OF RESOURCES						
Difference between expected and actual experience	\$ 55,957,630	\$ 678,092	\$ 9,007,833	\$ -	\$ -	\$ 65,643,555
Changes of assumptions or other inputs	-	1,393,088	73,727,526	-	-	75,120,614
Net difference between projected and actual earnings on pension plan investments	10,179,760	779,677	5,407,725	-	-	16,367,162
Changes in proportion and differences between employer contributions and proportionate share of contributions	45,277,644	1,558,457	18,626,178	-	-	65,462,279
Loss on bond refunding	-	-	-	3,782,859	-	3,782,859
Total	\$ 111,415,034	\$ 4,409,314	\$ 106,769,262	\$ 3,782,859	\$ -	\$ 226,376,469
DEFERRED INFLOWS OF RESOURCES						
Difference between expected and actual experience	\$ -	\$ 150,988	\$ 58,930,759	\$ -	\$ -	\$ 59,081,747
Changes of assumptions or other inputs	544,112	-	265,299,141	-	-	265,843,253
Changes in proportion and differences between employer contributions and proportionate share of contributions	324,482,570	4,139,639	118,981,115	-	-	447,603,324
Unrecognized revenues from other than short term leases	-	-	-	-	1,819,701	1,819,701
Total	\$ 325,026,682	\$ 4,290,627	\$ 443,211,015	\$ -	\$ 1,819,701	\$ 774,348,025

REQUIRED SUPPLEMENTARY INFORMATION

Schedule of Net Pension Liability and Related Ratios

State Employee Retirement System Plan

Last 10 Fiscal Years

(in thousands)

	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
System's proportion of the net pension liability	2.58%	3.42%	4.91%	4.55%	4.57%	4.07%	3.81%	4.23%	3.96%	3.61%
System's proportionate share of the net pension liability	\$ 535,249	\$ 754,892	\$ 1,043,539	\$ 1,078,763	\$ 1,042,307	\$ 882,365	\$ 876,024	\$ 972,053	\$ 653,585	\$ 577,890
System's covered payroll	\$ 107,567	\$ 129,631	\$ 212,152	\$ 205,687	\$ 196,238	\$ 175,779	\$ 144,700	\$ 152,195	\$ 154,782	\$ 140,369
System's proportionate share of the net pension liability as a percentage of its covered payroll	498%	582%	492%	524%	531%	502%	605%	639%	422%	412%
Plan Fiduciary net position as a percentage of the total pension liability	50.59%	45.76%	44.55%	35.84%	36.79%	36.62%	36.25%	31.69%	39.23%	39.54%

Teachers Retirement System Plan

Last 10 Fiscal Years

(in thousands)

	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
System's proportion of the net pension liability	0.11%	0.11%	0.11%	0.11%	0.19%	0.19%	0.09%	0.09%	0.10%	0.10%
System's proportionate share of the net pension liability	\$ 19,155	\$ 20,654	\$ 17,117	\$ 21,599	\$ 32,124	\$ 24,769	\$ 12,309	\$ 12,986	\$ 10,524	\$ 9,727
State's proportionate share of the net pension liability associated with the System	\$ 19,155	\$ 20,654	\$ 17,117	\$ 21,612	\$ 27,060	\$ 24,769	\$ 12,986	\$ 12,986	\$ 10,524	\$ 9,715
Total	\$ 38,310	\$ 41,308	\$ 34,234	\$ 43,211	\$ 59,184	\$ 49,539	\$ 25,296	\$ 25,973	\$ 21,048	\$ 19,442
System's covered payroll	\$ 5,524	\$ 5,156	\$ 5,453	\$ 5,331	\$ 5,075	\$ 4,729	\$ 3,652	\$ 4,128	\$ 3,930	\$ 3,813
System's proportionate share of the net pension liability as a percentage of its covered payroll	347%	401%	314%	405%	633%	524%	337%	315%	268%	255%
Plan Fiduciary net position as a percentage of the total pension liability	58.39%	54.06%	49.24%	52.00%	57.69%	55.93%	52.26%	59.50%	61.56%	N/A

Connecticut State University System

Schedule of Net OPEB Liability and Related Ratios (Unaudited)
June 30, 2024 – 2017



	2024	2023	2022	2021	2020	2019	2018	2017
System's proportion of the net OPEB liability	5.53%	5.95%	6.10%	6.13%	6.47%	5.57%	4.62%	4.73%
System's proportionate share of the net OPEB liability	\$ 862,284	\$ 921,402	\$ 1,191,797	\$ 1,443,409	\$ 1,338,987	\$ 967,346	\$ 996,032	\$ 1,021,242
System's covered payroll	\$ 268,988	\$ 223,462	\$ 222,718	\$ 229,674	\$ 234,304	\$ 246,719	\$ 251,239	\$ 260,591
System's proportionate share of the net OPEB liability as a percentage of its covered payroll	321%	412%	535%	628%	571%	392%	396%	392%
Plan Fiduciary net position as a percentage of the total OPEB liability	14.60%	12.63%	10.12%	6.13%	5.40%	4.69%	3.03%	1.94%

¹ Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

State Employee Retirement System Plan

Last 10 Fiscal Years
(in thousands)

	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
Contractually required contribution	\$ 84,163	\$ 97,529	\$ 87,694	\$ 73,503	\$ 72,115	\$ 59,187	\$ 64,638	\$ 64,086	\$ 54,526	\$ 45,789
Contributions in relation to the contractually required contribution	<u>(84,163)</u>	<u>(97,529)</u>	<u>(87,694)</u>	<u>(73,503)</u>	<u>(72,115)</u>	<u>(58,714)</u>	<u>(64,121)</u>	<u>(63,574)</u>	<u>(54,254)</u>	<u>(45,789)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ 473</u>	<u>\$ 517</u>	<u>\$ 513</u>	<u>\$ 273</u>	<u>\$ -</u>				
System's covered payroll	\$ 107,567	\$ 129,631	\$ 212,152	\$ 205,687	\$ 196,238	\$ 175,779	\$ 144,700	\$ 152,195	\$ 154,782	\$ 140,369
Contributions as a percentage of covered payroll	78.24%	75.24%	41.34%	35.74%	36.75%	33.40%	44.31%	41.77%	35.05%	32.62%

Teachers Retirement System Plan

Last 10 Fiscal Years
(in thousands)

	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
Contractually required contribution	\$ 1,777	\$ 1,628	\$ 1,433	\$ 1,386	\$ 2,432	\$ 2,394	\$ 923	\$ 889	\$ 944	\$ 910
Contributions in relation to the contractually required contribution	<u>(1,792)</u>	<u>(2,425)</u>	<u>(1,831)</u>	<u>(1,596)</u>	<u>(1,861)</u>	<u>(1,234)</u>	<u>(570)</u>	<u>(1,324)</u>	<u>(1,517)</u>	<u>(1,343)</u>
Contribution deficiency (excess)	<u>\$ (14)</u>	<u>\$ (797)</u>	<u>\$ (398)</u>	<u>\$ (210)</u>	<u>\$ 571</u>	<u>\$ 1,160</u>	<u>\$ 353</u>	<u>\$ (435)</u>	<u>\$ (573)</u>	<u>\$ (433)</u>
System's covered payroll	\$ 5,524	\$ 5,156	\$ 5,453	\$ 5,331	\$ 5,075	\$ 4,729	\$ 3,652	\$ 4,128	\$ 3,930	\$ 3,813
Contributions as a percentage of covered payroll	32.44%	47.03%	33.58%	29.95%	36.66%	26.10%	15.59%	32.07%	38.60%	35.22%

Schedule of Contributions
Other Post Employment Benefits

Last 10 Fiscal Years ¹
 (in thousands)

	2024	2023	2022	2021	2020	2019	2018	2017
Contractually required contribution	\$ 47,016	\$ 50,411	\$ 52,980	\$ 53,174	\$ 48,746	\$ 44,677	\$ 38,553	\$ 36,046
Contributions in relation to the contractually required contribution	(47,016)	(50,411)	(52,980)	(53,174)	(48,746)	(44,677)	(38,553)	(36,046)
Contribution deficiency (excess)	<u>\$ -</u>							
System's covered payroll	\$ 268,988	\$ 223,462	\$ 222,718	\$ 229,674	\$ 234,304	\$ 246,719	\$ 251,239	\$ 260,591
Contributions as a percentage of covered employee payroll	17.48%	22.56%	23.79%	23.15%	20.80%	18.11%	15.35%	13.83%

¹ Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

1. Supplementary Information

Pension Plans

Changes of benefit terms:

- Legislation was passed restoring the 25% wear down of Plan N benefits to vested members as of June 30, 2019

Changes of assumptions:

- None

State Employee OPEB Plan

Changes of benefit terms:

- None

Changes of assumptions:

Effective June 30, 2023:

- The discount rate was updated in accordance with GASB No. 75 to 3.90% as of June 30, 2022

Effective June 30, 2024:

- The discount rate was updated to 6.90% as of June 30, 2023 for contributory members and 3.65% as of June 30, 2023 for non-contributory members
- The per capita health costs, administrative expenses and retiree contributions were updated for recent experience
- The actuarial factors used to estimate individual retiree and spouse costs by age and gender were updated
- The health care cost trend rates and the retiree contribution increase rates were revised to reflect current experience and future expectations
- The Medicare prescription drug trend rates were updated to reflect an estimate for the impact of the Inflation Reduction Act

SUPPLEMENTARY SCHEDULES

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2024
Assets							
Current assets:							
Cash and cash equivalents	\$ 93,600,779	\$ 40,659,380	\$ 79,708,464	\$ 36,112,434	\$ 43,068,866	\$ -	\$ 293,149,923
Investments	-	-	-	-	37,656,187	-	37,656,187
Accounts receivable, net	7,752,582	2,284,099	4,290,516	2,114,420	4,619	-	16,446,236
Due from the State of Connecticut	11,858,425	7,923,659	12,496,758	5,957,101	2,499,356	-	40,735,299
Due from SO and Universities	10,057	241,940	560,223	1,096,121	75,368	(1,983,709)	-
Prepaid expenses and other current assets	4,807,711	1,479,043	1,880,988	268,603	345,694	-	8,782,039
Total current assets	118,029,554	52,588,121	98,936,949	45,548,679	83,650,090	(1,983,709)	396,769,684
Noncurrent assets:							
Cash and cash equivalents	62,444,409	26,138,278	32,169,746	365,244	92,854,535	-	213,972,212
Investments	-	-	-	-	29,741,796	-	29,741,796
Accounts receivable, net	742,512	530,995	2,615,762	30,073	-	-	3,919,342
Other assets	-	-	21,230	-	-	-	21,230
Investment in capital assets	710,996,364	534,591,141	729,085,560	467,809,593	47,157,772	-	2,489,640,430
Accumulated depreciation	(331,221,424)	(248,397,110)	(383,174,007)	(237,026,871)	(22,612,214)	-	(1,222,431,626)
Investment in capital assets, net of accumulated depreciation	379,774,940	286,194,031	345,911,553	230,782,722	24,545,558	-	1,267,208,804
Total noncurrent assets	442,961,861	312,863,304	380,718,291	231,178,039	147,141,889	-	1,514,863,384
Total assets	\$ 560,991,415	\$ 365,451,425	\$ 479,655,240	\$ 276,726,718	\$ 230,791,979	\$ (1,983,709)	\$ 1,911,633,068
Deferred outflows of resources:							
Deferred pension	\$ -	\$ -	\$ -	\$ -	\$ 115,824,348	\$ -	\$ 115,824,348
Deferred other post employment benefits	-	-	-	-	106,769,262	-	106,769,262
Deferred loss on bond refunding	-	-	-	-	3,782,859	-	3,782,859
Total deferred outflows of resources	\$ -	\$ -	\$ -	\$ -	\$ 226,376,469	\$ -	\$ 226,376,469

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2024
Liabilities							
Current liabilities:							
Accounts payable	\$ 7,548,289	\$ 2,421,034	\$ 5,303,023	\$ 3,027,690	\$ 299,425	\$ -	\$ 18,599,461
Accrued salaries and benefits	15,236,835	7,341,648	15,620,771	7,085,779	441,474	-	45,726,507
Accrued compensated absences	2,260,461	1,433,390	1,791,680	759,384	234,679	-	6,479,594
Due to the State of Connecticut	53,986	1,076	292,046	-	-	-	347,108
Due to SO and Universities	18,819	20,133	18,819	17,597	1,908,341	(1,983,709)	-
Unearned tuition, fees and grant revenue	13,259,062	3,321,187	13,935,212	7,292,489	-	-	37,807,950
Bonds payable	-	-	-	-	21,370,000	-	21,370,000
Note Payable	-	-	-	-	3,139,036	-	3,139,036
Accrued bond interest payable	-	-	-	-	1,351,496	-	1,351,496
Leases payable	156,255	57,495	62,316	64,394	-	-	340,460
Subscription liabilities	755,557	874,198	1,089,059	1,159,307	827,744	-	4,705,865
Other liabilities	392,777	68,531	637,796	609,964	1,416,517	-	3,125,585
Depository accounts	2,486,879	1,350,465	2,934,020	159,280	-	-	6,930,644
Total current liabilities	42,168,920	16,889,157	41,684,742	20,175,884	30,988,712	(1,983,709)	149,923,706
Noncurrent liabilities:							
Accrued compensated absences	18,140,814	9,076,659	20,146,757	9,358,267	1,388,278	-	58,110,775
Bonds payable	-	-	-	-	245,648,227	-	245,648,227
Note payable	-	-	-	-	15,695,188	-	15,695,188
Federal loan program advances	-	360,904	-	804,077	-	-	1,164,981
Leases payable	214,670	24,694	84,655	18,700	-	-	342,719
Subscription liabilities	876,792	687,980	1,005,398	1,185,780	4,260,770	-	8,016,720
Other noncurrent liabilities	-	29,645	3,726,666	28,196	-	-	3,784,507
Pension liability, net	-	-	-	-	554,403,575	-	554,403,575
Other post employment benefits, net	-	-	-	-	862,283,562	-	862,283,562
Total noncurrent liabilities	19,232,276	10,179,882	24,963,476	11,395,020	1,683,679,600	-	1,749,450,254
Total liabilities	\$ 61,401,196	\$ 27,069,039	\$ 66,648,218	\$ 31,570,904	\$ 1,714,668,312	\$ (1,983,709)	\$ 1,899,373,960
Deferred inflows of resources:							
Deferred pension	\$ -	\$ -	\$ -	\$ -	\$ 329,317,309	\$ -	\$ 329,317,309
Deferred other post employment benefits	-	-	-	-	443,211,015	-	443,211,015
Deferred lease Inflows	812,898	645,529	361,274	-	-	-	1,819,701
Total deferred inflows of resources	\$ 812,898	\$ 645,529	\$ 361,274	\$ -	\$ 772,528,324	\$ -	\$ 774,348,025
Net Position							
Net investment in capital assets	\$ 377,771,666	\$ 285,223,498	\$ 343,670,124	\$ 230,782,722	\$ (239,324,615)	\$ -	\$ 998,123,395
Restricted:							
Nonependable	-	60,000	75,036	407,116	-	-	542,152
Expendable	10,921,733	4,336,747	4,908,892	2,083,308	45,870,765	-	68,121,445
Unrestricted	110,083,922	48,116,612	63,991,696	11,882,668	(1,836,574,338)	-	(1,602,499,440)
Total net position	\$ 498,777,321	\$ 337,736,857	\$ 412,645,748	\$ 245,155,814	\$ (2,030,028,188)	\$ -	\$ (535,712,448)

Connecticut State University System

Supplemental Information – Combining Schedule of Revenues, Expenses and Changes in Net Position
June 30, 2024



	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2024
Operating revenues:							
Tuition and fees:							
Tuition and fees, gross	\$ 118,464,678	\$ 46,760,183	\$ 116,667,379	\$ 50,448,479	\$ -	\$ -	\$ 332,340,719
Less:							
Scholarships allowance	(17,024,155)	(14,367,216)	(8,374,553)	(7,031,413)	-	-	(46,797,337)
Waivers	(6,687,642)	(2,403,847)	(9,995,569)	(1,912,743)	-	-	(20,999,801)
Tuition and fees, net of scholarship allowances and waivers	94,752,881	29,989,120	98,297,257	41,504,323	-	-	264,543,581
Federal grants and contracts	8,102,108	3,606,781	9,751,311	1,527,581	-	-	22,987,781
State and local grants and contracts	2,223,316	556,607	1,764,022	3,341,757	-	-	7,885,702
Nongovernment grants and contracts	2,084,445	7,592	5,339,329	37,922	-	-	7,469,288
Indirect cost recoveries	396,496	35,057	239,227	235	-	-	671,015
Auxiliary revenues	31,192,661	27,795,700	27,526,338	15,664,623	-	-	102,179,322
Other operating revenues	2,502,691	755,251	1,200,764	982,707	18,420	-	5,459,833
Total operating revenues	141,254,598	62,746,108	144,118,248	63,059,148	18,420	-	411,196,522
Operating expenses:							
Salaries and wages	114,849,249	61,172,737	127,681,684	64,333,162	5,470,600	-	373,507,432
Fringe benefits	28,818,737	15,038,941	29,534,556	14,438,273	12,961,708	-	100,792,215
Professional services and fees	6,625,191	3,139,725	7,059,639	3,696,718	1,935,715	-	22,456,988
Educational services and support	41,420,960	16,432,793	48,135,611	20,116,063	715,854	-	126,821,281
Travel expenses	2,401,458	886,617	2,373,918	743,370	158,846	-	6,564,209
Operation of facilities	21,456,020	8,906,700	12,486,235	13,583,602	6,276	-	56,438,833
Other operating supplies and expenses	7,468,881	6,489,896	6,379,322	5,204,006	434,804	-	25,976,909
Depreciation expense	19,526,757	16,381,303	21,582,410	12,798,862	546,353	-	70,835,685
Amortization expense	1,477,133	1,202,627	1,637,298	1,439,604	1,764,827	-	7,521,489
Total operating expenses	244,044,386	129,651,339	256,870,673	136,353,660	23,994,983	-	790,915,041
Operating loss	\$ (102,789,788)	\$ (66,905,231)	\$ (112,752,425)	\$ (73,294,512)	\$ (23,976,563)	\$ -	\$ (379,718,519)

Connecticut State University System

Supplemental Information – Combining Schedule of Revenues, Expenses and Changes in Net Position
June 30, 2024



	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2024
Nonoperating revenues (expenses)							
State appropriations	\$ 59,987,856	\$ 36,289,706	\$ 58,245,452	\$ 38,923,537	\$ 16,428,367	\$ -	\$ 209,874,918
Pell grant revenue	15,857,448	6,133,176	15,583,412	6,787,505	-	-	44,361,541
Federal emergency grant revenue	29,591,794	14,551,458	28,763,855	13,929,907	-	-	86,837,014
Gifts	3,495,471	233,988	1,295,002	27,484	-	-	5,051,945
Investment income	8,498,238	3,814,295	6,373,418	2,148,347	9,326,724	-	30,161,022
Interest expense	(15,542)	(105,379)	(142,194)	47,593	(8,338,482)	-	(8,554,004)
Capital projects financed by SO	3,774,474	2,853,434	3,342,929	3,503,212	(13,474,049)	-	-
Other nonoperating revenues (expenses), net	220,904	20,846	782,605	202,664	186,072	-	1,413,091
Net nonoperating revenues (expenses)	<u>121,410,643</u>	<u>63,791,524</u>	<u>114,244,479</u>	<u>65,570,249</u>	<u>4,128,632</u>	<u>-</u>	<u>369,145,527</u>
Income (loss) before other changes in net position	18,620,855	(3,113,707)	1,492,054	(7,724,263)	(19,847,931)	-	(10,572,992)
Other changes in net position							
State appropriations restricted for capital purposes	20,821,143	8,926,968	6,666,223	1,276,916	702,858	-	38,394,108
Loss on disposal of capital assets	(1,907,699)	(368,304)	(126,558)	(16,130)	-	-	(2,418,691)
Interagency transfers	(14,848,363)	(7,704,320)	(10,038,453)	(6,650,733)	39,241,869	-	-
Other changes in net position	<u>4,065,081</u>	<u>854,344</u>	<u>(3,498,788)</u>	<u>(5,389,947)</u>	<u>39,944,727</u>	<u>-</u>	<u>35,975,417</u>
Change in net position	22,685,936	(2,259,363)	(2,006,734)	(13,114,210)	20,096,796	-	25,402,425
Net position at beginning of year	<u>476,091,385</u>	<u>339,996,220</u>	<u>414,652,482</u>	<u>258,270,024</u>	<u>(2,050,124,984)</u>	<u>-</u>	<u>(561,114,873)</u>
Net position at end of year	<u>\$ 498,777,321</u>	<u>\$ 337,736,857</u>	<u>\$ 412,645,748</u>	<u>\$ 245,155,814</u>	<u>(2,030,028,188)</u>	<u>\$ -</u>	<u>\$ (535,712,448)</u>

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2024
Cash flows from operating activities:							
Tuition and fees	\$ 93,670,799	\$ 28,168,359	\$ 98,816,311	\$ 43,977,985	\$ -	\$ -	\$ 264,633,454
Grants and contracts	14,201,818	4,170,980	18,194,025	4,123,638	-	-	40,690,461
Auxiliary revenues	30,760,208	27,721,885	26,140,957	15,760,742	-	-	100,383,792
Other operating revenues	2,735,599	967,328	46,103	1,379,612	18,420	-	5,147,062
Payments to employees for salaries and benefits	(145,946,111)	(78,172,407)	(157,589,867)	(81,002,755)	(7,112,153)	-	(469,823,293)
Payments to suppliers	(797,391)	(809,597)	(1,775,738)	(2,403,766)	(92,912)	-	(5,879,404)
Professional services and fees	(6,606,372)	(3,144,592)	(7,040,820)	(3,679,121)	(2,011,083)	-	(22,481,988)
Educational services and support	(41,420,960)	(16,432,792)	(48,135,611)	(20,116,063)	(715,854)	-	(126,821,280)
Travel expenses	(2,401,458)	(886,617)	(2,373,918)	(743,370)	(158,846)	-	(6,564,209)
Operation of facilities	(21,456,019)	(8,906,700)	(12,486,235)	(13,583,602)	(6,276)	-	(56,438,832)
Other operating supplies and expenses	(4,179,182)	(5,674,013)	(4,662,947)	(7,052,532)	(288,067)	-	(21,856,741)
Net cash used in operating activities	(81,439,069)	(52,998,166)	(90,867,740)	(63,339,232)	(10,366,771)	-	(299,010,978)
Cash flows from noncapital financing activities:							
State appropriations	65,601,124	36,028,225	61,651,586	43,327,021	16,407,495	-	223,015,451
Gifts for other than capital purposes	3,495,471	233,989	1,295,002	27,484	-	-	5,051,946
Nonoperating grants and revenue other	45,666,301	20,623,330	45,129,871	20,892,763	-	-	132,312,265
Interagency transfers	(14,848,363)	(7,704,320)	(10,038,453)	(6,650,733)	39,241,869	-	-
Net cash provided by noncapital financing activities	\$ 99,914,533	\$ 49,181,224	\$ 98,038,006	\$ 57,596,535	\$ 55,649,364	\$ -	\$ 360,379,662
Cash flows from investing activities:							
Proceeds from sales and maturities of investments	\$ -	\$ -	\$ -	\$ -	\$ 43,273,421	\$ -	43,273,421
Purchases of investments	-	-	-	-	(30,731,498)	-	(30,731,498)
Interest and dividends received on investments	8,444,379	3,814,295	6,446,371	2,156,405	10,258,763	-	31,120,213
Net cash provided by investing activities	8,444,379	3,814,295	6,446,371	2,156,405	22,800,686	-	43,662,136
Cash flows from capital and related financing activities:							
Purchases of capital assets	(30,575,264)	(12,563,340)	(15,312,656)	(1,079,044)	(161,770)	-	(59,692,074)
Capital projects financed by SO	10,359,211	8,272,738	6,786,463	8,084,119	(33,502,531)	-	-
State capital appropriations received	18,708,354	8,926,968	10,285,980	1,276,916	676,272	-	39,874,490
Principal paid on debt and other obligations	(678,155)	(714,546)	(805,463)	(748,386)	(26,323,892)	-	(29,270,442)
Interest paid on debt and other obligations	(15,542)	(105,476)	(133,553)	4,928	(8,821,150)	-	(9,070,793)
Net cash provided by (used in) capital and related financing activities	(2,201,396)	3,816,344	820,771	7,538,533	(68,133,071)	-	(58,158,819)
Net increase (decrease) in cash and cash equivalents	24,718,447	3,813,697	14,437,408	3,952,241	(49,792)	-	46,872,001
Cash and cash equivalents, beginning of year	131,326,741	62,983,961	97,440,802	32,525,437	135,973,193	-	460,250,134
Cash and cash equivalents, end of year	\$ 156,045,188	\$ 66,797,658	\$ 111,878,210	\$ 36,477,678	\$ 135,923,401	\$ -	\$ 507,122,135

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2024
Reconciliation of operating loss to net cash used in operating activities:							
Operating loss	\$ (102,789,788)	\$ (66,905,231)	\$ (112,752,425)	\$ (73,294,512)	\$ (23,976,563)	\$ -	\$ (379,718,519)
Adjustments to reconcile operating income (loss) to net cash provided by (used in) operating activities:							
Depreciation expense	19,526,757	16,381,303	21,582,410	12,798,862	546,353	-	70,835,685
Amortization	1,477,133	1,202,627	1,637,298	1,439,604	1,764,827	-	7,521,489
Changes in assets and liabilities:							
Receivables	(1,162,984)	(424,214)	(1,639,234)	264,649	-	-	(2,961,783)
Prepaid expenses and other	(631,025)	206,757	(242,552)	27,925	44,395	-	(594,500)
Accounts payable	2,925,996	(244,818)	659,410	(4,228,578)	8,751	-	(879,239)
Accrued salaries and benefits	(3,096,109)	(1,552,780)	(3,329,166)	(2,007,863)	7,871	-	(9,978,047)
Other liabilities	92,906	44,348	2,069,085	24,853	679	-	2,231,871
Due to/from State of Connecticut	-	944	5,358	(162)	-	-	6,140
Due to/from Universities	8,762	(21,626)	4,582	5,505	2,777	-	-
Unearned tuition, fees and grant revenues	1,256,974	(1,955,961)	894,052	1,814,375	-	-	2,009,440
Deferred compensation	-	-	-	-	(409,428)	-	(409,428)
Depository accounts	224,313	104,459	(317,086)	27,315	-	-	39,001
Accrued compensated absences	828,041	(392,133)	736,198	(211,205)	(176,130)	-	784,771
Pension liability	-	-	-	-	(221,142,658)	-	(221,142,658)
Other post employment benefits	-	-	-	-	(59,118,005)	-	(59,118,005)
Changes in deferred outflows	-	-	-	-	290,214,064	-	290,214,064
Changes in deferred inflows	(100,045)	558,159	(175,670)	-	1,866,296	-	2,148,740
Net cash used in operating activities	\$ (81,439,069)	\$ (52,998,166)	\$ (90,867,740)	\$ (63,339,232)	\$ (10,366,771)	\$ -	\$ (299,010,978)
Noncash investing, noncapital financing and capital and related financing transactions:							
Fixed assets included in accounts payable	\$ 94,877	\$ 1,428,601	\$ 1,889,690	\$ 1,084,030	\$ -	\$ -	\$ 4,497,198
Reconciliation of cash and cash equivalents to the combined statements of net assets:							
Cash and cash equivalents classified as current assets	\$ 93,600,779	\$ 40,659,380	\$ 79,708,464	\$ 36,112,434	\$ 43,068,866	\$ -	\$ 293,149,923
Cash and cash equivalents classified as noncurrent assets	62,444,409	26,138,278	32,169,746	365,244	92,854,535	-	213,972,212
	\$ 156,045,188	\$ 66,797,658	\$ 111,878,210	\$ 36,477,678	\$ 135,923,401	\$ -	\$ 507,122,135

1. Basis of Presentation of Supplemental Information

The supplementary schedules are presented to provide information from the stand-alone books and records of the universities and system office. The supplementary schedules exclude certain eliminating entries necessary to prepare the consolidated financial statements of CSUS. The supplementary schedules also do not include the impact of the adoption of GASB 68, *Pensions*, or GASB 75, *other post-employment benefits*, on the individual universities as reported in the financial statements of CSUS because the liability has not been allocated to the universities but rather is reflected only at the CSUS system level in the financial statements.

Appendix 4
NECHE Finance Forms



Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (06/30)		2 Years Prior (FY 2022)	1 Year Prior (FY 2023)	Most Recent Year	% Change 2 yrs-1 yr prior	% Change 1 y-most recent
ASSETS (in 000s)						
?	Cash and Short Term Investments	\$38,299,756	\$45,258,273	\$40,659,380	18.2%	-10.2%
?	Cash held by State Treasurer	\$0	\$0	\$0	-	-
?	Deposits held by State Treasurer	\$13,450,573	\$13,306,662	\$8,165,599	-1.1%	-38.6%
?	Accounts Receivable, Net	\$1,766,863	\$2,209,398	\$2,284,099	25.0%	3.4%
?	Contributions Receivable, Net	\$0	\$0	\$0	-	-
?	Inventory and Prepaid Expenses	\$820,019	\$1,685,801	\$1,479,043	105.6%	-12.3%
?	Long-Term Investments	\$16,917,891	\$17,725,688	\$26,138,278	4.8%	47.5%
?	Loans to Students	\$587,936	\$181,483	\$530,995	-69.1%	192.6%
?	Funds held under bond agreement	\$0	\$0	\$0	-	-
?	Property, plants, and equipment, net	\$300,235,888	\$295,986,467	\$286,194,031	-1.4%	-3.3%
?	Other Assets	\$208,098	\$0	\$0	-100.0%	-
	Total Assets	\$372,287,024	\$376,353,772	\$365,451,425	1.1%	-2.9%
LIABILITIES (in 000s)						
?	Accounts payable and accrued liabilities	\$30,330,390	\$29,291,088	\$22,015,274	-3.4%	-24.8%
?	Deferred revenue & refundable advances	\$3,712,905	\$5,352,271	\$3,966,716	44.2%	-25.9%
?	Due to state	\$7,998	\$132	\$1,076	-98.3%	715.2%
?	Due to affiliates	\$0	\$25,000	\$20,133	-	-19.5%
?	Annuity and life income obligations	\$0	\$0	\$0	-	-
?	Amounts held on behalf of others	\$1,340,991	\$1,246,006	\$1,350,465	-7.1%	8.4%
?	Long-term investments	\$0	\$0	\$0	-	-
?	Refundable government advances	\$558,112	\$443,055	\$360,904	-20.6%	-18.5%
?	Other long-term liabilities	\$0	\$0	\$0	-	-
	Total Liabilities	\$35,950,396	\$36,357,552	\$27,714,568	1.1%	-23.8%
NET ASSETS (in 000s)						
	Net Assets without donor restrictions					
	Institutional	\$331,824,105	\$337,306,881	\$333,340,110	1.7%	-1.2%
?	Foundation				-	-
	Total	\$331,824,105	\$337,306,881	\$333,340,110	1.7%	-1.2%
	Net Assets with donor restrictions					
	Institutional	\$4,512,523	\$2,689,339	\$4,396,747	-40.4%	63.5%
?	Foundation				-	-
	Total	\$4,512,523	\$2,689,339	\$4,396,747	-40.4%	63.5%
	Total Net Assets	\$336,336,628	\$339,996,220	\$337,736,857	1.1%	-0.7%
	TOTAL LIABILITIES and NET ASSETS	\$372,287,024	\$376,353,772	\$365,451,425	1.1%	-2.9%

Please enter any explanatory notes related to the institution's Statement of Financial Position in the box below

(Statement of Revenues and Expenses)

Fiscal Year ends - month& day: (06/30)		3 Years Prior (FY2022)	2 Years Prior (FY2023)	Most Recently Completed Year (FY 2024)	Current Year Budget (FY 2025)	Next Year Forward (FY 2026)
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$47,706,383	\$47,036,916	\$46,760,183	\$50,672,898	\$54,325,943
?	Room and board	\$26,076,276	\$27,150,795	\$27,795,700	\$29,865,108	\$31,832,818
?	Less: Financial aid	-\$15,707,804	-\$17,320,760	-\$16,771,063	-\$18,087,481	-\$22,658,774
	Net student fees	\$58,074,855	\$56,866,951	\$57,784,820	\$62,450,525	\$63,499,987
?	Government grants and contracts	\$2,005,975	\$2,769,174	\$4,163,388	\$3,955,186	\$1,429,186
?	Private gifts, grants and contracts	\$585,969	\$159,444	\$7,592	\$10,000	\$10,000
?	Other auxiliary enterprises	\$0	\$0	\$0	\$0	\$0
	Endowment income used in operations	\$0	\$0	\$0	\$0	\$0
?	Other revenue (specify):	\$721,492	\$812,950	\$790,308	\$825,000	\$850,000
	Other revenue (specify):	\$0	\$0	\$0	\$0	\$0
	Net assets released from restrictions	\$0	\$0	\$0	\$0	\$0
	Total Operating Revenues	\$61,388,291	\$60,608,519	\$62,746,108	\$67,240,711	\$65,789,173
OPERATING EXPENSES (in 000s)						
?	Instruction	\$43,530,873	\$42,132,963	\$31,268,619	\$31,581,305	\$33,160,370
?	Research	\$1,734,089	\$1,432,796	\$1,419,757	\$1,433,955	\$1,462,634
?	Public Service	\$2,665,830	\$2,414,457	\$2,067,266	\$2,087,939	\$2,171,457
?	Academic Support	\$11,706,221	\$10,179,255	\$8,541,121	\$8,626,532	\$8,885,328
?	Student Services	\$15,255,720	\$15,621,520	\$13,030,845	\$13,161,153	\$13,555,988
?	Institutional Support	\$15,224,215	\$13,521,168	\$12,137,721	\$12,259,098	\$12,749,462
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)	\$25,641,268	\$25,071,207	\$24,321,901	\$24,565,120	\$25,056,422
?	Scholarships and fellowships (cash refunded by public institution)	\$14,802,107	\$8,592,205	\$9,306,711	\$10,280,079	\$8,738,500
?	Auxiliary enterprises	\$11,689,541	\$11,806,176	\$11,176,094	\$11,941,987	\$13,319,118
?	Depreciation (if not allocated)	\$16,295,287	\$16,477,651	\$16,381,303	\$16,400,000	\$16,400,000
?	Other expenses (specify):	\$0	\$0	\$0	\$0	\$0
	Other expenses (specify):	\$0	\$0	\$0	\$0	\$0
	Total operating expenditures	\$158,545,151	\$147,249,398	\$129,651,338	\$132,337,168	\$135,499,279
	Change in net assets from operations	-\$97,156,860	-\$86,640,879	-\$66,905,230	-\$65,096,457	-\$69,710,106
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)	\$67,236,552	\$65,780,957	\$36,289,706	\$35,148,347	\$34,646,101
?	Investment return	\$163,815	\$2,309,518	\$3,814,295	\$3,632,600	\$3,632,600
?	Interest expense (public institutions)	-\$5,268	-\$127,624	-\$105,379	-\$100,000	-\$100,000
	operations					
?	Other (specify): Pell grant revenue	\$5,820,164	\$5,658,651	\$6,133,176	\$7,865,534	\$7,865,534
	Other (specify): Federal Emergency Grant Rev	\$14,001,729	\$13,923,562	\$14,551,458	\$10,184,410	\$0
	Other (specify): Gifts, Other nonoperating	\$814,099	\$832,905	\$254,834	\$250,000	\$250,000
	Net non-operating revenues	\$88,031,091	\$88,377,969	\$60,938,090	\$56,980,891	\$46,294,235
	Income before other revenues, expenses, gains, or losses	-\$9,125,769	\$1,737,090	-\$5,967,140	-\$8,115,566	-\$23,415,871
?	Capital appropriations (public institutions)	\$919,697	\$1,922,502	\$3,707,778	\$4,500,000	\$9,908,422
?	Other (specify):	\$0	\$0	\$0	\$0	\$7,000,000
	TOTAL INCREASE/ DECREASE IN NET ASSETS	-\$8,206,072	\$3,659,592	-\$2,259,362	-\$3,615,566	-\$6,507,449

Please enter any explanatory notes related to the institution's Statement of Revenues and Expenses in the box below

Prior to FY24, Operating Expenses and State Appropriations included retirement fringe expense and cost recovery.

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY2022)	2 Years Prior (FY2023)	Most Recently Completed Year (FY 2024)	Current Year Budget (FY 2025)	Next Year Forward (FY 2026)
	Long-term Debt					
	Beginning balance					
	Additions					
?	Reductions					
	Ending balance	\$0	\$0	\$0	\$0	\$0
	Interest paid during fiscal year					
	Current Portion					
	Bond Rating (if applicable)					
	Debt to Assets Ratio Long-term Debt / Total Assets					

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

Eastern has no debt. The debt is carried by CSUC.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

Future borrowing plans (please describe).

**Standard 7: Institutional Resources
(Liquidity)**

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2022)	2 Years Prior (FY2023)	Most Recently Completed Year (FY 2024)	Current Year Budget (FY 2025)	Next Year Forward (FY 2026)
CASH FLOW					
Cash and Cash Equivalents beginning of year	\$49,177,387	\$55,217,647	\$62,983,961	\$66,797,658	\$76,082,092
Cash Flow from Operating Activities	(\$73,649,922)	(\$76,417,377)	(\$52,998,166)	(\$48,696,457)	(\$53,310,106)
Cash Flow from Investing Activities	\$163,815	\$2,309,519	\$3,814,295	\$3,532,600	\$3,532,600
Cash Flow from Financing Activities	\$79,526,367	\$81,874,172	\$52,997,568	\$54,448,291	\$52,670,057
Cash and Cash Equivalents end of year	\$55,217,647	\$62,983,961	\$66,797,658	\$76,082,092	\$78,974,643
LIQUIDITY RATIOS					
Current Assets	\$54,337,211	\$62,460,134	\$52,588,121	\$52,588,121	\$52,588,121
Current Liabilities	\$24,024,848	\$24,572,512	\$16,889,157	\$16,889,157	\$16,889,157
Current Ratio	2.26	2.54	3.11	3.11	3.11
Days Cash on Hand: Cash and Cash Equivalents ÷ ((Operating expenses - Noncash expenses) ÷ 365)	98.00	107.00	123.00	121.00	117.00
PHYSICAL RESOURCES					
Deferred Maintenance					
Has the institution needed to liquidate any financial assets to fund operations? (Please describe.)					
Has the institution made any endowment withdrawals that deviate from its spending policy? (Please describe.)					
Has the institution needed to borrow against its endowment? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.					
Please describe the institution's plans for managing its deferred maintenance.					
Please enter any additional explanatory notes related to the institution's liquidity in the box below.					

Standard 7: Institutional Resources (Financial Aid)

Appendix 5
NECHE E-Series Forms



E Series Forms: Making Assessment More Explicit

Option E1: Part A. Inventory of Educational Effectiveness: Institutional Level & General Education

Category	<p>(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.</p>	<p>(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</p>	<p>(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</p>	<p>(4) What changes have been made as a result of using the data/evidence?</p>	<p>(5) Date of most recent program review (for general education and each degree program)</p>
Institutional Level					
University Writing Program	<p>For Stage 1 only: https://www.easternct.edu/writing-program/english100p.html</p> <p>Individual departments assess writing at Stages 2 and 3.</p>	<p>Stage 1: Writing portfolio, learning outcomes are adapted from the national Council of Writing Program Administrators Statement for First-Year Composition</p>	<p>Stage 1: Writing program instructors, coordinator of First-Year writing, & writing program director annually</p>	<p>Stage 1: When summarizing the results, the Coordinator of First-Year Writing makes notes of criteria that students seem to struggle with and develops workshops for instructors that help them address those criteria.</p>	<p>AY '19 – '20</p>
General Education					
Eastern's Liberal Arts Core (ELAC) Curriculum	https://www.easternct.edu/liberal-arts-core/learning-outcomes.html	<p>Assessment of sample artifacts across ELAC courses using modified VALUE rubrics</p>	<p>Group of trained faculty evaluators and Assessment Coordinator annually</p>	<p>The creation of Eastern's Liberal Arts Core (ELAC) Curriculum was in response to issues assessing the previous liberal arts core.</p> <p>In addition, multiple faculty workshops on teaching the ELAC learning outcomes, creating courses, and effective assignment design have been held.</p>	<p>Critical Thinking: AY '24 – '25 Planned Ethical Reasoning: AY '25 – '26 Quantitative Literacy: AY '25 – '26 Communication: AY '26 – '27 Creativity: AY '26 – '27</p>

E Series Forms: Making Assessment More Explicit

Option E1: Part A. Inventory of Educational Effectiveness: Degree Programs

Department	Program and Award	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
School of Arts and Sciences						
Art and Art History	Art, B.A.	https://www.easternct.edu/art-and-art-history/learning-outcomes.html	Capstone projects; exhibitions, conferences, & special projects; portfolio review; review of written work at foundation and advanced levels	Outside reviewers & program faculty annually	Curriculum revision (reducing interdisciplinary Foundation requirements; expanding the Studio Art capstone into two semesters); organizing faculty development for writing instructors; hiring Studio Technician to facilitate expanded studio access for students, providing additional time and support for students to enhance their creative work and achieve higher-quality outcomes.	AY '24 – '25
Biology	Biology, B.A. Biology, B.S.	https://www.easternct.edu/biology/learning-goals.html	ETS major field test; capstone course; writing proficiency in 4 core courses	Program faculty annually	The department changed the course sequence in core courses to allow more sophisticated concepts and statistics to be taught in the sophomore year. The department is also in the process of introducing CUREs (Course-based Undergraduate Research Experiences) that emphasize independent inquiry, data analysis, and written and oral communication.	AY '24 – '25
Computer Science	Computer Science, B.A. Computer Science, B.S.	https://www.easternct.edu/computer-science/learning-outcomes/computer-science-major-learning-outcomes.html	Project evaluations; programming projects; standard assessment tests	Program faculty annually	Concepts that students struggle with are covered more thoroughly in subsequent semesters	AY '18 – '19

Department	Program and Award	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
English	English, B.A.	https://www.easternct.edu/english/learning-outcomes1/learning-outcomes.html	Exit portfolio; exit survey	Departmental assessment committee annually	The assessment committee reports to the department about where our students need support. Faculty are then asked to revise their courses in light of where the assessment revealed weaknesses in skills. We discussed ways to scaffold those skills more directly in the core courses as well as supporting them in our electives.	AY '20 – '21
	Women's and Gender Studies, B.A.	https://www.easternct.edu/womens-studies/womens-and-gender-studies-major-learning-goals-and-outcomes.html	Capstone course; capstone project; artifacts from 2 courses	Program director and advisory board member biannually	Data from the assessments are used on an on-going basis to adapt and revise curriculum. The data has informed WGS of an on-going need for linguistic equity, students' investment in accessibility, and the value of having a range of writing, research, and creative options in the major's gateway course.	AY '20 – '21
Environmental Earth Science	Environmental Earth Science, B.S.	https://www.easternct.edu/environmental-earth-science/ees-program-goals-and-learning-outcomes.html	Capstone course; acceptance to graduate school & job placement	Program faculty annually	Course outcomes have been developed for all core (required) EES courses and are scaffolded through the major. Course learning outcomes are described in individual course syllabi. EES began offering a 1-credit Employability course in Spring 2021. The course is now a required part of the core curriculum. The department revised the curriculum to 2 concentrations (down from four) as of Fall 2024. The program changes were designed to build upon existing faculty and department strengths while streamlining the degree offerings and alignment with current and future needs of graduating students headed to either employment or graduate school.	AY '24 – '25

Department	Program and Award	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Health Sciences and Nursing	Health Sciences, B.S.	https://www.easternct.edu/health-sciences/resources/health-sciences-program-goals-and-learning-outcomes.html	Comprehensive examination; Capstone Course data	Program faculty annually	Streamlining the concentrations within the program	AY '21 – '22
	Nursing, B.S.	https://www.easternct.edu/health-sciences/resources/nursing-program-goals-and-learning-outcomes.html	Capstone course data; NCLEX Licensing exam pass rate; employer Satisfaction survey	Program faculty annually	New program	New program
History	History, B.A.	https://www.easternct.edu/history/learning-outcomes.html	Research paper review & capstone course	Course instructor	No changes have been made as the data has not been collected and analyzed outside of regular class assessments used to assign grades.	AY '19 – '20
	History and Social Science, B.A.	https://www.easternct.edu/history/learning-outcomes.html	Research paper review & capstone course	Course instructor	No changes have been made as the data has not been collected and analyzed outside of regular class assessments used to assign grades.	AY '18 – '19
Interdisciplinary	New Media Studies, B.A.	Phased Out				
Mathematical Sciences	Mathematics, B.A. Mathematics, B.S.	https://www.easternct.edu/mathematical-sciences/learning-outcomes/mathematics-major-learning-outcomes.html	Portfolios; proof artifacts from several courses	Program faculty annually	Curriculum mapping of courses to learning outcomes. Updated course descriptions and content modifications. Individual course learning outcomes have been discussed and clarified.	AY '24 - '25

Department	Program and Award	<p>(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.</p>	<p>(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</p>	<p>(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</p>	<p>(4) What changes have been made as a result of using the data/evidence?</p>	<p>(5) Date of most recent program review (for general education and each degree program)</p>
	Data Science, B.A. Data Science, B.S.	https://www.easternct.edu/mathematical-sciences/learning-outcomes/data-science-major-learning-outcomes.html	Project evaluations	Program faculty annually	We are in the process of modifying the major in support of the School of Business application for AACSB accreditation. This has required that we reduce the percentage of courses from the School of Business within this major. To offset these reductions, we have developed and are in the process of developing several new courses.	New program
Music	Music, B.A.	https://www.easternct.edu/music/music-program-learning-outcomes.html	Core coursework; composition; performance; music industry requirements; research; presentation focused core courses; keyboard efficiency exam; ensemble participation; advancement jury assessment; senior recital requirement	Course instructor, faculty panels (at least two FT faculty per jury and all FT faculty for advancement juries) annually	The department has made intentional changes to the program in recent years in response to student and university needs. Music major credits were reduced significantly in Fall 2023 through modification of the Music Major core, which included (1) refocusing on ensuring foundational music theory skills/knowledge (addition of MUS 200 to the core, subtraction of Music Theory III/Sight-Singing III); (2) diversifying what performance/ensemble experiences could count toward the major (reduction from 4 to 2 credits and allowing .5 credit chamber ensembles); (3) refocusing the capstone requirement from a generic research/presentation course (MUS 490) to a menu of music history electives with research/writing focus. Current assessments not tied to instructor evaluation/grades are focused on maintaining standards at key junctures in the degree (keyboard proficiency, juries, advancement juries for MUS 456, MUS 200 placement exam).	AY '19 – '20

Department	Program and Award	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Physical Sciences	Biochemistry, B.S.	https://www.easternct.edu/physical-sciences/programs-of-study/biochemistry-learning-goals.html	Physical Biochemistry American Chemical Society Standardized exam; Organic Chemistry American Chemical Society Standardized exam; ECSU Comprehensive Exam Biology; data from lab coursework; acceptance to conferences, research programs and graduate school; job placement	Program faculty annually	<p>Established own science/chemistry tutoring center. Continued to develop our plan for the type of data to collect, the rubric for analysis of student materials, and worked to identify positive areas of student achievement and areas that might need further effort.</p> <p>Future plans include:</p> <p>Expanding signage highlighting the demand for biochemists in the workforce, alumni success, and undergraduate involvement in university activities and research. Seeking funding and support to improve the availability of scientific instrumentation. Development of an intermediate course between general and organic chemistry. Development of senior proficiency examinations for laboratory skills. Implementation of a post-grad survey.</p>	AY '24 - '25
Political Science, Philosophy and Geography	Philosophy, B.A.	https://www.easternct.edu/political-science/learning-outcomes/philosophy-learning-outcomes.html	Artifacts from graduating seniors	<p>Program Faculty Annually</p> <p>* Please notice that there is no full-time faculty in philosophy at the moment, making it difficult to have continuous assessment of progress.</p>	<p>The only full-time philosopher in our Department left in Fall 2023 and no substantial changes have been made yet. The Department is expecting news for a potential new hire that could retake the efforts to have continuous assessment of educational effectiveness among philosophy students.</p>	AY '20 - '21

Department	Program and Award	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
	Political Science, B.A.	https://www.easternct.edu/political-science/learning-outcomes/political-science-learning-outcomes.html	Evaluation of research papers across several courses; completion of internship or study abroad	Program faculty & program assessment coordinator annually	We are developing new tools to assess student progress at several stages in our program.	AY '18 - '19
Psychological Science	Psychology, B.S.	https://www.easternct.edu/psychological-science/psychology-major-learning-outcomes.html	Nationally normed ETS subject Test; research methods papers and presentations; CITI for evaluation of ethics; exit surveys	Departmental assessment committee biannually	We have changed our research methods sequence, adjusted the level of particular courses (i.e., 200 to 300), and developed a 200-level biopsychology class to help students be successful in the upper-division offerings.	AY '20 - '21
Sociology, Anthropology, Criminology and Social Work	Anthropology, B.A.	https://www.easternct.edu/sociology/learning-outcomes/anthropology-major-learning-outcomes.html	Focus groups of graduating seniors; data from capstone course; data from research methods course	Program Coordinator and full-time faculty annually	The Anthropology Program began to accept students in fall 2020. The first cohort graduated in May 2024. We will assess the data from that first cohort and propose changes, if necessary.	New program
	Criminology, B.A.	https://www.easternct.edu/sociology/learning-outcomes/criminology-major-learning-outcomes.html	Capstone course	Course instructors	Adding/strengthening high-impact practices, e.g., collaborative projects	AY '24 - '25

Department	Program and Award	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
	Social Work, B.A.	https://www.easternct.edu/social-work/program-goals-and-outcomes.html	Final senior field evaluation; Social Work Evaluation and Assessment Project; Foundation Curriculum Exit Exam; SWEAP exist surveys	Program faculty annually	We added an additional mid-term check in orientation for juniors. Made changes to the social welfare policy (SWK 325) curriculum. Made changes to Individual and Families (SWK 200) curriculum. Made changes to SWK 420 Groups & Organization curriculum. Added a SWK community building event at the end of the fall semester.	Externally evaluated
	Sociology, B.A.	https://www.easternct.edu/sociology/learning-outcomes/sociology-learning-outcomes.html	Capstone course; exit survey; research papers; reflections; comprehensive exam	Program faculty annually	None	AY '21 - '22
Theatre	Theatre, B.A.					
World Languages and Culture	Spanish, B.A.	https://www.easternct.edu/world-languages/spanish-major-learning-outcomes.html	Spanish writing assessment tool, correlated with guidelines published by the American Council on the Teaching of Foreign Languages (ACTFL)	Department chair annually	LO1: Reading is given extra attention at the Intermediate-level classes. LO2 & LO3: Extra assignments are given to emphasize Writing & Speaking in the Advanced-level classes. Most students fall within the expected benchmarks. The assessment tool, (Avant STAMP 4S, administered by www.avantassessment.com), is adaptive and regularly takes longer than one class time or the two hours allotted for the final exam. We are considering spreading implementation over two days and are in talks with the vendor to find out if a shorter duration is possible. However, in order to be inclusive, we must allow for some students to have a non-time limited assessment.	AY '24 - '25

Department	Program and Award	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
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School of Education and Professional Studies

Accounting and Business Information Systems	Accounting, B.S.	https://www.easternct.edu/accounting-business-information-systems/learning-outcomes/accounting-program-learning-outcomes.html	Performance on national certification exams (Certified Public Accountants (CPA), Certified Management Accountant (CAM), Certified Internal Auditors (CIA), and other professional certifications); Employers' feedback; Artifacts from courses as part of the College of Business assurance of learning process; Academic Program Review (APRC) reviewers' feedback; Alumni's feedback and testimonials; career placement rates; and Performance in graduate school (M.S. in Accounting) at Eastern	Program faculty annually	Adoption of business ethics and internship courses as part of the required curriculum. Course modification to address content overlaps and deficiencies. Redesign of learning outcomes and assessment process. Business ethics course will enhance students' ethical principle and conduct and help them to do well in the CPA exam since ethics are tested in the Certified Public Accountant (CPA) exam in Connecticut. The internship requirement will significantly enhance students' experiential learning by providing them with a practical and real-life experience.	AY '23 – '24
	Business Information Systems, B.S.	https://www.easternct.edu/accounting-business-information-systems/learning-outcomes/business-information-systems-major-learning-outcomes.html	Capstone course; job and internship placement; professional certifications	Program faculty annually	We are modifying our curriculum to start addressing observed gaps earlier. For example, BIS 205 is undergoing a revision to focus on the communication learning outcome. BIS 370 likewise is being revised to be writing intensive. BIS 461 is being revised in line with IS2020 Curriculum standards for disciplinary knowledge	AY '24 – '25

Department	Program and Award	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Business Administration	Business Administration, B.S.	https://www.eastern.edu/business-administration/management-and-marketing-student-learning-outcomes.html	ETS major Field test in Business; internship evaluations; student artifacts for Critical Thinking, Ethical Reasoning, Quantitative literacy and Communication from required senior level course (BUS 431) as part of the College of Business AACSB assurance of learning process	Program assessment coordinator & program faculty annually	Course modifications to address content deficiencies as well as introduce, reinforce and assess learning outcomes. Redesign of learning outcomes and assessment process to align with the liberal arts mission of the university (ELAC).	AY '21 - '22
Communication, Film, and Theatre	Communication, Film, and Theatre, B.S. (formerly Theatre)	https://www.eastern.edu/communication/learning-outcomes/learning-outcomes.html	Internship data; capstone course; practical course work	Program faculty	In May of 2023, the Department of Communication and the Theatre Department combined to form a new department (the Department of Communication, Film, & Theatre). In AY 2023/2024 a new major was designed around employer needs (Qualtrics Data) and faculty areas of expertise (FAE). The existing Communication Major was discontinued. The new major consolidated and streamlined the academic concentrations. (In May of 2022, an extensive report from Burning Glass was generated for the Communication Annual Report. Information from that report was utilized to redesign the Communication concentrations into Media specific concentrations (Film; MMJ) for the new CFT Major). Additionally, a new common core curriculum was established for all CFT majors. The first cohort for the newly designed program joined Eastern in AY 2024/2025.	New program
Communication	Communication, B.S.	Phased out				

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Economics and Finance	Economics, B.A.	https://www.easternct.edu/economics-finance/learning-outcomes/economics-major-learning-outcomes.html	Case study completed in Senior Seminar; student and employer surveys for internships; artifacts from courses as part of the College of Business assurance of learning process	Program faculty biennially	DEAF created ECO 245 a research methods course to better prepare students for the senior seminar. DEAF has also altered the way we teach the Internship course – now it includes a once-a-week meeting with an instructor to better prepare students to enter the job market and we have changed the way they fill out the internship forms to get them thinking about what an internship really means – but the latter is very much a work in progress.	AY '22 – '23
	Finance, B.S.	https://www.easternct.edu/economics-finance/learning-outcomes/finance-major-learning-outcomes.html	Case study completed in Senior Seminar; student and employer surveys for internships; artifacts from courses as part of the College of Business assurance of learning process	Department faculty biannually	DEAF created ECO 245 a research methods course to better prepare students for the senior seminar. DEAF has also altered the way we teach the Internship course – now it includes a once-a-week meeting with an instructor to better prepare students to enter the job market and we have changed the way they fill out the internship forms to get them thinking about what an internship really means – but the latter is very much a work in progress.	AY '22 – '23
	Labor and Human Resources, B.S.				Phased Out	
Education	Early Childhood Education, B.S.	https://www.easternct.edu/education/learning-outcomes/education-program-learning-outcomes.html	Licensure test scores (ECE test, CFRT, Praxis II); Planning Assessment (common assessment within the Educational Unit); edTPA scores specific to each major; performance in student teaching	Program faculty, department assessment coordinator, 3 times per year; course instructors annually	Faculty enact changes within individual courses as a result of the assessment data; the EDU Dept. meets with content area departments to review curriculum on a regular basis and make changes as suggested by the data	Externally evaluated

Department	Program and Award	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
	Elementary Education, B.S.	https://www.easternct.edu/education/learning-outcomes/education-on-program-learning-outcomes.html	Licensure test scores (ECE test, CFRT, Praxis II); Planning Assessment (common assessment within the Educational Unit); edTPA scores specific to each major, and performance in student teaching	Program faculty, department assessment coordinator, 3 times per year; course instructors annually	Faculty enact changes within individual courses as a result of the assessment data; the EDU Dept. meets with content area departments to review curriculum on a regular basis and make changes as suggested by the data	Externally evaluated
	Liberal Studies, B.A.	https://www.easternct.edu/liberal-studies/liberal-studies-goals-and-outcomes.html	Exit Portfolio; licensure examinations (Praxis II Elementary Education Multiple Subject test)	Liberal studies program director Annually	The major has been restructured as a result of changes to the Eastern Liberal Arts Core (ELAC) Curriculum; courses have been added and removed as necessary, determined through collaboration between the Program Coordinator and the content major faculty	AY '20 - '21
	Sports and Leisure Management, B.S.	Phased Out				
Graduate Division						
Accounting and Business Information Systems	Accounting, M.S.	https://www.easternct.edu/graduate-division/online-programs/ms-accounting/	Performance on national certification exams (Certified Public Accountants (CPA), Certified Management Accountant (CAM), Certified Internal Auditors (CIA), and other professional certifications); Academic Program Review (APRC) reviewers' feedback, Alumni's feedback and testimonials; employers' feedback; and career placement rates	Program faculty annually	Adding Strategic Planning and Talent Management Courses to the curriculum as well as integrating data analytics and advanced technology in the curriculum. These changes were designed to help students succeed academically and professionally, do well on the CPA exam and other accounting professional exams, enhance students' data analytics skills and technical and technological expertise, prepare them for future leadership positions in the accounting/business fields, and provide them with relevant industry insight. Redesigning students learning outcomes (SLOs)	AY '24 – '25

Department	Program and Award	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Computer Science	Applied Data Science, M.S.	https://www.easternct.edu/graduate-division/online/programs/ms-applied-data-science/	Project evaluations; capstone project; standard assessment tests	Program faculty annually	This is a new program, with the first cohort expected to finish Summer 2025. Review of data will begin after that time.	New program
Business Administration	Management, M.S.	https://www.easternct.edu/graduate-division/online/programs/ms-management/	Portfolios	Program coordinator and faculty annually	New program as of Spring 2024.	New program
	Organizational Management, M.S.				Phased out	
Education	Early Childhood Education, M.S.	https://www.easternct.edu/education/learning-outcomes/education-program-learning-outcomes.html	Licensure test scores (ECE test, CFRT, Praxis II); Planning Assessment (common assessment within the Educational Unit); edTPA scores specific to each major, and performance in student teaching	Program faculty, department assessment coordinator, 3 times per year; course instructors annually	Faculty enact changes within individual courses as a result of the assessment data; the EDU Dept. meets with content area departments to review curriculum on a regular basis and make changes as suggested by the data	Externally evaluated
	Educational Studies, M.S.					
	Elementary Education, M.S.					
	Secondary Education, M.S.					
	Educational Studies, M.S.	https://www.easternct.edu/education/learning-outcomes/clo-conceptual-framework.html	Culminating research project	Course instructor annually	Faculty enact changes within individual courses as a result of the assessment data; additional three-course strand options are added, revised, or removed as a result of student performance and enrollment	Externally evaluated
Educational Technology, M.S.		https://www.easternct.edu/graduate-division/programs-of-study/edtech-ms.html	Capstone portfolio or culminating research project	Program coordinator and faculty annually	Internal changes within the individual courses are enacted as suggested by the data	Externally evaluated

Department	Program and Award	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
	Special Education, M.S.	https://www.easternct.edu/graduate-division/online/programs/master-of-science-in-special-education/	Licensure test scores (Praxis II [5543] and CT Foundations of Reading); performance in teaching practica; successful completion of EDU 697	Program faculty; course instructors; and university supervisors of fieldwork annually	None	New program