CT STATE
COMMUNITY COLLEGE

February 10, 2023

Dr. Lawrence Schall
President
Dr. Patricia O'Brien
Vice President
New England Commission of Higher Education (NECHE)
301 Edgewater Place, Suite 210
Wakefield, MA 01880

Dear Drs. Schall and O'Brien,

In NECHE's March 21, 2022, letter to Connecticut State Colleges and Universities (CSCU) President Terrence Cheng and then Connecticut State Community College (CT State) Interim-President Dr. Michael Rooke, the Commission requested a February 2023 progress report regarding CT State's progress on the plans to consolidate the 12 Connecticut State Colleges and Universities community colleges into Connecticut State Community College, as well as plans outlined in our substantive change, are fully implemented in a manner consistent with Commission's *Standards for Accreditation*.

As requested by NECHE, CT State's progress report and response are enclosed.

Change such as this and on this scale is unprecedented in New England Higher Education's history. In many cases, the timelines that we estimated in February 2022 for complex work such as this, were clearly ambitious. We have had to adjust our timeframes to the work taking much longer than originally envisioned. However, all items remain on track to get completed this spring.

We remain deeply grateful for the Commission's patience, guidance, support, and partnership as we pursue unified accreditation.

If the Commission has further questions about the report, please contact CT State's accreditation liaison officer, Dr. Kimberly Sorrentino, at 860-612-7038 or by email at ksorrentino@commnet.edu, and Ms. AnnMarie Harrison, CT State Chief of Staff, at 860-612-7025 or by email at aharrison@commnet.edu.

Sincerely,

Dr. John Maduko, M.D.
President
cc: Terrence Cheng, CSCU President
Members of the New England Commission of Higher Education

CT STATE
COMMUNITY COLLEGE

Progress Report to the New England Commission of Higher Education

SUBMITTED BY
CONNECTICUT STATE COMMUNITY COLLEGE

February 10, 2023

Progress Report to the New England Commission of Higher Education

Submitted by Connecticut State Community College

February 10, 2023

Table of Contents

Progress on Tasks Requested by the Commission 3
- Update on September Tasks 3
- Progress on February Tasks 4

Introduction 6

Institutional Overview 7

Requested Updates from Letter Dated March 21, 2022 8
- 1) An Update on Enrollment and Budget Projections for CT State, with Attention to the Institution's Success in Addressing the Operating Deficit 8
- 2) An Analysis of the Impact of Anticipated Faculty and Staff Retirements and the Institution's Plans to Ensure It Has Sufficient Appropriately Qualified Personnel 10

Requested Updates from September 2022 Progress Report 12
- 1) The CT State Strategic Plan 12
- 2) The CT State Institutional Effectiveness and Planning Structure 13
- 3) Implementation of CT State's Governance Structure 13
- 4) Alignment and Completion of Math and English 16
- 5) Student Affairs — Handbook, Activities, Clubs, and Procedures 16
- 6) Academic, Associate, and Assistant Deans 16
- 7) CT State Hiring Process 17

STANDARD ONE: Mission and Purposes 18

STANDARD TWO: Planning and Evaluation 19

STANDARD THREE: Organization and Governance 20
- CT State Governance Elections 20

STANDARD FOUR: The Academic Program 21
- Alignment of Academic Policies and Procedures 21
- Academic Program Review Process 21
- Contractual Agreements 21
- CT State Schedule Development 22
- High School Partnerships 22

STANDARD FIVE: Students 24
- Admissions Procedures 24

STANDARD SIX: Teaching, Learning, and Scholarship 25
- Governance 25
- Faculty Handbook 25

STANDARD SEVEN: Institutional Resources 26
- Enrollment Management and Student Affairs Professional Development 26
- Student Technology Platforms 26

STANDARD EIGHT: Educational Effectiveness 28

STANDARD NINE: Integrity, Transparency, and Public Disclosure 29
- Academic Catalogue 29
- Rebranding the System and Colleges 29
- CT State Website Launch 29

Further Updates from Commission Letter Dated March 31, 2022 31
- 1) Theme from Public Comment: The Possible Erosion of Student Support Services 31
- 2) Theme from Public Comment: Issues Related to Diversity, Equity, and Inclusion 31
- 3) Theme from Public Comment: The Lack of Collaboration, Participation, and Communication Between Leadership and Members of the Campus Community Who Are Not Fully Supportive of the Consolidation 32

Appendices 34

Progress on Tasks Requested by the Commission

Update on September Tasks

1) With respect to Standard Two, Planning and Evaluation:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
a) The strategic plan for CT State has been finalized and approved by leadership and the Board of Regents (BOR) LEARN MORE »		April 2023
c) The integrated Institutional Effectiveness and Planning (IE & P) structure, with functionally based Senior Directors, is being implemented LEARN MORE »		February 2023

2) With respect to Standard Three, Organization and Governance:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
d) The governance structure for CT State has been launched LEARN MORE »	Complete	

3) With respect to Standard Four, The Academic Program:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
g) The Alignment and Completion of Math and English (ACME) curricula proposals have been adopted into all CT State degree programs LEARN MORE »		Fall 2023 to Fall 2025 — On schedule for original planned implementation timeline per the Board of Regents policy; There will be a phased-in approach starting in Fall 2023 and ending in Fall 2025

4) With respect to Standard Five, Students:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
l) Progress has been made to review and implement recommendations regarding the student handbook, student activities and clubs, and the behavioral intervention procedures/operations for CT State LEARN MORE »	Progress has been made	March 2023 — Handbook and behavioral intervention procedures/operations; Spring 2023 — Implementation of recommendations for student activities and clubs

5) With respect to Standard Six, Teaching, Learning, and Scholarship:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
m) Six Academic Deans have been hired and searches for 18 Associate Deans and two Assistant Deans have been launched LEARN MORE »	Five Academic Deans hired; CT State will have campus-based academic departments and will no longer be hiring Associate or Assistant Academic Deans	February 2023 — Onboarding of the sixth Academic Dean; Spring 2023 — CT State Department Chairs named by campuses

6) With respect to Standard Seven, Institutional Resources:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
o) Anticipated hires of communications staff (Web Services Specialist, Regional Marketing Directors) have been completed LEARN MORE »	Departmental realignment with marketing staff reporting to CT State	Early Spring 2023 — Hiring completed for Web Services Specialist and multiple director, coordinator, and manager-level Marketing positions

Progress on February Tasks

1) With respect to Standard Three, Organization and Governance:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
a) Governance elections at all 12 colleges have taken place LEARN MORE »	Complete	

2) With respect to Standard Four, The Academic Program:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
b) Academic policies and procedures have been aligned LEARN MORE »	Board of Regents approved five aligned policies	June 2023 — Alignment and approval of remaining academic policies
c) The second draft of the APR implementation plan, proposed APR cycle, and FAQ Sheet have been prepared LEARN MORE »	Proposed APR cycle and draft FAQ Sheet complete	June 2023 — Final draft of APR implementation plan
d) Progress has been made to rewrite consortium agreements and contractual arrangements to reference CT State LEARN MORE »	Progress has been made	July 2023
e) The schedule and delivery methods of credit courses to be offered in Fall 2023 are being developed LEARN MORE »		April 2023
f) Progress has been made to merge Perkins grant programs, high school partnerships, and dual enrollment programs LEARN MORE »	Progress has been made	June 2023 — Finalization of process to align high school partnership and dual enrollment programs; November 2023 — Submission of aligned Perkins application

3) With respect to Standard Five, Students:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
g) Consensus on common admissions operating procedures and staff roles has been reached LEARN MORE »	Complete	

4) With respect to Standard Six, Teaching, Learning, and Scholarship:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
h) The faculty governance structure is operational LEARN MORE »	Elections complete	February to May 2023
i) The faculty handbook has been completed and distributed LEARN MORE »		June 2023

5) With respect to Standard Seven, Institutional Resources:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
j) Plans to provide professional development for admissions, financial aid, and student affairs staff are being implemented LEARN MORE »	Complete	

6) With respect to Standard Nine: Integrity, Transparency, and Public Disclosure:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
k) A single academic catalogue has been developed and a draft of the catalogue is available for use by students, faculty, and staff LEARN MORE »	Complete	
l) Efforts to rebrand the System and colleges have been implemented LEARN MORE »	Complete	
m) The ctstate.edu website has been launched LEARN MORE »		March 2023

Introduction

We would like to thank the Commission for its steadfast guidance throughout the past six years. During this time, we have conceived of and built CT State and we are now in the final phases of the transition. Since the submission of the substantive change proposal, we have made tremendous progress in building CT State while simultaneously maintaining operations across all college locations and emerging from a global pandemic.

The Commission has requested three progress reports to remain fully informed of our progress in this final year, and we are delighted to provide the second report here. The final report will be delivered by June 1, 2023.

This report has been structured to:

1. Provide updates on enrollment, budget, and faculty and staff retirements through January 1, 2023.
2. Detail progress on items not completed in the September 2022 report as well as items requested by the Commission in the February 2023 report.
3. Describe broad developments on each of the three public comment themes from the Commission's letter of March 31, 2022.

This report, as well as the other progress report, was primarily produced by Dr. Kimberly Sorrentino, CT State Accreditation Liaison Officer; Dr. Michael Rooke, President of Northwestern CT Community College; and Dr. Mary Ellen Jukoski, President of Three Rivers Community College. The report includes updates and evidence prepared by dozens of members of the CT State team, located in New Britain, as well as from members across all 12 colleges, the Connecticut State Colleges and Universities (CSCU) System Office, and the CSCU baccalaureate institutions. As we normally do, the report will be shared with all employees within our organization and posted on our merger website.

To remain consistent with our prior submissions, we use the term "colleges" throughout this report to refer to the current 12 New England Commission of Higher Education (NECHE)-accredited institutions, recognizing that they remain separately accredited until June 30, 2023. When referring to CT State post-July 1, 2023, when CT State comes into formal existence, we use the term "CT State" and "campuses" for the future locations.

It is our sincere hope that the Commission finds this progress report to be comprehensive and responsive to the items requested, and that it provides significant evidence towards the successful completion of the final stages of building CT State.

Institutional Overview

CT State and the 12 individually accredited Connecticut (CT) community colleges are in the final stages of a six-year transition and reorganization that will form a new statewide community college with 12 campuses and four satellite campuses. The transition has been complex and challenging, and it was further compounded by serious ongoing enrollment and budget challenges as well as a global pandemic with a rapid shift to fully online courses for over a year.

Change on this scale in public higher education, especially in a collective bargaining environment, is unprecedented and CT State has clearly faced a lot of opposition to the reorganization. Despite all these challenges, CT State has succeeded and remained steadfast to the primary focus — to become a student-ready institution that has reduced or eliminated many if not all of the student access barriers to a high-quality education.

Some of the highlights of CT State's accomplishments over the past year are:

- Opened a brand-new central office in New Britain, Connecticut to house CT State leadership and staff
- Hired a permanent CT State President as well as a Vice President for Diversity, Equity, and Inclusion
- Completed the alignment of all (300) degrees and certificates and established a new CT State college catalogue
- Began operating a new CT State student information system for student records and financial accounting
- Developed a CT State transitional strategic plan
- Developed and modified the governance structure and completed elections for two new statewide governance bodies
- Began accepting students for Fall 2023 into CT State Community College
- An application was filed with the United States Department of Education to merge the colleges under one Office of Postsecondary Education Identification (OPE ID) number which will provide CT State with a single Federal School Code to be utilized by all students seeking to apply for federal, state, and institutional student aid at CT State. This process is currently in progress.

This work continues at a frenetic pace as CT State moves forward. We are confident that all the remaining items of this monumental task will be complete by our final June 2023 report and that CT State will be fully accredited by the Commission and begin formal operations. We thank the NECHE staff and the Commission for their guidance and support throughout this process.

Requested Updates from Letter Dated March 21, 2022

This section provides responses to the first two updates requested in the Commission's March 21, 2022, letter.

1) An Update on Enrollment and Budget Projections for CT State, with Attention to the Institution's Success in Addressing the Operating Deficit

Enrollment

The CT community colleges experienced a 4.7% enrollment decline between Spring 2019 and Fall 2019. COVID had a significant impact on enrollment trends prompting an additional 14% decline in Fall 2020. Enrollment for Fall 2022 declined less steeply, but still ended with an enrollment decrease of 1%. Since Fall 2019, overall enrollment is down 20% in comparison to the Fall 2019 pre-pandemic period. As communities begin to regain some normalcy and move into the post-pandemic period, CT State is conservatively assessing future enrollment trends. For Fall 2022, the 12 community colleges enrolled 18% more students in comparison to Fall 2021 and experienced a 39% enrollment increase of students who had stopped out two or more years. Additionally, new student enrollment of Black and Hispanic/Latinx students increased by 26% and 21%, respectively. Extending the Pledge to Advance Connecticut (PACT) free community college awards to first-time-ever-in-college (FTEIC) part-time students had a positive impact on enrollment and the number of PACT student recipients increased from 5,304 to 10,571, with 35% of all recipients being part-time. In Fall 2022, 22% of Black students and 33% of Hispanic/Latinx students received PACT awards.

The Spring 2023 enrollment projections are comprised of three parts: baseline enrollment, new student enrollment, and continuing student enrollment (Appendix A). The new student enrollment projections beyond the baseline are built on the increased recruitment and outreach efforts within the colleges' service areas as well as significant enhancements in student admissions and onboarding processes. It is anticipated that PACT will continue to attract FTEIC full- and part-time students which should minimize the impact of the enrollment decline. Overall, the percentages of retained first-time, degree-seeking full- and part-time students increased from Fall 2021 to Fall 2022 when compared to Fall 2020 to Fall 2021 (Appendix B). In regard to continuing students, colleges have maintained and implemented new holistic supports to address the unique needs of the various students across Connecticut. This includes supports such as increased advising access, mentoring programs, food pantries, mental health services, and emergency funds that are producing positive outcomes in retaining students. Based on the current nationwide enrollment trends and the local Connecticut context, CT State is projecting an overall 3% enrollment decline in Spring 2023 when compared to Spring 2022. This projection accounts for national and local student demographic shifts and the historical pre- and post-pandemic Spring enrollment trends at the CT community colleges. Overall, CT community colleges' headcount (HC) and full-time equivalent (FTE) Spring enrollments have shown a decline year over year for the last five years — from 2018 to 2022 (see table below).

SPRING TERM	FTE	FTE%	HC	HC %
2018	25079	-3.7%	44481	-4.8%
2019	24568	-2.0%	44122	-0.8%
2020	22991	-6.4%	41408	-6.2%
2021	18954	-17.6%	34185	-17.4%
2022	17913	-5.5%	32193	-5.8%
***2023**	**17373**	**-3%**	**31227**	**-3%**

FTE = Full-time equivalent; HC = Headcount; * = Projection

This decline aligns with national community college sector numbers. According to the National Student Clearinghouse Research Center, community colleges endured a 7.8% enrollment decline nationwide in Spring 2022 when compared to Spring 2021. In Spring 2022, the CT community colleges fared better than the national enrollment decline by 2%. Both nationally and locally, the Spring 2022 enrollment numbers are an improvement compared to the height of the enrollment decline in Spring 2021 when there were headcount drops of 9.5%

in community colleges nationwide and 17.4% within the CT community colleges (National Student Clearinghouse Research Center). Although Spring 2022 illustrates a slowdown in enrollment declines, the CT community colleges' projected Spring 2023 enrollment does not yet return to pre-pandemic numbers.

The table below includes the actual enrollment data for Fall 2022, current enrollment full-time equivalent (FTE) data and change since the same period in January 2022 for Spring 2023 (through 1/17/2023), and the projected enrollment numbers for Spring 2023. Appendix A provides additional Spring 2023 enrollment projection details and Appendix C includes the January 17, 2023, preliminary Spring 2023 enrollment report.

2022-2023 ENROLLMENT	FALL 2022 FTE	FALL YOY % CHANGE	SPRING 2023 PROJECTED FTE*	SPRING YOY % PROJECTED CHANGE*	SPRING 2023 ACTUAL FTE (AS OF 1/17/23)	SPRING 2023 YOY % CHANGE IN FTE (AS OF 1/17/23)
Asnuntuck CC	782	+7.7%	631	-3.0%	570	+15%
Capital CC	1,346	+2.1%	1,129	-3.0%	1,016	-4%
Gateway CC	3,178	-2.1 %	2,599	-3.0%	2,534	+4%
Housatonic CC	1,897	-4.0 %	1,601	-3.0%	1,394	-5%
Manchester CC	2,461	-3.9 %	2,060	-3.0%	2,074	-1%
Middlesex CC	1,146	-4.7 %	1,043	-3.0%	961	-3%
Naugatuck Valley CC	2,815	-1.2 %	2,213	-3.0%	2,327	+12%
Northwestern CC	699	+1.4 %	635	-3.0%	572	+1%
Norwalk CC	2,392	+2.2 %	1,925	-3.0%	1,900	+9%
Quinebaug Valley CC	690	+6.7 %	535	-3.0%	550	+9%
Three Rivers CC	1,765	-1.3 %	1,471	-3.0%	1,458	+2%
Tunxis CC	1,959	-0.8 %	1,531	-3.0%	1,613	+15%
Total	**21,131**	**-0.9 %**	**17,373**	**-3.0%**	**16,966**	**+4%**

FTE = Full-time equivalent; YOY % = Year-over-year % FTE change; * = Projection

The majority of CT community college students across all student types (new, continuing, readmit, and transfer) are enrolled part-time with less than 12 credits. Inevitably, this continues to have a negative impact on overall full-time equivalents as headcount has also continued to decline. From 2018 to 2022, part-time student enrollment has been consistent overall at approximately 70% of the CT community colleges' student body, even amidst the enrollment decline. It is predicted that this trend will continue into future Fall and Spring semesters. As reported in Spring 2022 by the National Student Clearinghouse Research Center, full-time student enrollment at all institutions nationwide decreased by 3.8% from Spring 2021 to Spring 2022, with an overall decrease of 7.2% from Spring 2020 to Spring 2022. Since Spring 2020, full-time enrollment in community colleges nationwide declined 10.7% between Spring 2021 and Spring 2022, with an overall decrease of 20.9% from Spring 2020 to Spring 2022 (National Student Clearinghouse Research Center).

In Fall 2022, the CT community colleges saw re-enrollment gains among traditional age students who had stopped out during the pandemic. Of the 39% increase in readmit students in Fall 2022, 52% were between the ages of 18-24. The CT community colleges have put considerable efforts into developing campaigns to re-enroll stop-out students and these efforts will continue into the Spring semester. Most of the CT community colleges' student enrollment continues to be within the traditional age range; however, CT State is working on increasing strategic efforts to attract and retain more adult learners as the traditional age population is declining both locally and nationally. The National Student Clearinghouse Research Center reports that Spring 2022 enrollment of adults over 24 fell by 5.8% in all institutions nationwide when compared with Spring 2021; the community colleges saw a decrease of 10.8% in adults over 24 during this time.

In comparison to Spring 2021, Black student enrollment within the CT community colleges fell by 8.9% in Spring 2022, while Hispanic/Latinx student enrollment remained steady overall. The largest Spring to Spring enrollment shifts were amongst Black and White students. In Spring 2022, CT community colleges saw an increase in enrollment by men compared to Spring 2021 and, conversely,

a decrease in enrollment amongst women. This enrollment trend mirrors that of community colleges across the United States. In community colleges, enrollment of women in Spring 2022 decreased by 9.2% when compared to Spring 2021, while enrollment of men decreased by 5.6% during the same time (National Student Clearinghouse Research Center). Although the CT community colleges' enrollment of women did not decline as steeply as the Spring 2022 national average, it decreased by 2% when compared to Spring 2021.

Budget Analysis

As with just about all institutions of higher education across the nation, the pandemic has exacerbated the College's underlying fiscal instability and created greater challenges for all of the CSCU institutions, including CT State. However, CT State demonstrates the ability to meet these challenges and manage the budget by ending fiscal year (FY) 22 with a positive balance of $8.5 million and anticipates ending the current year within less than 1% of balance.

The CT State revised projections forecast greater outyear deficits due to the following: 1) more conservative enrollment assumptions; 2) assumed wage increases after the settled bargaining agreements expire; and 3) higher inflation rates (Appendix D). In response to these forecast shortfalls, CT State leadership initiated a comprehensive deficit mitigation process in October 2022 that started by identifying strategic priorities and areas of continued investment. The process required multi-year recommendations from each campus, and all members of Cabinet, and planning is well underway. Although management is confident that the College can achieve savings and increase revenue in a way that honors CT State's values and commitment to students, leadership believes greater state support is warranted.

Whereas the state subsidy has increased over time, the effective rate is essentially flat to 2007 levels when adjusted for fringe benefit rates, collective bargaining increases, and inflationary pressures. Consequently, CSCU is embarking on a significant legislative campaign for increased capital and operating support through FY 30 to meet all forecast shortfalls.

2) An Analysis of the Impact of Anticipated Faculty and Staff Retirements and the Institution's Plans to Ensure It Has Sufficient Appropriately Qualified Personnel

The table below provides an update on full-time faculty and unclassified professional staff retirements across all 12 colleges through January 1, 2023. The table complements the September 2022 progress report data by including an analysis, by college, of the percentage of 2022-2023 academic year faculty and staff retirements using August 26, 2022, as the headcount denominator date.

Full-Time Faculty/Staff Retirements by College

	AY 23 FT FACULTY RETIREMENTS (7/1/22 THRU 1/1/23)	AY 23 FT UNCLASSIFIED STAFF RETIREMENTS (7/1/22 THRU 1/1/23)	8/26/22 FT FACULTY/ UNCLASSIFIED STAFF EMPLOYEE HEADCOUNT	% TOTAL
Asnuntuck CC	0	1	69	1.4%
Capital CC	1	1	98	2.0%
Gateway CC	9	7	159	10.1%
Housatonic CC	1	2	127	2.4%
Manchester CC	1	7	133	6.0%
Middlesex CC	2	2	72	5.6%
Naugatuck Valley CC	3	2	139	3.6%
Northwestern CC	0	2	56	3.6%
Norwalk CC	1	4	140	3.6%
Quinebaug Valley CC	0	0	54	0.0%
Three Rivers CC	1	2	89	3.4%
Tunxis CC	5	2	99	7.1%
Total	**24**	**32**	**1,235**	**4.5%**

AY = Academic year; FT = Full-time

The table below shows the number of full-time faculty and unclassified staff positions, by college, that have been searched and filled or that still have pending searches underway.

	AY 23 FT FACULTY RECRUITMENTS (7/1/22 THRU 1/1/23)		AY 23 FT UNCLASSIFIED STAFF RECRUITMENTS (7/1/22 THRU 1/1/23)	
	Completed Searches	Pending Searches	Completed Searches	Pending Searches
Asnuntuck CC	0	1	3	5
Capital CC	5	3	6	10
Gateway CC	16	0	7	3
Housatonic CC	9	2	11	4
Manchester CC	8	3	7	5
Middlesex CC	1	1	6	6
Naugatuck Valley CC	9	3	6	2
Northwestern CC	7	0	4	1
Norwalk CC	7	1	10	4
Quinebaug Valley CC	5	1	5	5
Three Rivers CC	4	4	4	2
Tunxis CC	13	4	5	10
CT State Staff	0	0	8	2
Total	**112**		**141**	

In the September 2022 report, headcount of full-time faculty and staff as of late August 2021 was 1,267. As of late August 2022, after most of the retirement wave had concluded, the headcount was 1,235. With the hiring that was just completed through January 1, 2023, it is expected that all of the positions lost to retirement or other attrition have been successfully replaced, plus CT State has invested in additional Guided Pathways advisors across all colleges.

The statewide retirement changes created a major disruptive experience but managing through this period has provided an important and beneficial opportunity for CT State and all 12 colleges. As previously noted, enrollment has steadily declined — about 25% throughout the last ten years — and this decline may continue for some time. It would therefore be necessary and fiscally appropriate for CT State to strive for alignment between the current structure and the future CT State structure and also take enrollment changes into consideration.

CT State leadership reviews and approves all "requests to fill" for full-time faculty and staff positions across CT State and the 12 colleges. These decisions were historically made locally but will need to be coordinated within a single institution. Moving forward, the CT State Provost's Office will be working through the six CT State Academic Deans to review the number of faculty positions across each academic unit to ensure sufficient and appropriate numbers of faculty to meet the needs of all campuses.

Qualifications of all faculty and staff are reviewed through a rigorous human resources process. Minimum qualifications for all positions are established in Human Resources and in the collective bargaining agreements, with peer review of sufficiently qualified personnel through search committees. The process begins with the request to fill and Human Resources' review of the job description before the job posting. After the search committee and campus Chief Executive Officer/President complete their candidate review process, Human Resources and the Equal Employment Opportunity Office determine if the final candidates are sufficiently qualified.

Requested Updates from September 2022 Progress Report

1) The CT State Strategic Plan

Commission's Request Area: The strategic plan for CT State has been finalized and approved by leadership and the Board of Regents (BOR)

A comprehensive draft of the CT State transitional strategic plan was developed by a cross-section of campus- and system-level administrators, faculty, and staff and distributed to CT State employees for feedback in May 2022. With the June 2022 appointment of CT State President John Maduko, the strategic planning completion timeline was extended to allow for inclusion of Dr. Maduko's vision and strategic priorities for CT State. The transitional strategic plan draft has been revised (Appendix E), and there will be additional opportunities for community feedback in Spring 2023. The plan is anticipated to be finalized in April 2023.

To inform his vision and strategic priorities, Dr. Maduko visited each of the 12 community colleges between September and October 2022. Based upon the discussions, Dr. Maduko developed a 100 Day Report that highlighted seven contextual themes for his strategic vision:

Dr. Maduko's vision and strategic themes were integrated with the first draft to form the revised CT State transitional strategic plan draft (Appendix E). In addition, earlier community feedback about explicitly focusing on students and highlighting the role of shared governance was also incorporated. The updated strategic plan is in alignment with CT State's mission, vision, and values as well as the Board of Regents and CSCU mission and vision. In January 2023, more feedback was sought through an email survey from all employees across all locations and CT State functional areas. The feedback will help to inform the critical values, goals, priorities, and benchmarks that will be needed for the new institution to achieve stability.

Two additional key factors will impact the further development of CT State's strategic plan: the budget and the work of the Leadership Action Teams. CSCU is facing a $220 million shortfall over the upcoming biennium and CT State is working on a $50 million deficit mitigation plan for fiscal year (FY) 24 and FY 25. CT State is preparing for the worst, while continuing state advocacy to make up the shortfall. The state biennial budget may not be adopted until the end of the legislative session in early June and

1. **RE-ENVISION STUDENT SUCCESS** that prioritizes the student experience and support
2. **INVEST IN AND SUPPORT CAMPUS PERSONNEL AND INFRASTRUCTURE** that builds parity and continuity across campuses
3. **ESTABLISH COMMUNICATION AND TRANSPARENCY** between leadership and all stakeholders that engenders trust
4. **PUT INTO PRACTICE ACADEMIC FREEDOM, SHARED GOVERNANCE, AND INNOVATION TENETS** that build on a foundation of instructional excellence through a student centered, equity minded, faculty driven, and industry informed curriculum
5. **CHAMPION CORE VALUES OF EQUITY AND ACCESS** that are centered around shared responsibility for student learning and success and that will nurture a sense of belonging throughout our learning and campus environments
6. **CREATE A COLLEGE ENVIRONMENT THAT FOSTERS A CULTURE OF COMPASSION, ACCOUNTABILITY,** and recognizes each individual's value as a member of the college community
7. **ACKNOWLEDGE CAMPUS IDENTITY, HISTORY, AND LEGACY** where the heritage of our community colleges is embraced

there will be a great deal of uncertainty regarding the level of state support, so CT State must proceed with deficit mitigation strategies.

The CT State Leadership Council (Appendix F), which consists of executive-level leaders and administrators across the state with extensive levels of experience, was formed in August 2022. At a September 2022 retreat, deliberation led to the identification of five Leadership Action Teams in the areas of: 5Cs (civility, collaboration, communication, community, and culture); diversity, equity, and inclusion; human resources; public safety; and student experience. The Leadership Action Teams, which are led by college Chief Executive Officers/Presidents, were launched in November 2022, and charged with identifying college-wide strategies and developing preliminary actions plans by March 2023 to move CT State initiatives and benchmarks forward. The reports from these teams will inform the transitional strategic plan priorities and benchmarks.

In mid-Spring 2023, the CT State Cabinet and Leadership Council will review the community feedback and the Leadership Action Teams' preliminary recommendations. Collectively, they will finalize the strategic plan proposal and present it to Dr. Maduko. By April 15, 2023, Dr. Maduko will review the CT State transitional strategic plan with CSCU President Cheng and the Board of Regents. Upon adoption, the transitional strategic plan will remain in effect through the end of the 2024-2025 academic year. During Fall 2023 and 2024, the Office of Institutional Effectiveness and Planning within the Strategic Partnerships and Enterprise Performance division, will collect data on progress towards benchmarks and issue a report to the CT State Cabinet and Leadership Council. The Executive Strategic Planning Council will reconvene in Spring 2025 to assess and recommend adjustments to the college-wide continuous improvement planning process to ultimately achieve President Maduko's vision.

2) The CT State Institutional Effectiveness and Planning Structure

Commission's Request Area: The integrated Institutional Effectiveness and Planning (IE & P) structure, with functionally based Senior Directors, is being implemented

CT State has delayed implementation of the Institutional Effectiveness and Planning structure until Spring 2023 in order to respect the needs of the 12 separately accredited colleges. Through regular discussions, institutional research staff have been kept well informed of their new, permanent CT State roles for some time. In fact, most of the staff have already begun operating in both campus and CT State functions. Impact bargaining with the staff unions is underway and it is following an established process that has worked successfully to transition staff roles in other functional areas. The institutional research staff will transition to their CT State roles in Spring 2023 and will continue to support the individual colleges' needs while functioning as a CT State department that reports to the Cabinet. The Institutional Effectiveness and Planning department has already centralized preliminary admissions and enrollment reporting as well as the Integrated Postsecondary Education Data System (IPEDS) completion, enrollment, finance, human resources, library, and student financial aid surveys. CT State will assume responsibility for all community college reporting at the start of the upcoming fiscal year in July 2023.

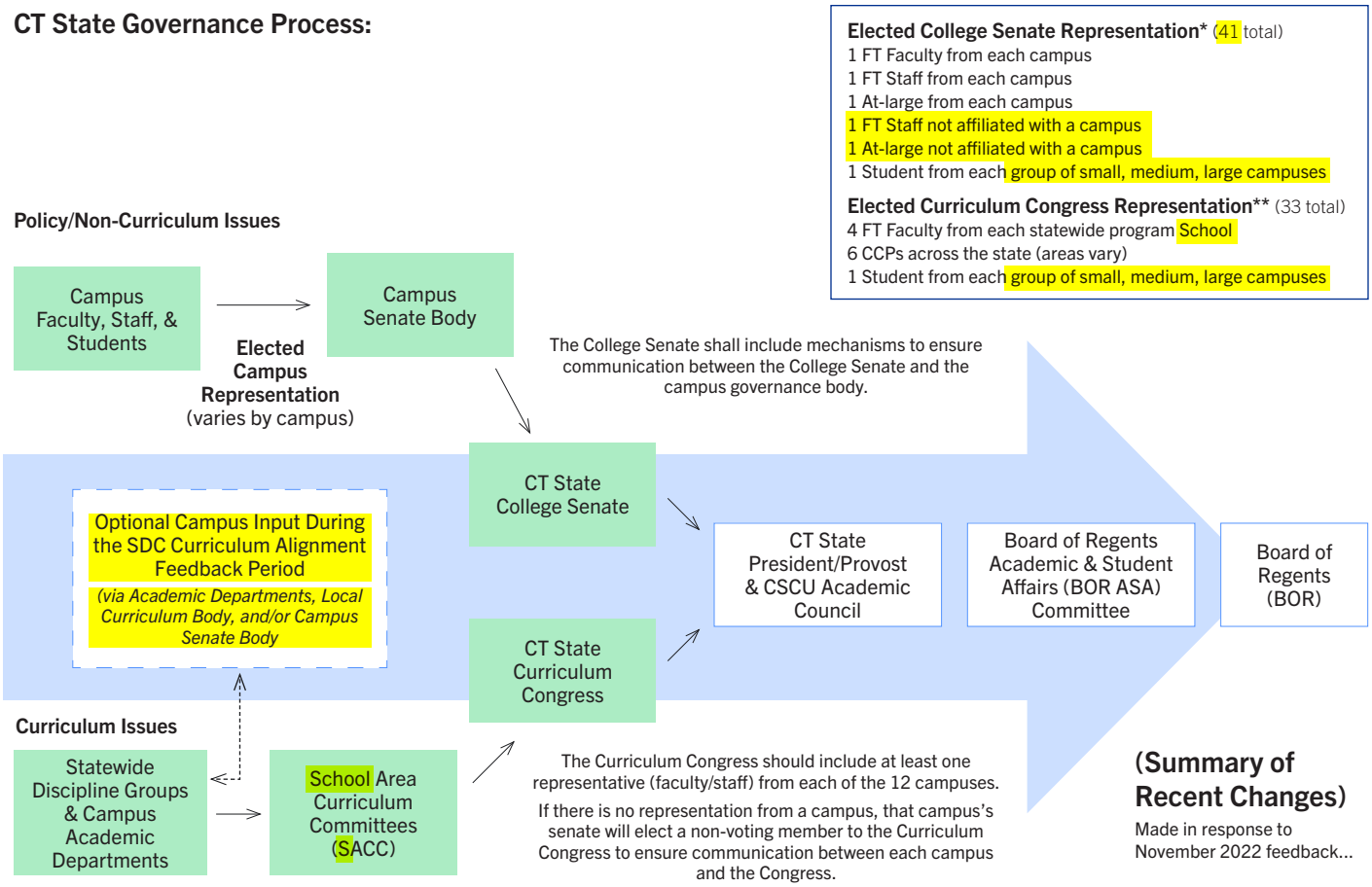
3) Implementation of CT State's Governance Structure

Commission's Request Area: The governance structure for CT State has been launched

The revised governance structure for CT State has been launched. The September 2022 progress report included the proposed CT State governance structure that was developed and approved by the various transitional governance bodies. Following Dr. Maduko's listening tour in Fall 2022 (Appendix G), it was evident that faculty were seeking more local management of curricula matters than was initially present in the governance model. Also, during this time, discussions with the unions resolved that department chairs would continue to manage faculty at the local campus level. CT State Cabinet valued this feedback and incorporated changes to increase local campus governance within the model. The graphics below show the overall governance process that has been modified based on all of the feedback that was provided following the November 2022 meetings. The full presentation can be found here. The figure in the March 31st Further Updates Section 3 clearly demonstrates the inclusive way that CT State sought feedback at multiple stages of this process. A webinar presenting a detailed overview of the new proposed structure was shared with all faculty and staff on November 10, 2022, along with a final request for input and feedback.

After feedback was gathered and incorporated into the model, governance leaders from the 12 colleges were invited to meet with Dr. Maduko to discuss the revised model and any additional recommended changes. Follow-

CT State Governance Process:

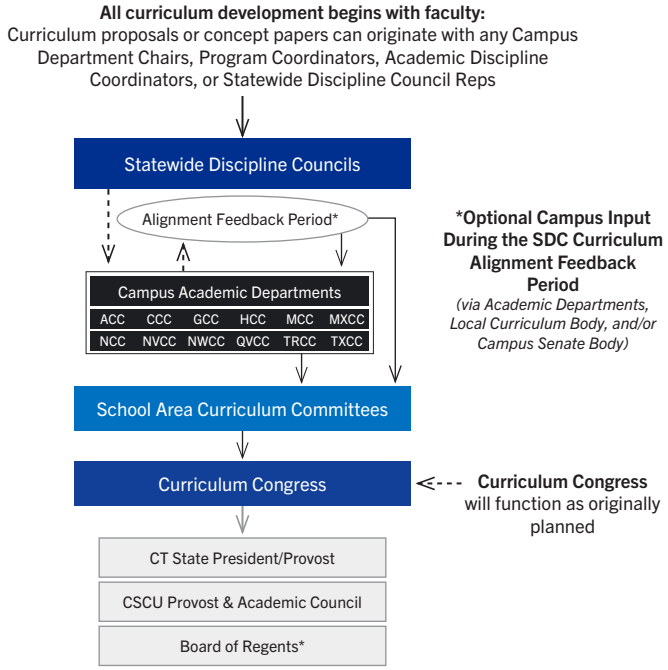


Note: CCP — Community College Professional; FT — Full-Time; SDC — Statewide Discipline Council

Revised Model :

(Changes made to the **Curriculum Governance Approval Process** in response to Fall 2022 feedback...)

- **Any Statewide Discipline Council or local Department Chair, PC/ADC, or faculty member** can design/submit curricular proposals
- **Statewide Discipline Councils (SDC)** will develop/align curriculum proposals, credit for prior learning, AP/CLEP exams, etc.
- **Campus Academic Departments** instead of statewide academic departments
- **Alignment Feedback Period** opportunities for optional campus feedback on SDC statewide alignment work*
- **School Area Curriculum Committee (SACC)** representatives from campus academic departments instead of statewide academic departments
- **Opportunities for Campus Academic Department Vote** to recommend approval or revision of SDC proposals after alignment feedback period ends and feedback has been incorporated into proposals (Campus SACC reps bring dept recommendations to SACC)
- **SACC Reviews of Campus Recommendations** negotiates changes with appropriate SDC to accommodate recommendations (not to exceed 1 month)
- **SACC Votes to Approve or Reject** at the end of negotiations with appropriate SDC



Note: ADC — Academic Discipline Coordinator; AP — Advanced Placement; CLEP — College-Level Examination Program; PC — Program Coordinator

ing that meeting, final changes were made to the model and details were shared with the campuses on November 30, 2022. Information about the final model was posted on a specially created governance website, including a second webinar detailing the final revisions and details about the December 2022 elections and Spring 2023 governance meeting dates.

These changes included reorganization of the Statewide Discipline Councils, clarification of the feedback period, minor edits and adjustments to the membership of the Curriculum Congress and College Senate, and renaming of the Program Area Curriculum Committees to School Area Curriculum Committees. These governance modifications prompted an adjustment to the original timeline and elections were delayed until the end of the Fall 2022 semester (see Requested Updates from September Section 3, Standards Three and Six, and March 31st Further Updates Section 3 for more information). In January 2023, all governance bodies convened and began adopting their bylaws and procedures. As the previous transitional governance bodies disbanded in May 2022, there are an estimated fifty plus curricula changes waiting to be reviewed. This has created an additional sense of urgency for the new governance structure to be operational. The governance timeline for the remainder of the

SEPTEMBER-NOVEMBER 2022	Campus visits, feedback, and governance resolutions
NOVEMBER 10, 2022	Revised governance model webinar
NOVEMBER 17, 2022	Deadline to submit feedback on revised governance model and proposed Statewide Discipline Councils
NOVEMBER 30, 2022	Feedback and changes incorporated into model
	Governance model finalized
DECEMBER 15, 2022	Deadline to submit nominations for statewide governance bodies
DECEMBER 23, 2022	Deadline to vote for local and statewide governance body elections
JANUARY-MARCH 2023	Governance bodies finalize bylaws
MARCH-MAY 2023	Governance bodies operational
2023-2024 ACADEMIC YEAR	Regular convening of CT State governance bodies

Governance Transition Timeline

SEP & OCT 2022

Department Chair (DC) **impact bargaining** with labor unions

Campus visits with Dr. Maduko

Campus-Based Academic Departments versus Statewide Academic Departments **changes under consideration**

NOV 2022

Webinar: Revised Governance Model

Feedback gathered

Final modifications to Governance Model Announced

DEC 2022

Campus nominations/ elections for **SACCs** and **College Senate**

Statewide nominations/ elections for **Curriculum Congress** and Campus reps for **SDCs** determined with campus Academic Dean

JAN 2023

WINTER BREAK

Representatives for **SDCs**, **SACCs**, **Curriculum Congress**, and **College Senate** announced

Curriculum Congress and **College Senate** convened

FEB & MAR* 2023

SDCs convene and develop curriculum proposals

Campuses convene **Campus Academic Department** meetings and **Campus Senate** meetings

SACCs convene and review curriculum proposals

Curriculum Congress establish bylaws and begin to address curriculum issues

College Senate establish bylaws and begin to address non-curriculum issues

APR & MAY 2023

Local governance bodies (**Campus Academic Departments** and **Campus Senates**)

and

Statewide governance bodies (**SDCs**, **SACCs**, **Curriculum Congress**, and **College Senate**)

should be operational by this point

JUN 2023

Addendum to the CT State catalog created for any curriculum changes approved after March 2023

SUMMER BREAK

*The Official 2023-24 CT State Catalog will be published in March 2023.

Note: SACC — School Area Curriculum Committees; SDC — Statewide Discipline Council

academic year is shown in the table and figure below.

The plan is for the governance model to be reviewed by the CT State President and Senate initially upon two full years of operation, and then at least every five years. An overview of the entire governance structure and detailed explanations of the changes in response to faculty and staff feedback are on the governance website. The June 2023 report will include additional updates on CT State's progress in launching the revised governance model.

4) Alignment and Completion of Math and English

The Alignment and Completion of Math and English (ACME) curricula proposals have been adopted into all CT State degree programs

The Alignment and Completion of Math and English (ACME) faculty team discipline leads, in partnership with CT State leadership, have decided to phase-in the implementation of ACME. While initially hoping to fully implement ACME in Fall 2023, faculty and academic leadership heard concerns related to this expedited timeline and pivoted to a phased-in implementation over a longer two-to-three-year period. A webinar detailing this phased-in approach was shared with all faculty and staff on December 6, 2022. This revised implementation period still aligns with the original timeline range for adoption provided by the Board of Regents in the ACME policy (BOR Policy 1.22). The policy requires the redesign of developmental English, English as a Second Language/ English Language Learners, and math courses with full implementation of the ACME co-requisite offerings, placement methods, and other policy elements by Fall 2025.

Developmental education reform based upon Connecticut Public Act 1240 has been successful, and embedded or co-requisite offerings and curriculum will be made consistent across the campuses and broadened to a larger population through ACME. Guided self-placement measures will be piloted in Fall 2023 in limited areas and then expanded. Math pathway courses have been developed and each program is in the process of choosing their recommended pathway courses. Most sections of Intermediate Algebra will be phased out and replaced with corequisite offerings of Statistics, Quantitative Reasoning, and College Algebra over the next two years. CT State will continue to offer one semester of traditional developmental education to the most underprepared students for the 2023-2024 academic year.

5) Student Affairs — Handbook, Activities, Clubs, and Procedures

Commission's Request Area: Progress has been made to review and implement recommendations regarding the student handbook, student activities and clubs, and the behavioral intervention procedures/operations for CT State

The student handbook is fully drafted and will go-live on the CT State website in March 2023. A team of more than 100 people engaged in a review of the various handbook sections, including a full legal and diversity, equity, and inclusion review. Policies created by the Connecticut Board of Regents and former Board of Trustees are currently undergoing review and a process is in place for any necessary revisions. As the review is finalized, the student-related policies will be included in the handbook to provide CT State students with the most up-to-date information.

The Student Activities Committee regularly meets with leadership and is on-target to implement recommendations. While the request for additional student activities staffing was unable to be granted due to current budget constraints, the team's recommendations for more student engagement in decision-making, comprehensive listings of student clubs and organizations at all 12 campuses, and a more equitable distribution of the student activities fees were implemented.

The new CT State Behavioral Intervention Team, which is a representative body from across the campuses, began meeting in Fall 2022. The team chair is a campus-based Dean of Student Affairs, and the team includes faculty. The team is focused on the training and consistency of campus-based behavioral intervention, training needs, and policy adjustment and implementation.

6) Academic, Associate, and Assistant Deans

Commission's Request Area: Six Academic Deans have been hired and searches for 18 Associate Deans and two Assistant Deans have been launched

Following a restarted search process, second interviews for the position of Academic Dean for the School of

Science and Mathematics occurred in December and the new hire began in mid-January (Appendix H). The Academic Dean for the School of Social and Behavioral Sciences resigned for a new opportunity in Fall 2022. The position was re-posted, and the announcement closed in mid-December. The position is anticipated to be filled in Spring 2023.

CT State engaged in productive discussions with the faculty unions to shift away from the planned organizational structure of statewide academic departments led by associate and assistant deans to a more traditional campus-based department chair structure which will allow for local campuses to engage in more meaningful collaboration. As such, the associate and assistant dean searches are not being conducted. Instead, CT State is working to mirror the structure of the six CT State Academic Schools on the 12 campuses. In Spring 2023, the 12 colleges will follow their typical procedures to determine the department chairs for CT State.

7) CT State Hiring Process

Commission's Request Area: Anticipated hires of communications staff (Web Services Specialist, Regional Marketing Directors) have been completed

In collaboration with the professional staff unions, an impact bargaining process based upon functional areas has been successfully developed to realign existing staff across the 12 campuses into new positions in the CT State organizational chart. All hires of communications and marketing staff will be completed in early Spring 2023, primarily through impact bargaining. The CT State organizational chart will undergo regular revisions in Spring 2023 throughout this iterative process, and then, as with any organization, the chart will continue to be updated to incorporate improvements.

All new leadership positions that were created to support CT State have been filled. These include CT State Cabinet positions that were previously reported (i.e., CT State President and the Vice President of Diversity, Equity, and Inclusion). See March 21st Requested Updates Section 2 and Requested Updates from September Section 3 for more details on recent retirements and the subsequent recruitment of replacement faculty and staff for these positions.

STANDARD ONE: Mission and Purposes

The Commission did not request any updates on Standard One in this progress report. The mission and purpose of CT State have previously been reported on and are well established and disseminated to all stakeholders. The Board of Regents approved the CT State mission statement on March 9, 2018.

Mission

The Connecticut State Community College provides access to academically rigorous and innovative education and training focused on student success. The College supports excellence in teaching and learning, makes data-informed decisions, promotes equity, and advances positive change for the students, communities, and industries it serves.

Vision

The Connecticut State Community College will be recognized for exceptional student success, educational leadership, and transformative collaboration with business and industry, government, educational, and key stakeholders while advancing diverse opportunities for Connecticut's citizens and communities.

STANDARD TWO: Planning and Evaluation

Requested Updates from September Section 2 includes recent developments on institutional planning and evaluation. The Commission did not request any additional updates on Standard Two in this progress report.

STANDARD THREE: Organization and Governance

CT State Governance Elections

Commission's Request Area: a) Governance elections at all 12 colleges have taken place

In December 2022, elections were completed for roles within the CT State Statewide Discipline Councils, School Area Curriculum Committees, Curriculum Congress, and College Senate (Appendix I). A total of 841 votes were tallied for the Curriculum Congress and College Senate elections (duplicated headcount). The groups' compositions are detailed below.

- The Statewide Discipline Councils include approximately 29 Councils. The academic discipline composition of each Statewide Discipline Council was vetted by faculty and each campus elected one representative for each Statewide Discipline Council in which discipline programming is available at the campus.
- The School Area Curriculum Committees are comprised of a total of 72 faculty with one faculty member for each of the six Academic Schools elected by each of the 12 campuses.
- The Curriculum Congress includes 24 voting faculty — with four faculty members from each Academic School — as well as six professional staff and three students.
- The College Senate, which will ensure communication between CT State and the campuses, is comprised of 12 faculty members, 12 professional staff representatives, and 12 at-large non-management members from each campus, as well as two CT State staff members not affiliated with a specific campus (one professional staff and one at-large), and three students.

See Requested Updates from September Section 3, Standard Six, and March 31st Further Updates Section 3 for additional details on governance.

STANDARD FOUR: The Academic Program

Alignment of Academic Policies and Procedures

Commission's Request Area: b) Academic policies and procedures have been aligned

A total of 300 CT State associate degree and certificate programs as well as approximately 1700 courses and five academic policies (Academic Appeals, Academic Fresh Start, CT State Areas of Study, Dean's List, and Nursing Student Fees for 2022-2023) were successfully aligned and approved by the Board of Regents in June 2022. A comprehensive review of all remaining Board of Regents and legacy Board of Trustees policies was completed in Fall 2022. The policies are being evaluated to determine whether any modifications or updates are necessary for CT State. The policies are being reviewed by the CSCU Office of General Counsel and five working committees:

- Academic Affairs
- Campus Operations
- Finance
- Student Affairs
- System Organization

An example of committee work is shown in Appendix J. Any policy revisions that need to be presented to the CT State governance bodies will be brought forward in Spring 2023. Policy changes directly impacting the academic process will be presented to CT State's Curriculum Congress for faculty input and voting. Ultimately, policy changes will be considered for approval by the Board of Regents. This process is anticipated to be complete no later than June 2023.

Academic Program Review Process

Commission's Request Area: c) The second draft of the APR implementation plan, proposed APR cycle, and FAQ Sheet have been prepared

CT State's Department of Program Review and Assessment has made significant progress on creating a proposed academic program review cycle (Appendix K), developing a draft frequently asked questions (FAQ) sheet (Appendix L), and designing a draft program review handbook for distribution to the 12 campuses (Appendix M). The draft handbook includes details on program and discipline review processes, timelines, report formats, cycles, deliverables, and guidelines (Appendix M). The CT State Director of Program Review and Assessment is working closely with the CSCU System Office to review and update the current CSCU Academic Program Review Policy to ensure consistency throughout CSCU prior to finalizing the CT State academic program review forms. The final versions of the academic program review implementation plan, handbook, and FAQ sheet will be informed by the updated CSCU Academic Program Review Policy and are anticipated to be complete by June 2023.

Contractual Agreements

Commission's Request Area: d) Progress has been made to rewrite consortium agreements and contractual arrangements to reference CT State

The Interim Vice President of Campus Operations is collaborating with CT State leadership, the CSCU Office of General Counsel, and the 12 colleges to coordinate the work of revising consortium and contractual agreements to reference the CT State institutional name. In Spring 2022, the CT State Director of Regional and Specialized Accreditation worked with the 12 colleges to create a comprehensive list of active academic agreements. In September 2022, the CSCU Office of General Counsel created a repository for each college to submit their academic agreements and memorandums of understanding (MOUs) with outside entities for legal to review the documents and begin the process of transferring them to CT State. By mid-October 2022, the 12 colleges identified their existing academic legal agreements for the CSCU Office of General Counsel. Following the identification of the academic agreements, the colleges are working with the CSCU Office of General Counsel and the Interim Vice President of Campus Operations to begin to identify additional agreements in the areas of grants and general business operations.

As of this report, all legal documents and agreements that will continue after June 30, 2023, are being revised to reflect the CT State institutional name. After revision, the modified consortium and contractual documents will be returned to the 12 colleges' external partners for review and signature. A cover letter will be included explaining

the CT State merger, legal status, and name change as well as a new, internal review process that all agreements with outside entities will undergo before being signed. The final step in the process will be confirmation that the external partners have returned all signed agreements to the CSCU Office of General Counsel.

CT State Schedule Development

Commission's Request Area: e) The schedule and delivery methods of credit courses to be offered in Fall 2023 are being developed

Progress has been made in this area and the development of a single schedule for all class offerings is on track. Specific highlights include:

- The announcement posting for the six Academic Associate of Scheduling and Faculty Workload positions (one for each Academic School) closed in October 2022. Rather than staggering the hiring, the decision was made to onboard all six positions together; however, subsequent budget cuts necessitated a reduction in these planned positions to three. Interviews for these three positions were completed in December 2022 and the new hires began in January 2023. Each campus will have a primary and secondary scheduling point person tasked with entering local campus scheduling data in collaboration with one of the academic associates. These associates will each oversee the schedule for four campuses.
- October 2022 was the first common registration period for the 12 colleges' Winter 2022 and Spring 2023 terms. A common Summer 2023 legacy Banner registration date has been set for March 6, 2022, and the first One College Banner Fall 2023 registration instance for all new and continuing CT State students will open on April 4, 2023.
- The Summer 2023 term dates were modified to accommodate the observance of the Juneteenth holiday. The new regular summer session end date is August 2, 2023 (Appendix N). The schedule will include a few exceptions for programs that have traditionally offered 12-to-14-week courses.
- The Fall 2023 schedule build began on February 6, 2023, and the schedule will be available to students on March 27, 2023.
- The course delivery methods will remain the same: traditional, hybrid, live remote online, online, etc. A dashboard was developed to track enrollment by delivery method and it is used weekly to monitor enrollment.
- A course modality and scheduling survey was texted to students in October 2022 (Appendix O). The student feedback collected is being used to inform the schedule build.
- The CSCU system is acquiring CourseLeaf, a cloud-based software for class scheduling, that will optimize the schedule in a systemized, transparent, and collaborative way to serve students' learning needs and promote student success.

High School Partnerships

Commission's Request Area: f) Progress has been made to merge Perkins grant programs, high school partnerships, and dual enrollment programs

All 12 college Chief Executive Officers/Presidents have successfully maintained strong relationships with their respective local school districts and high schools, and in CT State they will continue to be the primary contacts for school district officials in their regions. Dual enrollment programs will remain locally based but will be coordinated and supported centrally. All articulation agreements will be updated to reflect the newly aligned CT State curriculum.

Dr. Maduko has affirmed that K-12 partnerships and dual enrollment programming are a critical strategic priority for CT State. CSCU and CT State have engaged the Connecticut State Department of Education (CSDE) and the Connecticut Technical Education and Career System (CTECS) to discuss expansion of career, technical, and post-secondary education for Connecticut residents and there exists tremendous interest on the part of Dr. Russell-Tucker (CSDE Commissioner) and Dr. Ellen Solek (CTECS Interim-Superintendent) to further develop these educational opportunities with CT State. Collectively, the Chief Executive Officers/Presidents will lead efforts to counsel Dr. Maduko on current partnerships, challenges, and the local political landscape while also spearheading new programs that local stakeholders have requested and identifying untapped opportunities for CT State.

In Fall 2022, a group of CT State and college administrators and admissions and academic affairs professionals conducted an audit of current programs and processes. There are 32 different active dual enrollment, dual credit, and concurrent enrollment programs across the CT community colleges. The largest dual enrollment opportunity, the College Career Pathways program, follows federal government and Connecticut State Department of Education Carl Perkins V guidelines as well as NECHE and National Alliance of Concurrent Enrollment Partnerships (NACEP) standards. CT State made progress in developing a streamlined CRM application process for all dual and concurrent enrollment campus programs as well as implementing an improved process for tracking students as they graduate high school and matriculate into CT State degree or certificate programs. CT State also developed a common campus procedure for admission and registration for the High School Partnership program, which is a legislatively mandated agreement to allow high school students to take free courses at the community colleges on a space available basis.

The Carl Perkins V grant for the 2022-2023 academic year is administered through the Connecticut State Department of Education and given to the individual colleges separately. CT State leadership has partnered with the Connecticut State Department of Education to require regional comprehensive local needs analysis submissions. A process for a single Carl Perkins V grant application for the 2023-2024 academic year is being developed and the application will be submitted in November 2023. The future, single CT State grant award from the Connecticut State Department of Education will allow for centralized coordination of Carl Perkins V and College Career Pathways programs. In CT State, Carl Perkins V funding can be used to support career and technical programs across the state rather than individual programs at specific campuses. CT State will develop a list of priorities for the Carl Perkins V expenditures across all campuses and individual grant applications will not be needed.

In December 2022, Dr. Maduko established a workgroup to provide recommendations on future strategic plans for aligning the campus K-12 partnership and dual enrollment programs. The workgroup is co-chaired by the Quinebaug Valley Chief Executive Officer and the CT State Executive Vice President for Strategic Partnership/Chief Strategy Officer and includes the CT State Chief of Staff as well as representatives from the Chief Executive Officers/Presidents and the Workforce Development, Enrollment Management, and Academic Affairs divisions. By May 2023, the workgroup will craft CT State's partnership and dual enrollment strategy and value proposition, assess which existing offerings and partnerships should remain, review associated system- and state-level policy efforts, and identify how future CT State programming and pathways can provide a full complement of diversified offerings and delivery models based upon community and school needs as well as the strengths and distinct identities of local campuses. Dr. Maduko will continue working with CSCU on system-level strategy, communication, and state-level agreements to promote and advocate for expanded career, technical, and post-secondary opportunities with the Connecticut State Department of Education (CSDE) and the Connecticut Technical Education and Career System (CTECS).

STANDARD FIVE: Students

Admissions Procedures

Commission's Request Area: g) Consensus on common admissions operating procedures and staff roles has been reached

Consensus on common admissions operating procedures has been reached. A single application for general, selective, and international Fall 2023 admission has been available to students since October 1, 2022, and CT State has begun accepting Fall 2023 students (Appendix P). Targeted communication plans are in place to guide new first-time, transfer, and readmit students through the enrollment process and to support retention and completion of continuing students. Standard billing and drop for non-payment processes create equitable outcomes for students.

Consensus has also been reached with staff roles. Admissions staff have transitioned and onboarded to roles within the new organizational structure such as application processing specialists, selective admissions specialists, recruiting and outreach specialists, international student services coordinators, transfer credit evaluators, and student orientation and onboarding specialists. In coordination with the Enrollment and Records departments, process mapping was completed so all student touchpoints are covered by a particular staff role to provide students with a seamless process towards enrollment.

STANDARD SIX: Teaching, Learning, and Scholarship

Governance

Commission's Request Area: h) The faculty governance structure is operational

Elections were completed in December 2022 for the CT State Statewide Discipline Councils, School Area Curriculum Committees, Curriculum Congress, and College Senate. Results were announced on January 9, 2023 (Appendix I). These governance groups will meet at least monthly in Spring 2023 to draft their bylaws. It is anticipated that the groups will be operational and reviewing college-wide curricular and non-curricular issues in mid-late Spring 2023.

The planned governance process for CT State involves multiple levels of faculty participation. Elected representatives from each discipline in CT State will meet at least monthly in the Statewide Discipline Council to discuss all aspects of curriculum. Curricular proposals that are discussed at the Statewide Discipline Council can originate from either individual faculty members or groups of faculty members. Curriculum will then be discussed and reviewed at the campus level by faculty in their local academic departments. The School Area Curriculum Committees, which are comprised of elected faculty representatives from each campus in each of the six Academic Schools, will receive curriculum from the Statewide Discipline Councils with recommendations for approval or additional revision from the campus-based departments. Once reviewed and approved by the School Area Curriculum Committee, the curriculum will move forward to the Curriculum Congress, whose composition includes 24 voting faculty members. The College Senate, which is comprised of at least 12 faculty members, will ensure communication between CT State and the campuses. See Requested Updates from September Section 3, Standard Three, and the March 31st Further Updates Section 3 for additional details on governance.

Faculty continue to be central to all policy making, curricular development, and governance. The alignment of all degrees, certificates, and courses was led by faculty discipline workgroups. The aligned curriculum was then reviewed by the interim governance process which included the Aligned Program Review Committee with a membership of 75% faculty. During Fall 2022, faculty were asked to verify the accuracy of all aligned curriculum, which was made public through several sources: a curriculum website with all programs and courses, a password protected bank of more than 1,700 faculty-developed course outlines, and CT State's inaugural catalogue. The CT State Academic Deans are working with faculty discipline groups to identify all curricular changes that need to be reviewed by the new CT State governance structure in Spring 2023. See Standard Four for additional information on the policy alignment process.

Faculty Handbook

Commission's Request Area: i) The faculty handbook has been completed and distributed

The CT State faculty handbook is anticipated to be complete in June 2023. A group of academic associates from five colleges, who are currently charged with managing their individual legacy college faculty handbooks, worked from February to August 2022 to compile the current contents of all 12 college faculty handbooks. The group then recommended common sections and verbiage for the CT State faculty handbook. In September 2022, this work was supplied to five faculty members and a Human Resources representative to further develop the suggested content. A table of contents was drafted, and each group member is currently working on populating their individual sections. They are determining common language and where the handbooks need to link to local campuses for specific information. Currently, a CT State Executive Assistant, who is also leading the work on the student handbook, has taken the lead on organizing the faculty handbook as there are similarities in the content and distribution method. The delivery of the faculty handbook will most likely be fully online.

STANDARD SEVEN: Institutional Resources

Enrollment Management and Student Affairs Professional Development

Commission's Request Area: j) Plans to provide professional development for admissions, financial aid, and student affairs staff are being implemented

In alignment with Enrollment Management and Student Affairs benchmarks, numerous training and professional development projects have been implemented. The following examples illustrate the work in this area.

- **National Career Development Facilitator Certification Program** – Nineteen staff members representing all 12 campuses participated in this 124-hour hybrid training program. All participants are anticipated to sit for the national credentialing exam in early-mid Spring 2023. Upon completion, those certified will work to disseminate career development and planning content to advising and student affairs staff across the campuses.
- **Achieving the Dream** – All 180 advising staff members participated in a six-part synchronous training series facilitated by Achieving the Dream. Topics included equity in advising, co-requisite advising, and assessment and evaluation of advising practices.
- **Holistic Student Support Survey** – The survey was launched in August 2022. As of January 3, 2023, 43.3% of all degree and certificate seeking students have completed the survey. Results are being shared with advising leads and campus deans to facilitate direct outreach to students who indicated a specific need such as paying for college or insecurity with food or housing.
- **GO2Orientation** – CT State has developed a virtual orientation platform to support the student onboarding process. In Fall 2022, the online orientation was utilized by 44% of newly enrolled first-time students, 36% of enrolled new transfer students, and 20% of enrolled new readmit students.
- **Director of Mental Health and Wellness** – In September 2022, the CT State Director of Mental Health and Wellness was hired. The Director has been meeting regularly with campus deans, counselors, and student affairs professionals to support their work and align practices.
- **CRM Advise** – In Fall 2022, the faculty alerts module went live at all 12 colleges. As of January 11, 2023, over 5,258 faculty alerts have been raised and directed to the student's assigned Guided Pathways advisor.

In addition to these examples, training and professional learning are also significant to the One Stop Enrollment Services Center and Admissions and Financial Aid departments. Staff members will complete a cross-functional program which includes training on all aspects of the student enrollment experience from application to graduation. Staff will also participate in state and national professional development organizations throughout this academic year to ensure alignment with best practices. All faculty and staff also receive regular professional development updates through the Office of Teaching and Learning.

Student Technology Platforms

Commission's Request Area from October 12, 2022, Letter: an update on the institution's consolidation/transition of its data systems and the impact of these consolidations/transitions on the student experience

Overall, CT State's student-centered technology projects are on target for completion by the beginning of CT State. One College Banner continues to be CT State's most significant technology undertaking and the enterprise student information system has been completely rebuilt. The implementation, configuration, training, and deployment of One College Banner to support CT State continues to progress and the milestones are adhering to the planned timeline (Appendix Q). The following One College Banner Academics Affairs and Enrollment Management components have been accomplished:

- Catalogue load.
- Curriculum (program) load.
- Live CT State catalogue first draft is being edited based upon feedback from faculty and other stakeholders.
- Live CRM Recruit is accepting CT State applications for Fall 2023.
- In the first week of November 2022, Financial Aid began processing the Free Application for Federal Student Aid (FAFSA) applications for the 2023-2024 aid year and over 1,702 applications were received by December 5, 2022.

Upcoming One College Banner milestones include:

- CRM Advise — March 2023
- DegreeWorks — March 2023
- Event Management System — March 2023
- Experience Portal — Date to be determined

In October 2022, prospective students began completing the CT State Banner admissions application successfully and there is every indication that students will experience a seamless transition during the implementation of the various other modules for CT State. Detailed updates on additional technology platforms are below.

- **Accruent** — A room/event management system that is deployed across the 12 colleges and used to schedule classrooms and manage event planning needs.
- **Blackboard** — An eLearning platform that has been fully integrated into the 12 community colleges' courses since 2008 and will continue to do so in CT State.
- **LinkedIn Learning** — CT State is still in the procurement stage for this platform. Once purchased, the plan is to deploy this tool to the Guided Pathways advisors and other enrollment management and student affairs staff as a resource for staff training and professional learning.
- **Single Stop** — Capital has access to this technology as part of their federal grants. Capital is currently the only location that uses this platform and there are no plans to expand its use to other campuses.
- **SurveyDIG** — A survey tool that is used to gather feedback and end-of-term course and instructor evaluations from students. The SurveyDig representative has been working with CT State to enable the application to function within the Blackboard Ultra environment so that the survey tool is accessible on all types of devices — desktops, laptops, tablets, and cellphones. In addition, the platform improved accessibility within the Banner Self-Service portal and course evaluation surveys are now available in just two clicks rather than 14.
- **Trac.Cloud** — CT State is looking to launch Trac.Cloud for tutor tracking at the 12 colleges in Spring 2023. Trac.Cloud is a cloud-based application that provides on-demand access to appointment scheduling as well as reports of visits and activity, both physical and online. The platform has the capability to integrate with campus information systems to link course enrollments and other data, and the tool will support the development of a supplemental instruction plan for CT State. Trac.Cloud will allow all associated campus locations to electronically record usage at the 12 Academic Success/Tutoring Centers to identify tutoring staffing needs, determine which courses require higher levels of learning support, and ultimately allow CT State to provide centralized virtual services that meet students' needs and schedules.

CT State recognizes that there needs to be alignment across all 12 campuses for most of the technology solutions. However, to ensure no disruption in services to students, some technology solutions will continue until such time that they are found to be no longer necessary.

STANDARD EIGHT: Educational Effectiveness

The Commission did not request any updates on Standard Eight in this progress report.

STANDARD NINE: Integrity, Transparency, and Public Disclosure

Academic Catalogue

Commission's Request Area: k) A single academic catalogue has been developed and a draft of the catalogue is available for use by students, faculty, and staff

The inaugural CT State draft academic catalogue is available online. The catalogue is hosted by Acalog, and this system allows for an online workflow that streamlines all curriculum development and review processes and then updates the online catalogue.

Rebranding the System and Colleges

Commission's Request Area: l) Efforts to rebrand the System and Colleges have been implemented

Outreach, recruitment, and advertising content for all of CT State is now in use. CT State branded materials, including highly visible, wearable lanyards and consistent portable location signage, were distributed during each college's Fall 2022 convocation. CT State letterhead, business cards, and email signature templates were also designed and distributed. For Fall 2022 recruitment, CT State branded admission, enrollment, and Pledge to Advance Connecticut (PACT) products; merchandise for prospective students; and portable outreach and school event display kits with banner stands, tablecloths, and table runners (examples are within Appendix R). College bookstores operated by Follett introduced CT State and co-branded products in Fall 2022.

Advertising campaigns now use the CT State logo, and for location-specific outreach, such as direct mail campaigns to stop-out students, co-branding with the CT State and legacy college name is used. As part of CT State's commitment to engagement, transparency, and sustaining campus identities, CT State created a presentation of logos representing all possible campus naming conventions. In early Spring 2023, this presentation will be shared with faculty, staff, and students to foster open dialogue, elicit feedback, and arrive at a final decision for the campus naming conventions.

In December 2022, a virtual campus tour portal was unveiled as part of the CT State rebranding efforts. This tour will be available to all prospective students through the ctstate.edu website and the CT State application portal. Additionally, to allow for consistent content sharing to all audiences, the 12 colleges' social media is now accessible by the CT State Media team. The team, along with designated campus administrators, provide specific content and follow best practices for social media effectiveness.

CT State Cabinet continues to work with Human Resources Shared Services to develop timely and standardized communications on key personnel issues including promotion, tenure, sabbatical leave, and merit pay nominations. A standard CT State statement of non-discrimination was developed and is now included in all communications (Appendix S). Additionally, there are standardized weather-related closing and delay communications to all colleges. There are also ongoing improvements in payroll communications and the recruitment and hiring process.

CT State Website Launch

Commission's Request Area: m) The ctstate.edu website has been launched

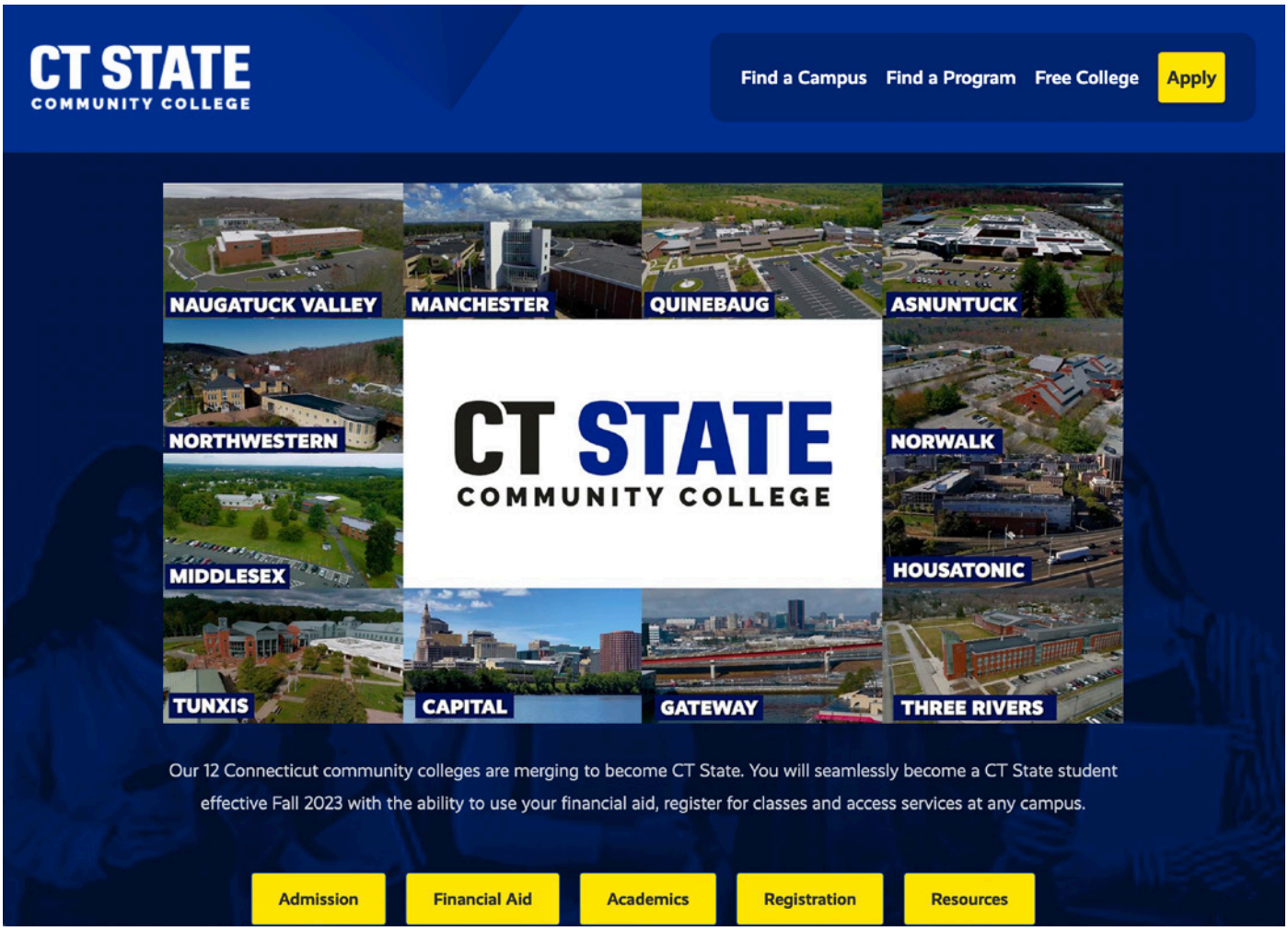
To support publication of the draft CT State catalogue and the CT State application for Fall 2023 entry, the initial ctstate.edu website launched in early Fall 2022. The website, which includes an introductory video, will continue to develop to become the online hub for all CT State and campus information. The full website is scheduled to launch on March 20, 2023. Following finalization of the site architecture, the Web Services team began to gather key area content in Fall 2022. Beta testing will be taking place in March 2023, and a CT State News call for faculty, staff, and student testers received a great response.

The ctstate.edu website was created with a focus on intuitive navigation and accessible design. Every aspect of the site was built with mobile optimization and application in mind. While the primary website audience is prospective

students and public partners, the site is also designed to provide returning students with information in just a few clicks. The website is compatible with screen readers used by visually impaired visitors and a translation feature will also be integrated into the site to allow for reading in multiple languages. CT State is working with the vendor on a long-term project to identify tools and timelines for potentially creating pages in different languages.

The website content development was guided by a content strategy document that outlined best practices. A key content area is the Program Finder, which CT State anticipates will be an important educational planning and advising tool for prospective and returning students. Each program will link directly to an Acalog widget to display course information. Once launched, the CT State Web Services team will monitor and use analytics as the basis for decisions and changes to content and design strategy.

Legacy websites for the 12 colleges include the CT State catalogue and application, while also maintaining the current individual college links for those students wishing to start classes prior to Fall 2023. The 12 legacy college websites will continue to be maintained until the merger is complete. After that time, the URLs will begin redirecting to ctstate.edu.



Further Updates from Commission Letter Dated March 31, 2022

This section provides responses to the specific updates requested in the Commission's March 31, 2022, letter.

1) Theme from Public Comment: The Possible Erosion of Student Support Services

Since March 2022, considerable realignment of existing student services staffing resources and the addition of new staff have provided CT State with the opportunity to expand services for all students. CT State continues to invest heavily in additional staff supports across all 12 colleges. The Guided Pathways Advising program hired approximately 100 additional campus-based advisors and advising managers between 2021 and 2022. These hires, along with the existing 70 advising staff members, have dramatically improved student support services and resulted in all 36,126 students being assigned to a Guided Pathways advisor as of Fall 2022.

By the end of 2022, existing staff within the Registration Services and Admissions departments were reassigned into a one stop service model through impact bargaining. The One Stop Enrollment Services Center will be at scale across all 12 colleges in Spring/Summer 2023. The Center will deliver a comprehensive one stop enrollment experience for CT State students, with services spanning the entire student experience from application to graduation. Staff at the Center will work closely with colleagues across departments to ensure a welcoming experience for all students.

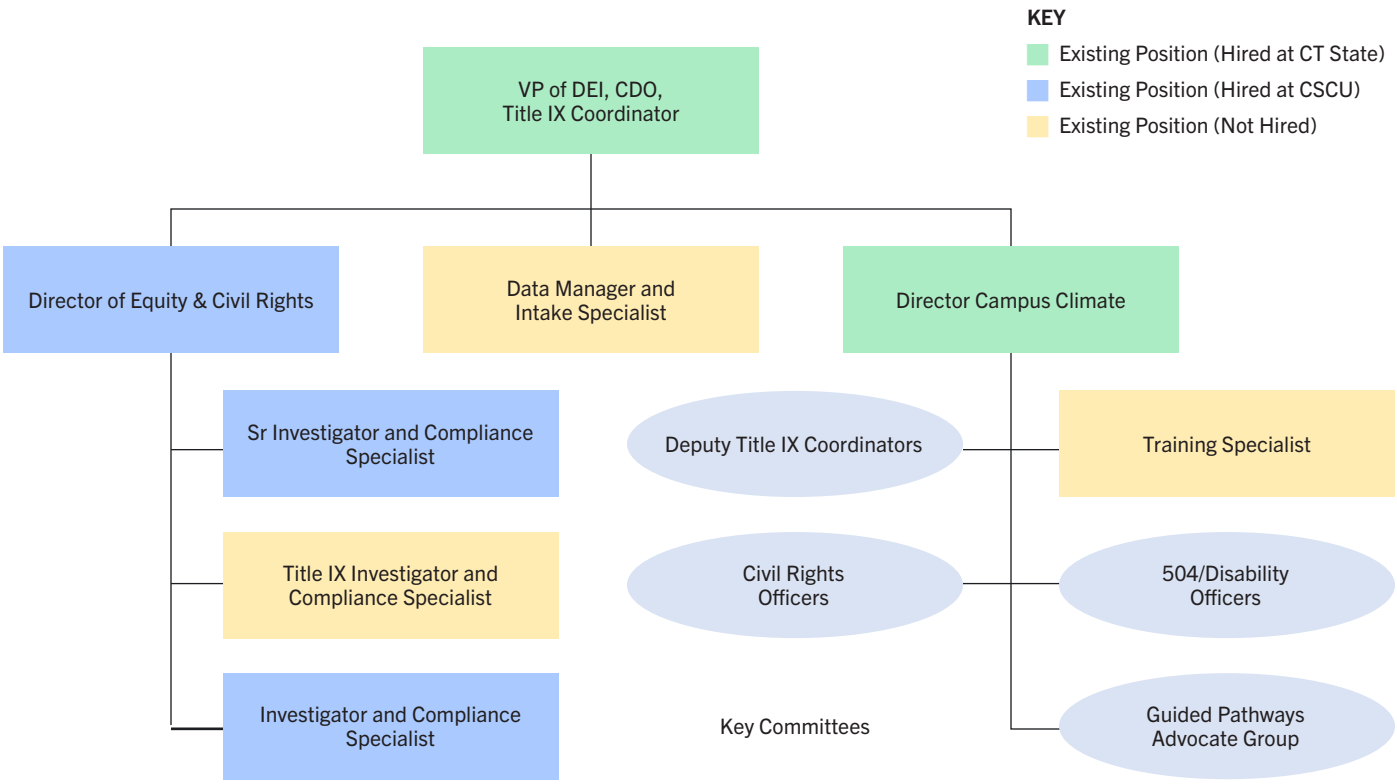
In Financial Aid Services, CT State continues to support each of the 12 college's financial aid operations, while simultaneously providing for CT State operations. In September 2022, CT State launched the Free Application for Federal Student Aid (FAFSA) completion campaign to prospective, new, and returning students. The campaign emphasizes the need to complete the 2023-2024 FAFSA using the Federal School Code 007635 as this code will ultimately be associated with CT State. The marketing effort includes targeted, bi-weekly email contact to all current FAFSA applicants and physical signage on the 12 campuses (example in Appendix T). CT State is also currently engaging with Inceptia (the vendor for verification) to make outbound calls and emails to FAFSA applicants to steer them into using the appropriate federal school code on their 2023-2024 FAFSA. Additionally, CT State is working to finalize testing of the financial aid module within the Ellucian student information system. Since November 1, 2022, there have been weekly imports of 2023-2024 FAFSAs and the anticipated date for providing prospective award notifications is early April 2023. Sessions for high school counselors and community partners were held during the Fall 2022 Student Success Summits to address this shift for financial aid students and to provide information on the free Pledge to Advance Connecticut (PACT) college program.

2) Theme from Public Comment: Issues Related to Diversity, Equity, and Inclusion

In October 2022, the Equal Employment Opportunity division, which was formally under CSCU System Office, was merged under the leadership of CT State's Vice President of Diversity, Equity, and Inclusion and Title IX Coordinator. As part of the merger, a new college-wide complaint investigation and resolution process was developed and approved by CT State's Cabinet in late October 2022.

Three coordinating teams were also formed as part of the new structure: 1) Title IX, 2) Americans with Disabilities Act (ADA)/504, and 3) Diversity, Equity, and Inclusion. These teams include the CT State professional staff represented in the graphic as well as the civil rights or diversity, equity, and inclusion leads from each of the 12 colleges. The role of each team is to ensure coordination and communication among the 12 campuses and CT State diversity, equity, and inclusion leadership. The graphic on the following page illustrates the revised organizational chart.

CT State Revised Diversity, Equity, and Inclusion and Title IX Organizational Chart



Note: CDO = Chief Diversity Officer; DEI = Diversity, Equity, and Inclusion

3) Theme from Public Comment: The Lack of Collaboration, Participation, and Communication Between Leadership and Members of the Campus Community Who Are Not Fully Supportive of the Consolidation

Campus Visits

CT State leadership presented a virtual kickoff event to the entire college community at the beginning of the Fall 2022 semester (Appendix U). Subsequently, in September and October 2022, Dr. Maduko spent full days at each of the 12 colleges (see college visit photos and Appendix G). Dr. Maduko met with faculty, staff, and administrators to listen carefully to all points of view regarding the merger and went on campus tours to learn more about each college's unique culture. Dr. Maduko also invited the 12 colleges' governance leaders to meet with him in November to collectively discuss and agree on a forward strategy for shared governance.

All of the newly hired CT State Academic Deans are also visiting colleges and meeting with faculty, in person and virtually, within their respective areas. Every Dean has met with multiple program faculty to discuss curriculum, programmatic accreditation, staffing, and more, as well as communicated with all faculty via email regarding governance elections. They have also attended dozens of events to support faculty and students.

Student Success Summits

Fall 2022 Student Success Summits were held at Manchester and Housatonic campuses — two locations which serve as regional hubs — in October and November 2022, respectively. These events were largely geared towards the 12 colleges' high school partners and members from all 12 colleges participated to share best practices on student success activities (Appendix V).

Meetings and Webinars

On September 22, 2022, CT State President Maduko, Northwestern CT Community College President Rooke, and CT State Accreditation Director Sorrentino presented an overview of the NECHE report process to the Board of Regents at their full Board meeting. They responded to questions from the Board of Regents members and *ex officio* Faculty Advisory Committee members.

Virtual webinars were also held throughout Fall 2022 to provide ongoing updates to all CT State employees. These updates covered the proposed final governance structure for CT State, the Alignment and Completion of Math and English (ACME) developmental course reform, the One College Banner enterprise information system, and the CT State application process. Questions were invited and addressed in each and a feedback form was provided for employees to provide input and feedback on the revised governance proposal. Additional CT State meeting and webinar communications are available in Appendix W.

Email and Website Communications

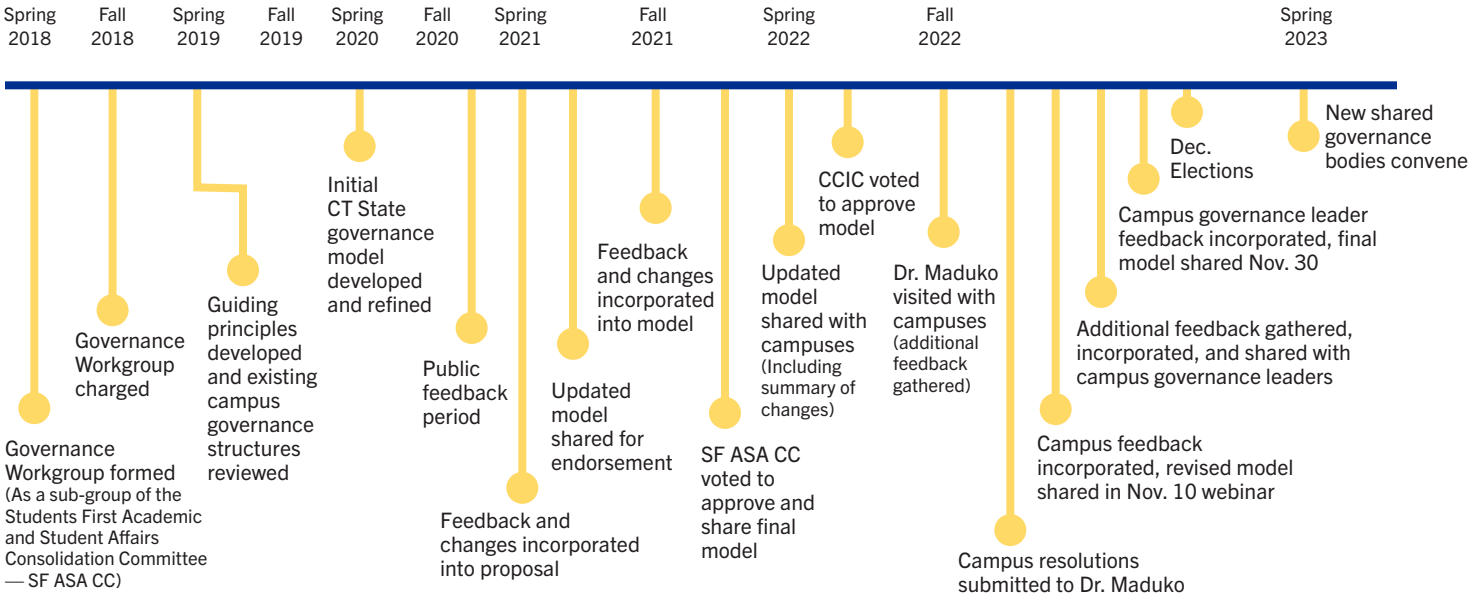
CT State News and *President's Post* both launched in October 2022. The *CT State News* email (Appendix X) and website, which highlights news, faculty and staff profiles, and upcoming webinars and programs, is sent to all college faculty and staff. The *President's Post* is a direct email communication from Dr. Maduko. The first *President's Post* focused on enrollment (Appendix Y). Additionally, Dr. Maduko published a 100 Day Report that was distributed to all CT State employees in December 2022. The report summarizes Dr. Maduko's first six months at CT State — what he learned and his areas of focus for the work ahead. The President's Page website was launched in December 2022 and Dr. Maduko is also beginning video-based updates. All these communications are archived, and the FAQ section of the merger website is updated regularly as new information is available.

Implementation of Changes Based on Feedback

CT State is continually working to engage all members of the community and CT State has documented and implemented over thirty substantive changes to the structure based upon feedback from students, faculty, staff, union leaders, and administrators. Revisions to the governance model exemplify CT State's commitment to listening to all stakeholders, compromising, and implementing changes to create a stronger shared governance structure. The diagram below illustrates the ongoing opportunities for dialog and discussion during the process, including committee meetings, presentations to the Board of Regents, webinars, and feedback forms.

The governance structure was most recently adjusted in Fall 2022 to include department chairs and other changes to increase local campus governance over curriculum. A detailed accounting of the new model is provided on the website, including video recordings of two CT State governance webinars from November 2022, the presentation PDFs, and links to other information about nominations and elections of governance representatives. Additional feedback was gathered from faculty and staff throughout Fall 2022, changes were incorporated into the model, and the final structure was shared on November 30, 2022. Nominations and elections for campus and statewide representatives of the new shared governance bodies took place in December 2022. Results were announced on January 9, 2023 (Appendix I). See Requested Updates from September Section 3 and Standards Three and Six for more details on governance.

4+ Year Development of CT State Shared Governance Model



Note: CCIC — College Consolidation Implementation Committee; SF ASA CC — Students First Academic and Student Affairs Consolidation Committee

CT STATE
COMMUNITY COLLEGE

APPENDICES

Progress Report to the
New England Commission of Higher Education

February 10, 2023

February Progress Report Appendix Table of Contents

Appendix	Appendix Page	Description	Location	Page(s)
A	2	Spring 2023 Enrollment Projections	March 21st Updates	8 & 9
B	3	Fall to Fall Retention of First-Time, Degree Seeking Students	March 21st Updates	8
C	4	Spring 2023 Preliminary Enrollment Report	March 21st Updates	9
D	7	FY 19 – 28 Budget Projections	March 21st Updates	10
E	11	Draft CT State Transitional Strategic Plan	September Updates	12
F	19	CT State Leadership Council Membership	September Updates	13
G	20	President Maduko Campus Visit Schedule and Example of Agenda	September and March 31st Updates	13 & 32
H	22	Welcome Email for the CT State Dean of Science and Mathematics	September Updates	16
I	23	CT State Governance Election Results	Standards Three and Standard Six and March 31st Updates	20, 25, & 33
J	33	Example of CT State Policy Work	Standard Four	21
K	36	Draft CT State Academic Program Review Schedule	Standard Four	21
L	45	Draft CT State Academic Program Review FAQ Sheet	Standard Four	21
M	49	Draft CT State Academic Program Review Handbook	Standard Four	21
N	56	Schedule – Key Dates for Summer 2023	Standard Four	22
O	57	Course Modality and Scheduling Survey	Standard Four	22
P	58	One College Application Goes Live Announcement	Standard Five	24
Q	59	Banner Data Migration Milestones	Standard Seven	26
R	60	CT State Marketing – Enrollment Guide and Outreach Banners	Standard Nine	29
S	63	CT State Non-Discrimination, Accessibility, and Equity Statements	Standard Nine	29
T	64	Announcement of FAFSA School Code Change	March 31st Updates	31
U	65	CT State Kick Off Announcement and Agenda	March 31st Updates	32
V	67	CT State Student Success Summit	March 31st Updates	32
W	69	Leadership Communications with Online Video Links	March 31st Updates	33
X	71	Example of CT State News	March 31st Updates	33
Y	74	Example of President's Post	March 31st Updates	33

Spring 2023 Enrollment Projections

Table 1
FTE Baseline, New, & Continuing Enrollment Projection per Campus

FTE	Fall 22				Spring 23			
	Baseline	New	Cont.	Term Total	Baseline	New	Cont.	Term Total
ACC	587	117	78	782	473	95	63	631
CCC	1010	202	135	1,346	847	169	113	1129
GCC	2384	477	318	3,178	1949	390	260	2599
HCC	1423	285	190	1,897	1201	240	160	1601
MCC	1846	369	246	2,461	1545	309	206	2060
MXCC	860	172	115	1,146	782	156	104	1043
NVCC	2111	422	282	2,815	1659	332	221	2213
NWCC	524	105	70	699	477	95	64	635
NCC	1794	359	239	2,392	1444	289	193	1925
QVCC	518	104	69	690	402	80	54	535
TRCC	1325	265	177	1,766	1103	221	147	1471
TXCC	1469	294	196	1,959	1148	230	153	1531
All	**15848**	**3170**	**2113**	**21,131**	**13030**	**2606**	**1737**	**17373**
	Note: Actual				Note: -3% Decline based on SP 22			

Note: Cont. = Continuing

Table 2
Spring Academic Load 2018 – 2022

	Census		Census		Census		Census		Census	
	Spring 2018		Spring 2019		Spring 2020		Spring 2021		Spring 2022	
Academic Load	N	PctN(%)	N	PctN(%)	N	PctN(%)	N	PctN(%)	N	PctN(%)
Full-time 12+ credits	13225	29.7%	12514	28.4%	11679	28.2%	9779	28.6%	9594	29.8%
Part-time 11 credits or less	31256	70.3%	31608	71.6%	29729	71.8%	24406	71.4%	22599	70.2%
Total	44481	100%	44122	100%	41408	100%	34185	100%	32193	100%

Table 3
Overall Spring Enrollment by Age 2018 - 2022

	Census		Census		Census		Census		Census	
	Spring 2018		Spring 2019		Spring 2020		Spring 2021		Spring 2022	
Age	N	PctN(%)	N	PctN(%)	N	PctN(%)	N	PctN(%)	N	PctN(%)
16 - 24	26805	60.3%	26178	59.3%	24789	59.80%	20238	59.0%	19921	61.9%
25 +	17676	39.7%	17944	40.7%	16619	40.10%	13947	41.0%	12272	38.1%
Total	44481	100%	44122	100%	41408	0.999	34185	100%	32193	100%

Fall to Fall Retention of First-Time, Degree-Seeking Students

		Fall 20-Fall 21						Fall 21-Fall 22						Difference	
		Fulltime			Part-time			Fulltime			Part-time				
Gender	**Race/Ethnicity**	**Enrolled**	**Retained**	**%**	**Enrolled**	**Retained**	**%**	**Enrolled**	**Retained**	**%**	**Enrolled**	**Retained**	**%**	**Fulltime**	**Part-time**
Female		2956	1752	59%	1368	533	39%	2625	1645	63%	1368	590	43%	3%	4%
	U.S. Nonresident	44	23	52%	37	21	57%	60	48	80%	57	32	56%	28%	-1%
	Hispanic/Latino	945	540	57%	482	179	37%	827	497	60%	520	204	39%	3%	2%
	American Indian or Alaska Native	14	9	64%	5	2	40%	6	4	67%	3	1	33%	2%	-7%
	Asian	88	63	72%	42	20	48%	90	69	77%	42	23	55%	5%	7%
	Black or African American	467	265	57%	288	105	36%	331	178	54%	237	88	37%	-3%	1%
	Native Hawaiian or Other Pacific Islander	3	0	0%	2	1	50%	8	6	75%	5	3	60%	75%	10%
	White	1247	766	61%	442	182	41%	1193	776	65%	433	208	48%	4%	7%
	Two or more races	111	61	55%	47	14	30%	94	54	57%	47	24	51%	2%	21%
	Race and ethnicity unknown	37	25	68%	23	9	39%	16	13	81%	24	7	29%	14%	-10%
Male		2420	1287	53%	1006	338	34%	2327	1377	59%	1103	455	41%	6%	8%
	U.S. Nonresident	20	12	60%	18	7	39%	60	45	75%	50	28	56%	15%	17%
	Hispanic/Latino	668	347	52%	289	91	31%	641	363	57%	336	136	40%	5%	9%
	American Indian or Alaska Native	12	7	58%	6	2	33%	4	4	100%	1	0	0%	42%	-33%
	Asian	88	54	61%	38	25	66%	79	58	73%	39	19	49%	12%	-17%
	Black or African American	318	152	48%	192	50	26%	270	141	52%	228	85	37%	4%	11%
	Native Hawaiian or Other Pacific Islander	1	0	0%	2	2	100%	1	1	100%				100%	-100%
	White	1213	656	54%	410	145	35%	1147	697	61%	384	163	42%	7%	7%
	Two or more races	70	38	54%	31	9	29%	85	47	55%	46	13	28%	1%	-1%
	Race and ethnicity unknown	30	21	70%	20	7	35%	40	21	53%	19	11	58%	-18%	23%
Grand Total		**5376**	**3039**	**57%**	**2374**	**871**	**37%**	**4952**	**3022**	**61%**	**2471**	**1045**	**42%**	**4%**	**6%**

CT STATE | OFFICE OF INSTITUTIONAL EFFECTIVENESS AND PLANNING

Preliminary Enrollment Report, Spring 2023

17 January 2023 vs. 18 January 2022

	Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Norwalk	Naugatuck Valley	Northwestern	Quinebaug Valley	Three Rivers	Tunxis	Total CT State	% of Total
Headcount & Full-time Equivalent (FTE)														
Total Headcount	882	1,879	4,465	2,478	3,416	1,554	3,216	3,903	958	932	2,406	2,603	28,692	
vs Last Year	+5%	-4%	+6%	-4%	-4%	-3%	+7%	+9%	-2%	+4%	+1%	+13%	+3%	
FTE	570	1,016	2,534	1,394	2,074	961	1,900	2,327	572	550	1,458	1,613	16,966	
vs Last Year	+15%	-4%	+4%	-5%	-1%	-3%	+9%	+12%	+1%	+9%	+2%	+15%	+4%	
Enrollment Level														
Full-time	355	366	1,223	794	1,206	571	1,048	1,263	303	317	777	1,083	9,306	32%
vs Last Year	+23%	-12%	-8%	-10%	+1%	-10%	+11%	+13%	-5%	+1%	-6%	+15%	+1%	
Part-time	527	1,513	3,242	1,684	2,210	983	2,168	2,640	655	615	1,629	1,520	19,386	68%
vs Last Year	-4%	-2%	+13%	-1%	-6%	+2%	+5%	+7%	-0%	+6%	+5%	+12%	+4%	
Student Type (Pre-Sp23 student types direct from Banner, Pre-Sp22 comparisons have been manually rolled)														
New 1st Time	37	75	205	151	155	63	138	208	57	40	89	134	1,352	5%
vs Last Year	-37%	-30%	+7%	+51%	-11%	-14%	+37%	+64%	+46%	-7%	-13%	+29%	+11%	
Transfer-In	83	164	312	179	243	165	190	244	62	84	128	187	2,041	7%
vs Last Year	-9%	-16%	+18%	+14%	-2%	+16%	+17%	+7%	-35%	+91%	0%	+26%	+7%	
Continuing	730	1,538	3,735	1,924	2,772	1,256	2,569	3,250	740	702	2,033	2,180	23,429	82%
vs Last Year	+18%	-2%	+6%	-9%	-5%	-4%	+0%	+8%	-1%	+4%	+2%	+11%	+2%	
Readmitted	27	89	145	103	134	53	125	169	21	28	93	87	1,074	4%
vs Last Year	-7%	+22%	+14%	+20%	+11%	0%	+25%	+35%	-19%	-10%	+7%	+28%	+16%	
High School	5	7	66	120	108	15	92	29	78	73	56	12	661	2%
vs Last Year	-87%	0%	-39%	+3%	+26%	+25%	+44%	-64%	+13%	-24%	-25%	+33%	-13%	
Degree Level														
Associate	761	1,664	3,955	2,124	2,932	1,309	2,697	3,532	799	715	2,167	2,289	24,944	88%
vs Last Year	+17%	+1%	+7%	-3%	-4%	-2%	+5%	+10%	-0%	+2%	+4%	+15%	+4%	
Certificate	54	88	190	89	132	73	74	138	14	69	92	117	1,130	5%
vs Last Year	-10%	-30%	-7%	-30%	-8%	-4%	+17%	+25%	-39%	+33%	-12%	-19%	-9%	
Non-Degree	67	126	318	265	350	172	442	230	145	148	145	196	2,604	7%
vs Last Year	-48%	-31%	+3%	-4%	-2%	-9%	+20%	-13%	-5%	+7%	-24%	+16%	-4%	
FAFSA Status														
22-23 No FAFSA	195	409	1,121	664	932	464	1,260	928	269	240	535	621	7,638	27%
vs Last Year	-9%	+1%	+14%	+15%	-1%	-1%	+25%	-2%	+5%	+3%	-13%	+28%	+7%	
22-23 FAFSA	687	1,470	3,344	1,814	2,484	1,090	1,956	2,975	689	692	1,871	1,982	21,054	73%
vs Last Year	+10%	-6%	+4%	-10%	-5%	-4%	-3%	+13%	-5%	+5%	+6%	+9%	+1%	

CT STATE | OFFICE OF INSTITUTIONAL EFFECTIVENESS AND PLANNING

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	Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Norwalk	Naugatuck Valley	Northwestern	Quinebaug Valley	Three Rivers	Tunxis	Total CT State	% of Total
Race-Ethnicity-Gender														
Asian F	22	65	129	50	114	40	105	77	16	10	51	75	754	3%
vs Last Year	+83%	-17%	+2%	-14%	+3%	-11%	+17%	-9%	+14%	+233%	-26%	+44%	+1%	
Asian M	9	34	76	46	103	25	82	56	13	5	38	64	551	2%
vs Last Year	-25%	+6%	0%	+21%	-9%	+19%	+17%	0%	+63%	-38%	-17%	+42%	+5%	
Black F	44	513	665	492	315	74	323	287	28	28	152	125	3,046	11%
vs Last Year	-19%	0%	+6%	-9%	-8%	-15%	+4%	+17%	-15%	+75%	+14%	+13%	+1%	
Black M	36	144	314	225	239	29	163	134	15	9	86	84	1,478	5%
vs Last Year	-32%	+14%	+9%	+12%	+4%	-19%	+14%	+34%	-12%	+13%	+8%	+35%	+10%	
Hispanic F	75	466	931	632	520	221	872	888	122	104	336	443	5,610	20%
vs Last Year	+6%	-5%	+18%	+0%	-1%	+5%	+6%	+13%	+14%	+11%	+21%	+12%	+8%	
Hispanic M	46	165	460	333	307	102	525	463	49	40	147	246	2,883	10%
vs Last Year	+10%	+11%	+12%	+3%	+8%	-5%	+19%	+28%	+11%	+8%	-5%	+33%	+13%	
White F	315	256	962	315	882	574	517	992	423	436	915	783	7,370	26%
vs Last Year	+5%	-16%	-2%	-20%	-9%	-8%	-2%	-1%	-11%	-2%	-3%	+7%	-4%	
White M	273	123	661	243	694	399	454	727	239	232	484	628	5,157	18%
vs Last Year	+17%	-6%	+3%	-3%	-7%	+8%	0%	+6%	+2%	+4%	+3%	+10%	+3%	
Multiple/Other/Unknown F	41	87	183	89	136	56	93	178	31	40	121	95	1,150	4%
vs Last Year	+5%	-19%	+4%	-23%	-6%	-14%	+9%	+6%	-3%	+11%	+7%	-1%	-2%	
Multiple/Other/Unknown M	21	26	84	53	106	34	79	101	21	28	76	60	689	2%
vs Last Year	-9%	-19%	-2%	+56%	+18%	-8%	+11%	+3%	+62%	+22%	-10%	+18%	+7%	
Age Group														
19 and Under	352	326	1,201	745	1,180	540	1,071	1,266	373	366	844	875	9,139	32%
vs Last Year	+23%	+14%	+14%	+7%	+10%	+3%	+30%	+26%	+12%	+5%	+19%	+18%	+16%	
20 – 24	260	543	1,535	817	1,167	503	1,136	1,268	273	247	714	956	9,419	33%
vs Last Year	+16%	+2%	+11%	+1%	-7%	+2%	+4%	+11%	-10%	+2%	+3%	+17%	+5%	
25 – 39	182	786	1,301	676	833	388	789	1,077	229	227	630	583	7,701	27%
vs Last Year	-14%	-10%	-4%	-15%	-12%	-10%	-8%	-5%	-13%	+12%	-13%	+1%	-8%	
40 and Older	88	224	428	240	236	123	219	292	83	92	218	189	2,432	8%
vs Last Year	-25%	-17%	+1%	-13%	-13%	-16%	-4%	-5%	+8%	-9%	-13%	+14%	-8%	

CT STATE | OFFICE OF INSTITUTIONAL EFFECTIVENESS AND PLANNING

Glossary and Notes

This report shows preliminary credit enrollment counts for the upcoming semester as of the date in the report header. Comparisons are made to a similar point in time from the prior year as specified in the report header.

Full Time Equivalent (FTE): Full-time equivalent enrollment is calculated in this worksheet as 15 undergraduate credit hours = 1 FTE.

Full Time (FT) Student: A student registered for 12 credits or more in a semester.
Part-Time (PT) Student: A student registered for fewer than 12 credits in a semester.

Degree Level: Matriculated for-credit students are classified by their highest award level sought. Non-matriculated and secondary/dual-enrollment/CCP students are included in the Non-Degree group.

Student Type: Pre-Sp22 student types manually rolled to provide more accurate comparisons.

New 1st Time: Includes students attending for the first time at the undergraduate level, as well as students enrolled for the Fall term who attended the same college for the first time in the prior Summer term. Previously dual-enrolled students admitted as postsecondary students are counted as New 1st Time.

Transfer-in: Includes students with a prior college listed on their admissions application.

Continuing: Includes students registering for the current semester who were enrolled at the same school within the prior two years.

Readmitted: Includes student returning to the same college after an absence of at least two years.

High School: Includes any student enrolled in secondary education who is taking credit courses prior to their high school graduation.

FAFSA Status: Includes students who have a record in in the RWKRXX01 Financial Aid Extract (have sent their FAFSA to CT State). The report compares current counts to estimates from the prior year. Note that comparisons vs. the previous year for this metric are estimates.

Race-Ethnicity: Multiple/Other/Unknown includes students who self-identified as American Indian or Alaskan Indian, Native Hawaiian or other Pacific Islander, two or more racial categories, and those who did not provide race/ethnicity information.

Source: SWKRXF05-Reg Student Extract (Heads) & RWKRXX01 (Financial Aid Student Extract)
For any questions or additional data requests, please contact your preferred Institutional Research representative.

Baseline Forecast $ millions

Revenue	ACTUAL FY2019	ACTUAL FY2020	Estimated FY2021	Projected FY2022	Projected FY2023	Projected FY2024	Projected FY2025	Projected FY2026	Projected FY2027	Projected FY2028
Tuition and Fees (Gross)	183.75	177.75	139.71	138.00	116.44	119.00	122.49	128.76	135.36	143.32
State Appropriations (includes Dev. Ed and OBF)	148.61	149.26	157.04	158.71	159.03	166.51	171.22	176.08	181.07	186.22
State Approp RSA	0.00	0.00	0.00	11.54	108.33	43.73	43.73	43.73	43.73	43.73
Fringe Benefits Paid by State	140.95	148.09	171.36	186.49	181.83	202.19	204.32	209.79	213.22	216.72
All Other Revenue	3.02	1.00	4.95	3.33	3.62	3.50	3.50	3.50	3.50	3.50
Less: Contra Revenue	(2.73)	(2.15)	(1.74)	0.00	(7.29)	(7.00)	(1.90)	(2.01)	(2.13)	(2.28)
Total Revenue	**473.61**	**473.95**	**471.32**	**498.08**	**561.96**	**527.93**	**543.36**	**559.84**	**574.74**	**591.20**
Expenditures										
Wages and Salaries	250.35	253.46	254.34	259.53	290.00	283.50	297.81	306.75	315.96	325.44
Fringe Benefits	169.37	170.82	179.52	181.36	207.69	203.32	213.22	219.62	226.21	233.00
Institutional Aid and Waivers	20.48	19.70	22.23	17.97	17.93	18.21	18.67	19.64	20.68	21.96
All Other Expenses (includes utilities)	51.96	48.87	44.83	53.01	70.45	80.33	82.74	84.40	86.08	86.94
Total Expenditures	**492.17**	**492.85**	**500.92**	**511.86**	**586.07**	**585.37**	**612.44**	**630.41**	**648.93**	**667.35**
Net Results from Operations	**(18.56)**	**(18.90)**	**(29.60)**	**(13.78)**	**(24.11)**	**(57.44)**	**(69.08)**	**(70.57)**	**(74.18)**	**(76.15)**

PACT $ millions

Revenue	ACTUAL FY2019	ACTUAL FY2020	Estimated FY2021	Projected FY2022	Projected FY2023	Projected FY2024	Projected FY2025	Projected FY2026	Projected FY2027	Projected FY2028
Tuition and Fees (Gross)	0.00	0.00	11.95	10.00	18.00	18.00	18.00	18.00	18.00	18.00
State Appropriations (includes Dev. Ed and OBF)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fringe Benefits Paid by State	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Less: Contra Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenue	**0.00**	**0.00**	**11.95**	**10.00**	**18.00**	**18.00**	**18.00**	**18.00**	**18.00**	**18.00**
Expenditures										
Wages and Salaries	0.00	0.00	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.15
Fringe Benefits	0.00	0.00	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10
Institutional Aid and Waivers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Expenses (includes utilities)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Expenditures	**0.00**	**0.00**	**0.25**	**0.25**	**0.25**	**0.25**	**0.25**	**0.25**	**0.25**	**0.25**
Net Results from Operations	**0.00**	**0.00**	**11.70**	**9.75**	**17.75**	**17.75**	**17.75**	**17.75**	**17.75**	**17.75**

Students First: Administrative Savings/ Attritio $ millions

Revenue	ACTUAL FY2019	ACTUAL FY2020	ACTUAL FY2021	Estimated FY2022	Projected FY2023	Projected FY2024	Projected FY2025	Projected FY2026	Projected FY2027	Projected FY2028
Tuition and Fees (Gross)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
State Appropriations (includes Dev. Ed and OBF)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fringe Benefits Paid by State	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Less: Contra Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
Expenditures										
Wages and Salaries	(6.91)	(10.47)	(13.79)	(16.67)	(19.63)	0.00	0.00	0.00	0.00	0.00
Fringe Benefits	(4.69)	(6.72)	(9.29)	(11.97)	(14.94)	0.00	0.00	0.00	0.00	0.00
Institutional Aid and Waivers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Expenses (includes utilities)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Expenditures	**(11.60)**	**(17.18)**	**(23.09)**	**(28.65)**	**(34.57)**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
Net Results from Operations	**11.60**	**17.18**	**23.09**	**28.65**	**34.57**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

Students First: One College & Regions $ millions

Revenue	ACTUAL FY2019	ACTUAL FY2020	ACTUAL FY2021	Estimated FY2022	Projected FY2023	Projected FY2024	Projected FY2025	Projected FY2026	Projected FY2027	Projected FY2028
Tuition and Fees (Gross)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
State Appropriations (includes Dev. Ed and OBF)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fringe Benefits Paid by State	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Less: Contra Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
Expenditures										
Wages and Salaries	0.17	0.18	3.07	5.59	7.43	0.00	0.00	0.00	0.00	0.00
Fringe Benefits	0.12	0.12	1.86	3.58	5.95	0.00	0.00	0.00	0.00	0.00
Institutional Aid and Waivers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Expenses (includes utilities)	0.17	1.39	3.07	5.05	7.54	0.00	0.00	0.00	0.00	0.00
Total Expenditures	**0.46**	**1.70**	**7.99**	**14.22**	**20.92**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
Transfers										
Net Results from Operations	**(0.46)**	**(1.70)**	**(7.99)**	**(14.22)**	**(20.92)**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

Students First: Advising $ millions

	ACTUAL FY2019	ACTUAL FY2020	ACTUAL FY2021	Estimated FY2022	Projected FY2023	Projected FY2024	Projected FY2025	Projected FY2026	Projected FY2027	Projected FY2028
Revenue										
Tuition and Fees (Gross)	0.00	0.00	0.00	0.00	9.05	9.22	9.48	10.06	10.67	11.42
State Appropriations	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fringe Benefits Paid by State	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Revenue: HEERF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Less: Contra Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenue	**0.00**	**0.00**	**0.00**	**0.00**	**9.05**	**9.22**	**9.48**	**10.06**	**10.67**	**11.42**
Transfers, Additional Funds & Commitments										
Use of State ARPA funds	0.00	0.00	0.00	6.35	5.20	8.00	0.00	0.00	0.00	0.00
HEERF Institutional	0.00	0.00	0.00	3.32	0.00	0.00	0.00	0.00	0.00	0.00
Use of IREPO, TITLE V	0.00	0.00	0.00	0.50	1.08	0.00	0.00	0.00	0.00	0.00
Total Transfers	**0.00**	**0.00**	**0.00**	**10.17**	**6.28**	**8.00**	**0.00**	**0.00**	**0.00**	**0.00**
Expenditures										
Wages and Salaries	0.00	0.00	0.00	0.65	11.02	10.03	15.11	15.56	16.03	16.51
Fringe Benefits	0.00	0.00	0.00	0.52	8.81	8.02	12.09	12.45	12.82	13.21
Institutional Aid and Waivers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Expenses (includes utilities)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Expenditures	**0.00**	**0.00**	**0.00**	**1.17**	**19.83**	**18.05**	**27.19**	**28.01**	**28.85**	**29.72**
Restricted Expenditures										
Wages and Salaries	0.00	0.00	0.00	6.35	3.49	4.45	0.00	0.00	0.00	0.00
Fringe Benefits	0.00	0.00	0.00	3.82	2.79	3.56	0.00	0.00	0.00	0.00
Institutional Aid and Waivers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Expenses (includes utilities)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Expenditures	**0.00**	**0.00**	**0.00**	**10.17**	**6.29**	**8.00**	**0.00**	**0.00**	**0.00**	**0.00**
Net Results from Operations	**0.00**	**0.00**	**0.00**	**(1.17)**	**(10.79)**	**(8.84)**	**(17.71)**	**(17.95)**	**(18.19)**	**(18.29)**

CT Community College Projections	$ millions									
Revenue	**Actual FY2019**	**Actual FY2020**	**Actual FY2021**	**Estimated FY2022**	**Projected FY2023**	**Projected FY2024**	**Projected FY2025**	**Projected FY2026**	**Projected FY2027**	**Projected FY2028**
Tuition and Fees (Gross)	183.75	177.75	151.67	148.00	143.49	146.22	149.97	156.81	164.02	172.74
State Appropriations (includes Dev. Ed and OBF)	148.61	149.26	157.04	158.71	159.03	166.51	171.22	176.08	181.07	186.22
State Approp: RSA	0.00	0.00	0.00	11.54	108.33	43.73	43.73	43.73	43.73	43.73
Fringe Benefits Paid by State	140.95	148.09	171.36	186.49	181.83	202.19	204.32	209.79	213.22	216.72
All Other Revenue	3.02	1.00	4.95	3.33	3.62	3.50	3.50	3.50	3.50	3.50
Less: Contra Revenue	(2.73)	(2.15)	(1.74)	0.00	(7.29)	(7.00)	(1.90)	(2.01)	(2.13)	(2.28)
Total Revenue	**473.61**	**473.95**	**483.28**	**508.08**	**589.01**	**555.14**	**570.84**	**587.89**	**603.41**	**620.62**
Expenditures										
Wages and Salaries	243.61	243.18	243.76	249.24	288.97	293.68	313.07	322.46	332.13	342.10
Fringe Benefits	164.79	164.22	172.19	173.59	207.61	211.45	225.41	232.17	239.14	246.31
Institutional Aid and Waivers	20.48	19.70	22.23	17.97	17.93	18.21	18.67	19.64	20.68	21.96
All Other Expenses (includes utilities)	52.13	50.26	47.90	58.06	77.99	80.33	82.74	84.40	86.08	86.94
Total Expenditures	**481.02**	**477.36**	**486.08**	**498.86**	**592.50**	**603.67**	**639.88**	**658.67**	**678.03**	**697.31**
Addition to (Use of) Funds Before Transfers	**(7.41)**	**(3.41)**	**(2.80)**	**9.22**	**(3.49)**	**(48.53)**	**(69.04)**	**(70.77)**	**(74.62)**	**(76.69)**
Transfers, Additional Funds & Commitments										
Transfer In	15.90	19.34	32.65	58.61	20.46	0.00	0.00	0.00	0.00	0.00
Transfer Out	(15.90)	(19.34)	(32.65)	(58.61)	(20.46)	0.00	0.00	0.00	0.00	0.00
HEERF Institutional:Lost Revenue	0.00	0.00	35.57	34.85	0.00	0.00	0.00	0.00	0.00	0.00
HEERF Institutional: Guided Pathways	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
State ARPA	0.00	0.00	0.00	4.89	7.63	8.00	0.00	0.00	0.00	0.00
Set-aside Funding for FY 22	0.00	0.00	0.00	(18.81)	0.00	0.00	0.00	0.00	0.00	0.00
Total Transfers Etc	**0.00**	**0.00**	**35.56**	**20.92**	**7.63**	**8.00**	**0.00**	**0.00**	**0.00**	**0.00**
Restricted Expenditures										
Wages and Salaries	0.00	0.00	0.00	6.35	3.49	4.45	0.00	0.00	0.00	0.00
Fringe Benefits	0.00	0.00	0.00	3.82	2.79	3.56	0.00	0.00	0.00	0.00
Institutional Aid and Waivers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Expenses (includes utilities)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Expenditures	**0.00**	**0.00**	**0.00**	**10.17**	**6.29**	**8.00**	**0.00**	**0.00**	**0.00**	**0.00**
Net Results from Operations	(7.41)	(3.41)	32.76	19.98	(2.14)	(48.53)	(69.04)	(70.77)	(74.62)	(76.69)

CT State Transitional Strategic Plan

Background

A comprehensive CT State Strategic plan was developed and recommended by a cross section of campus and system level administrators and staff during 2020-22. The committee presented the plan to CT State President and Cabinet during fall 2022. The committee recommended that the plan be distributed to the larger community and to allow for a period of comment and feedback throughout the academic year. A request was made to NECHE extend the completion of a final plan in order for Dr. John Maduko to have the opportunity to develop his vision and strategic priorities for CT State.

President Maduko visited each of the 12 legacy community colleges from September to October of the fall 2022 term. President Maduko developed a "100 Days" report based upon his visits. President Maduko has highlighted seven themes as context for his strategic vision:

1. Re-envision student success that prioritizes the student experience and support;
2. Invest in and support campus personnel and infrastructure that builds parity and continuity across campuses;
3. Establish communication and transparency between leadership and all stakeholders that engenders trust;
4. Put into practice academic freedom, shared governance and innovation tenets that build on a foundation of instructional excellence through a student centered, equity minded, faculty driven and industry informed curriculum;
5. Champion core values of equity and access that are centered around shared responsibility for student learning and success and that will nurture a sense of belonging throughout our learning and campus environments;
6. Create a college environment that fosters a culture of compassion, accountability and recognizes each individual's value as member of the college community; acknowledge legacy campuses' identity, history and culture.
7. Acknowledge campus identity, history, and legacy where the heritage of our community colleges is embraced.

The CT State Transitional Strategic Plan integrates President Maduko's vision and strategic themes and the Executive Strategic Planning Committee's recommendations. Overall, the transitional strategic plan is in alignment with the BOR and CSCU mission and vision; the CT State mission, vision and values.

CSCU Mission (current)
The Connecticut State Colleges & Universities (CSCU) contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. Our learning environments transform students and facilitate an ever-increasing number of individuals to achieve their personal and career goals.

CSCU Vision (updated by BOR December 2022)

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The Connecticut State Colleges and Universities will build on its long and successful history by working collectively - within and across institutions - and by engaging external partners to increase the number of students pursuing and completing personally and professionally rewarding certificate and degree programs, improving their social mobility and helping the state to meet its current and future workforce demands.

CT State Mission (reconfirmed in BOR's December 2022 Strategic Vision Plan)
The Connecticut State Community College provides access to academically rigorous and innovative education and training focused on student success. The College supports excellence in teaching and learning, makes data-informed decisions, promotes equity, and advances positive change for the students, communities, and industries it serves.

CT State Vision
The Connecticut State Community College will be recognized for exceptional student success, educational leadership, and transformative collaboration with business and industry, government, educational, and key stakeholders while advancing diverse opportunities for Connecticut's citizens and communities.

CT State President Strategic Vision
CT State Community College will augment the strength of its parts to drive the Pathway to Thrive 2030. The ultimate goal is to ensure each of our students is provided the opportunity to pursue an affordable and quality education that aligns with their identities, lives, and required skills to be prepared for their careers.

CT State Equity Statement
Equity is the removal and reduction of barriers that negatively impact student success within structures, policies and practices and ensuring that students receive targeted resources and supports to achieve their academic, professional, and personal goals. Equity is achieved by identifying and intentionally addressing structural racism, systemic poverty, and other forms of marginalization, upholding the expectation that administrators, faculty and staff act as anti- racist institutional change agents.

CT State Community College commits to bold and disruptive change by actively identifying, naming, and dismantling structural racism, systemic poverty, and other barriers, establishing equitable and anti-racist policies and practices, and empowering students, faculty, staff, and administrators to advance racial, social, and economic justice. Our core collective responsibility is to continuously assess practices and policies and transform the world we live in by eliminating inequities.

Value Statements:

Student Success
We promote student success by creating a learner-centered environment that supports holistic student development. Our teaching, education, training, and supports of our students are acts of service to them, for their personal, family, social and professional/career benefit. Their educational and human needs and the impact of our decisions on them are our first and primary considerations. We remain mindful that our students are whole human beings, and that authentic education requires service and support beyond the classroom.

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Teaching, Learning, Education and Training
We believe in the power of education and teaching to empower our students, our communities, and our organizations to create, fulfill, and transform. We are committed to the enterprise of teaching and the process of learning while delivering high-quality degrees, certificates, credentials, and courses. We strive to organize ourselves and allocate our institutional and professional resources to deploy effective, affordable, and relevant credit and non-credit academic programming, engaging instructional pedagogies, and high-impact learning experiences that enable students to thrive and achieve their academic and career goals.

Equity
We value equity and are committed to bold and disruptive change by actively: identifying, naming, and dismantling structural racism, systemic poverty, and other barriers; establishing equitable and antiracist policies and practices; and empowering students, faculty, staff, and administrators to advance racial, social, and economic justice.

Integrity
Integrity is central to us fulfilling our mission of education, service, and equity, and we are committed to honesty and authenticity in all our work, to open and transparent communication, to resisting corruption, to the faithful discharge of our respective responsibilities and to adherence to our principles across our campuses and communities.

Mutual Respect
Every member of the Connecticut State Community College community has their own unique history, goals, experiences, and perspectives. We recognize that when people can bring their authentic self to school or work, they are happier, healthier, more engaged, and more able to contribute to each other and our community. We are committed to promoting a sense of belonging amongst our students, faculty, and staff to support relationship building that incorporates the things we share and the ways in which we differ from each other, to listening carefully and deeply to our students and colleagues, and to treating each other in ways that affirm and validate the humanity of every member of the college community, and cultivates a safe and welcoming environment conducive to transformative teaching, learning and service. It is in that vein that the approach for our work shall be grounded in universal design and an appreciation of human dignity and diversity.

Shared Governance
We value shared governance where communication, collaboration, and mutual accountability between administration, faculty, staff, and students advances excellence in the operation of CT State. Shared governance reflects our reality that a collective effort of our local and statewide governance bodies is required to serve our students, communities, and stakeholders effectively. It affirms the mutual respect expected of every member of our college community and validates the importance, necessity, and inherent value of inclusive decision-making. As an institution, we commit to the spirit, structures, and processes of shared governance to effectively harness the collective talents and transformative power of our CT State community.

Stewardship, Effectiveness and Accountability
To effectively support our institution as a place of higher education excellence, CT State will be a model of stewardship with its physical, fiscal, and human resources while actively engaging in the pursuit of new opportunities. The college will prioritize resources toward diverse student needs, equity, inclusivity, and the advancement of environmental, social, and economic sustainability. We value the investment

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that taxpayers make in us, and the dollars our students invest in themselves through tuition, and we are committed to transparent, ethical, efficient, and responsible financial decision-making and use of organizational resources. We commit to holding ourselves accountable for the decisions we make and actions we take in service of our mission and goals, and to relentlessly seeking out better and more effective ways to accomplish our work.

Community Engagement and Strategic Partnerships
We commit ourselves to establishing a culture of continuous quality improvement through data-informed decisions, evidence-based solutions, and other widely recognized best practices in higher education administration. These values will be expressed in all our programs, especially those that involve collaborative strategic networks and partnerships that will grow community and workforce development, expand external funding opportunities, and create seamless educational pathways to earning a credential, particularly for those who are underserved and underrepresented from the communities we serve.

Goals, Strategies and Benchmarks

Goal I: Provide students an accessible, high quality, and affordable educational experience

A. Advance Student Progress and Success Practices: CT State will **i**mplement all Guided Pathways initiatives, including but not limited to Alignment and Completion of Math and English (ACME) and Guided Pathways Advising to maximize the probability that each Connecticut State Community College student will enter and complete gateway, college-level, transferable coursework in English and mathematics, that every student has an advisor who is an advocate and champion to provide support from start to finish, and that every student will reach their goal(s).

1. BENCHMARK: Establish baseline student passing grade improvement rates in first-year Math and English (Guided Pathways KPIs 4, 5 and 6) relative to Fall 2020 by fall 2024
2. BENCHMARK: Achieve at least one percentage point increase in student success rate (graduation rates plus four-year transfer-out rates) without a decline in either transfer-out or graduation rate) by 2025
3. BENCHMARK: Assess student-to-Guided Pathway Advisor(GPA) ratio of 250:1 as a baseline metric for supporting student success through 2022-2025

B. Recognize Students as Citizens, Faculty as Leaders: CT State will broaden and deepen commitment to civic education, diversity, pluralism, anti-racism, and democratic citizenship education in all facets of CT State and with specific respect to curriculum. CT State will empower faculty to empower students to effect positive change in our democratic republic.

1. BENCHMARK: Academic Affairs will review the general education curriculum with respect to its capacity to provide civic and multicultural education to prepare students to survive, thrive, and be active participants in and leaders of a multicultural democratic republic, and make recommendations to improve this practice by the end of the strategic planning period.

C. Promote Multiple Paths to Student Success: CT State will align all vital licensures, and transfer articulation agreements as part of the transition to a single college or submit a plan for achieving this goal by the end of the strategic planning period. CT State will also explore and improve credit transferability to institutions outside the CSCU system. Reverse transfer programs will be a focus to allow students who face barriers in obtaining a baccalaureate degree to earn an associate degree through CT State.

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1. BENCHMARK: All extant transfer articulation agreements are preserved, consolidated, or expanded no later than fall 2023
2. BENCHMARK: Academic Affairs, Enrollment Management, and Student Affairs will set goals for alignment of all transfer articulation agreements and relevant external agreements during 2023-24 academic year
3. BENCHMARK: Academic Affairs, Enrollment Management, and Student Affairs will collaborate to set reverse transfer goals by fall 2024
4. BENCHMARK: Increase the headcount of credit-level adult learners in the CT State student population achieve at least one percentage point relative to fall 2020 by fall 2024.

D. Remove Barriers between Credit and Non-credit Programs: CT State will continue to align all credit programs across the 12 campuses, pursuing rigorous program assessment, review, and improvement. CT State also commits to build a bridge between credit and non-credit programming, including a non-credit to credit pipeline and improve data collection practices and standards for continuing education. CT State will also continue coordination of representation and relationships with the Governor's Workforce Council, Workforce Development Board, and other key business entities. CT State will continue to engage with relevant advisory boards.

1. BENCHMARK: Workforce Development will set enrollment goals for non-credit to credit aligned cross-walk programs fall 2023
2. BENCHMARK: Academic Affairs implement accelerated credential completion schedules for selected programs at all twelve campuses by fall 2024
3. BENCHMARK: Workforce Development will align Continuing Education personal enrichment and lifelong learning programs into a coordinated shared schedule across all campuses fall 2024.

E. Establish Student User Experience Metrics: CT State commits to improving applicant- and student-friendliness and universal access for enrollment, financial aid, and registration processes. CT State continue the development of the CT State website, catalog, and student handbook. CT State will transition to a single-college educational resource and planning system (Banner), and standardize and integrate software titles for student learning, assessment management, student information systems and related tools.

1. BENCHMARK: Enrollment Management, Student Affairs, and Academic Affairs will set initiatives with metrics to improve user-friendliness and universal access for enrollment, financial aid, and registration processes during fall 2023.

Goal II: Achieving Equity in Student Outcomes and Workforce Cultural Representation

A. Show Evidence of Equity as a Baseline: CT State will use equity to examine policies, budget priorities, academic programming, faculty career pathways, and the overall student experience. CT State will continue building a data-informed student success and equity framework. The central aim of CT State is to address systemic inequities, both between students, faculty, and staff of different socioeconomic backgrounds and between campuses.

1. BENCHMARK: Academic Affairs, Enrollment Management, Student Affairs and Finance will set specific equity goals in their respective plan during Fall 2023
2. BENCHMARK: Establish plan to move towards closing equity gap by ensuring that all policies, practices, and procedures related to placement and student success in gateway English and

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mathematics courses are designed to be anti-racist, eliminate structural inequities, recognize, and address implicit bias, promote equitable course completion, and lead to completion for all students from all backgrounds during 2023-24

3. BENCHMARK: Establish metrics that track reductions in student success gaps between White students and Black, Hispanic/Latino and non-White student populations for passage of first-year English and Math (Guided Pathways KPIs 4, 5 and 6) relative to fall 2020 by spring 2024.
4. BENCHMARK: Establish metrics that track reductions gaps in student transfer rates between White students and Black, Hispanic/Latino and non-White student populations (graduation rates plus four-year transfer-out rates) without declines in either transfer-out or graduation rates relative to fall 2020 by June 2024.

B. Provide Holistic Approaches to Support Students: CT State will offer wraparound student services and provide other resources to address household, transportation, and food insecurity on each campus. CT State will expand outreach, recruitment, and services to non-traditional and/or underserved student populations, including but not limited to the incarcerated and post-incarcerated, regarding opportunities in both non-credit and credit bearing certificate and degree programs.

1. BENCHMARK: Student Affairs will establish metrics to expand and assess the impact of wraparound services address insecurities that hinder student success with measurable outcomes on each campus by December 2023
2. BENCHMARK: Academic Affairs will detail plans with trackable metrics to show improved learning opportunities for the incarcerated and post-incarcerated by December 2023

C. Reduce Barriers for Students: CT State will reduce financial friction throughout the student experience by addressing financial policies and procedures practices that act as barriers to basic participation in the college experience from application through completion.

1. BENCHMARK: Enrollment Management will detail a plan that identifies and minimizes the impact financial barriers on completion over the course of the entire student career from admission to graduation by June 2024

D. Support an Equitable Workforce: CT State commits to investing in the expertise of our faculty and staff through ongoing professional development including universal design training, BIPOC training, equity training and implicit bias training, expanding, and deepening professional mentorship and faculty and staff development programs. Commit to institutional effectiveness and equity assessment standards to address educational disparities and to move beyond policy and planning to institutional equity-minded practices. Produce and maintain equitable outcomes for employees in areas of hiring, promotion, support, and college-wide engagement.

1. BENCHMARK: Academic Affairs, Human Resources and Diversity, Equity and Inclusion will develop plans to implement universal design training, BIPOC training, equity training and implicit bias training via faculty and staff development programs and set attendant goals by December 2023
2. BENCHMARK: Ensure alignment with Affirmative Action plans strategies to improve representation of Black, Hispanic/Latino and non-White populations overall in our faculty and staff populations relative to FY2021 by at least one percentage point by fall 2023.
3. BENCHMARK: Identify the levels and types of investments to develop cultural awareness and in-depth knowledge of our diverse communities; include an equity scorecard that assesses student success and access, employee satisfaction, and institutional outcomes through an equity lens during 2023-24 academic year

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4. Conduct a college-wide campus climate assessment for CT State to develop a better understanding of the extent to which the climate across all campuses supports diversity and equity and to inform and improve support, policies, and practices at their institution related to diversity and equity, including those to prevent or respond to discrimination and harassment. Commit to the climate assessment during the fall semesters of subsequent odd years starting fall 2023.

Goal III: Stronger Internal Community and External Community Relationships

A. Acknowledge campus identity, history and culture: CT State will define and coordinate practices and procedures that will allow for students to be able to attend all campuses statewide based on their needs and availability if they choose to while maintaining connectivity to their home campus must be clearly defined and orchestrated. CT State commits to building and growing a community of mutual respect between students, faculty, staff, and administration. CT State will deepen bonds between the single college, students, faculty, foundations, and local/external constituencies. CT State will be more strategic and sensitive in reassuring all partners that our relationships statewide will help build the college while preserving what local partners expect from us to support mutually beneficial priorities.

1. BENCHMARK: Finalized and implement co-branding campaign that reflects campus identity and legacy no later than summer 2023.
2. BENCHMARK: Develop and implement a plan of action that will demonstrate greater campus autonomy through a balance of centralized and decentralized oversight. Central office serving and supporting the campuses fall 2023
3. BENCHMARK: Assess and provide a framework for providing administrative, career, and student support services needed to operate each campus fall 2023

B. Commit to Shared Governance: CT State commits to ensuring the continuance of shared governance structures across campuses in the transition to a single college.

1. BENCHMARK: Implement standards and principles of shared governance with implementation of the CT State Shared Governance plan with annual reviews issued. June 2023
2. BENCHMARK: Establish a meet and confer commitment communications protocol between governance leaders and administration to communicate and address concerns during fall 2023.

C. Address Campuses and Faculty Needs: Our campuses and campus faculty are key contributors to our student and alumni success. We commit to improving infrastructure and bolstering campus-based support. CT State commits to working with all campus foundations to ensure local communities continue to support students on campus. CT State will ensure all administrative and student support services under the single college are sensitive to the needs of the local campus community. Provide clarity on standard forms of technology for instruction and staff, and survey employees on the training they seek to support their responsibilities.

1. BENCHMARK: Establish framework that support of the campus foundations within the requirements of applicable BOR policy by December 2023.
2. BENCHMARK: Professional development services rolled out for entire CT State faculty and staff population by fall 2024.
3. BENCHMARK: Conduct an audit of current campus masterplans, security provisions, technology infrastructure to generate student services teaching and learning priorities for investing limited resources by fall 2024.

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D. Emphasize Administrative Engagement and Transparency: CT State will diversify its approach to active communications and visible engagement in order build effective working relationships with faculty, staff and students. CT State will identify protocols for receiving feedback and recommendations on how administrators can better inform all constituents. Senior administrators will have greater visibility and engagement across all campuses.

1. BENCHMARK: Launch the Office of the President web-page that will house weekly schedule of events and meetings, house access to the strategic plan, governance structure, governance leadership, and elected representatives at the state and campus level, provide a repository of college-wide memos/communication, and a list of senior administrators across CT State and campuses that outlines their roles by December 2023.
2. BENCHMARK: Initiate biweekly or monthly President's Post highlighting major decisions and events to and from campus/faculty/staff/student/alums for internal and external audiences starting August 2023.
3. BENCHMARK: Establish President's Student Advisory Council, President's K12 Council, President's Community Council, and President's Strategic Partnership Council by fall 2023.
4. BENCHMARK: Provide monthly reports from each functional area (i.e., office of the president, academic affairs, student affairs, enrollment management, workforce development, fiscal affairs and IT, campus relations, facilities, and marketing to the shared governance leadership, union leaders, and the statewide college community to highlight decisions, the progress of projects, hiring, partnerships, etc. beginning in 2023.
5. BENCHMARK: Hold at least one monthly statewide in person open forum to provide CT State updates and answer questions from employees beginning fall 2023.
6. BENCHMARK: Conduct a SHRM audit from the perspective of our campuses and employees to assess current and future needs from all areas of human resources and develop action plans to provide improvements, clarity, stability, and consistency for the sake of all employees by fall 2023
7. BENCHMARK: Establish long-term investments in equitable campus security, routine emergency preparedness training for all employees, and adopt practical communication standards by December 2023.

E. Expand Collaborative and Innovative Partnerships: CT State will expand personal enrichment and lifelong learning programs for students, deepen K12 relationships, College Career Pathways, dual enrollment, and early college programs, and identify new funding opportunities related to these programs. CT State will implement cooperative/work-based learning programs and opportunities as well as expand and deepen relationships between industry, job market, and areas of study in order to provide as many types of students as many opportunities as possible.

1. BENCHMARK: Academic Affairs, Enrollment Management, and Workforce Development will plan and prioritize initiatives for deepening relationships between industry, job market, and areas of study in all regions by December 2023
2. BENCHMARK: Develop and implement plan for continuation and expansion of K-12 relationships, College Career Pathways, dual enrollment, early college programs, and lifelong learning initiatives by fall 2023.
3. BENCHMARK: Establish a president's innovation fund and allow for the formation of a committee of faculty, staff, and administrators to determine criteria to approve the funding of innovative proposals by fall 2023
4. BENCHMARK: Establish metrics for increased external grant funding coordinated and supported by CT State Office of Sponsored Programs during 2023-24

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CT State Community College Leadership Council – Membership, January 2023

- President
- Provost and Vice President for Academic Affairs
- Chief Financial Officer and Vice President of Finance and Administration
- Chief of Staff and Associate Vice President of Communications and Strategic Marketing
- Vice President, Campus Operations
- Vice President, Diversity, Equity, and Inclusion
- Vice President of Enrollment Management
- Executive Vice President, College Services and Student Affairs
- Executive Vice President, Strategic Partnerships and Enterprise Performance
- Executive Vice President, Workforce and Economic Development
- Chief Regional Workforce Development Officers
- Associate Vice President, Academic and Higher Ed Transitions
- Associate Vice President, Academic Operations
- Associate Vice Presidents, Budget Analytics
- Associate Vice President, Enrollment and Retention Services
- Associate Vice President, Financial Aid Services
- Associate Vice President, Information Technology
- Associate Vice President, Institutional Research
- Associate Vice President, Programs and Curriculum
- Associate Vice President, Student Success
- Associate Vice President, Teaching and Learning
- Dean, Arts and Humanities
- Dean, Business and Hospitality
- Dean, Engineering and Technology
- Dean, Nursing and Health Careers
- Dean, Science and Mathematics
- Dean, Social and Behavioral Sciences
- Chief Executive Officer, Asnuntuck Community College
- Chief Executive Officer, Capital Community College
- Chief Executive Officer, Gateway Community College
- Chief Executive Officer, Housatonic Community College
- Chief Executive Officer, Manchester Community College
- Chief Executive Officer, Middlesex Community College
- Chief Executive Officer, Naugatuck Valley Community College
- President, Northwestern CT Community College
- Chief Executive Officer, Norwalk Community College
- Chief Executive Officer, Quinebaug Valley Community College
- President, Three Rivers Community College
- Chief Executive Officer, Tunxis Community College

President Maduko Campus Visits

Mon, Sept 12th: with EVP**: Virtual Meeting via Teams**

Tues, Sept 13th: Campus Name: **(Norwalk CC**)

Name of Campus CEO: **Dr. Cheryl De Vonish**

Wed, Sept 14th: Campus Name: **(Housatonic CC)**

Name of Campus CEO: **Dr. Dwayne Smith**

Thurs & Fri, Sept 15 & 16th: Campus Name: **(Gateway CC)**

Name of Campus CEO: **Dr. William Brown**

Fri, Sept 16th: Debriefing with EVP & Scott Kalicki: **Gateway CC**

Mon, Sept 19th: with EVP**: Virtual Meeting via Teams**

Tues, Sept 20th: Campus Name: (**Three Rivers CC**)

Name of Campus CEO: **Dr. Mary Ellen Jukoski, President**

Wed, Sept 21st: Campus Name: (**Manchester CC)**

Name of Campus CEO: **Dr. Nicole Esposito**

Thurs, Sept 22nd: Campus Name: (**Middlesex CC)**

Name of Campus CEO: **Dr. Kimberly Hogan**

Fri, Sept 23rd: Campus Name: **(Capital CC)**

Name of Campus CEO: **Dr. Duncan Harris**

Mon, Sept 26th: Campus Name: (**Quinebaug CC**)

Name of Campus CEO: **Dr. Karen Hynick**

Tues, Sept 27th: Debriefing with EVP & Scott Kalicki: **Virtual Meeting**

Wed & Thurs, Oct 12th & 13th: Campus Name: **(Naugatuck CC - Waterbury and Danbury)**

Name of Campus CEO: **Dr. Lisa Dresdner**

Mon, Oct 17th: Campus Name: **(Tunxis CC)**

Name of Campus CEO: **Dr. Darryl Reome**

Tues, Oct 18th: Campus Name: **(Asnuntuck CC)**

Name of Campus CEO: **Dr. Michelle Coach**

Wed, Oct 19th: Campus Name: **(Northwestern CC)**

Name of Campus CEO: **Dr. Michael Rooke, President**

Tues, Nov 8th: Location Name: **(CT State – New Britain Location)**

Waterbury Campus Visit
Wednesday, October 12, 2022

9 am- 10 am	**Welcome: President Maduko, Dr. Kalicki, Dr. Dresdner** Founders Hall Conference Room, F104
10 am- 11 am	**Campus Tour**
11:15 am- 12 pm	**Hispanic Heritage Month Student Event** Student Center
12:15 pm- 1:45 pm	**Lunch and Town Hall with Students** *Prepared by NVCC Hospitality Students* Technology Hall Dining Room, T531
2:00 pm- 3:30 pm	**Faculty & Staff Town Hall** Founders Hall Room, F102
3:45 pm- 4:45 pm	**CEO & Cabinet** Founders Hall Conference Room, F104
5 pm- 6 pm	**NVCC Foundation, Regional Advisory Council, and Community Partners** Founders Hall Community Room

Danbury Campus Visit
Thursday, October 13, 2022

9:00 am- 10 am	**NVCC Advanced Manufacturing Center at WCSU** Western Connecticut State University 190 White Street

Travel to NVCC Danbury, 190 Main Street

10:30 am- 11:30 am	**Community Partners**
11:30 am- 11:45 am	**Tour**
12:00 pm- 1:00 pm	**Lunch with Students**
1:00 pm- 2:00 pm	**Faculty & Staff**

Welcome to Dr. DiMattio, CT State Dean of Science and Mathematics

From: Feest, Amy C <AFeest@commnet.edu>
Date: Thursday, January 12, 2023 at 3:49 PM
Cc: DiMattio, David <DDiMattio@commnet.edu>
Subject: Welcome to Dr. DiMattio, CT State Dean of Science and Mathematics

Good afternoon, Science and Mathematics Faculty!

I am proud to announce that Dr. David DiMattio has been hired as the inaugural CT State Dean of Science and Mathematics, beginning his new role tomorrow.

Dr. DiMattio comes to CT State from Clarke University, where he held the role of Associate Vice President for Academic Affairs. He brings more than 23 years of progressive higher education experience to this new position, including roles as Vice President of Workforce Development and Continuing Education, Dean of Faculty, Dean of Mathematics, and Dean of Science, Technology, Engineering and Mathematics. Dr. DiMattio received his PhD in Physics from the University of Missouri and, among other faculty positions, was a tenured Associate Professor of Physics at St. Bonaventure University.

As he takes some time to relocate from Iowa, Dr. DiMattio will be teleworking. He expects to be fully in CT by mid-March, when he will have time to meet all of you in person. In the meantime, please join me in a warm virtual welcome!

Amy

Amy C. Feest, EdD (she/her)
Associate Vice President for Programs and Curriculum

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feesta@ct.edu
www.ct.edu

185 Main Street
New Britain, CT 06051

CT STATE
COMMUNITY COLLEGE

Statewide Election Results: Curriculum Congress and Senate

CT State Curriculum Congress: Elected via Statewide Voting

- **4 FT Faculty - School of Arts & Humanities**
  Rebecca Adams, Professor of English, Housatonic 46.07%
  Carolina Flores, Professor of Music, Manchester 38.20% **(TIED / Run-Off election to begin 1-17-23)**
  Hannelore Moeckel-Rieke, Chair ESL Division, Norwalk 39.33%
  Patricia Pallis, Professor of English, Naugatuck Valley 38.20% **(TIED / Run-Off election to begin 1-17-23)**
  Tammy Vaz, Program Coordinator Studio Art & Graphic Design, Gateway 41.57%

- **4 FT Faculty - School of Business & Hospitality**
  Richard Bennett, Professor of Business, Three Rivers 40.48%
  Todd Degree, Professor of Business, Gateway 47.62%
  Pamela Pirog, Professor of Business, Housatonic 66.67%
  Merilee Roussat, Assistant Professor, Business and Hospitality, Capital 35.71%

- **4 FT Faculty - School of Engineering & Technology**
  Christine Cherry, Instructor of Electrical Engineering Technology, Gateway 50.00%
  Mehrdad Faezi, Professor and STEM Division Coordinator, Manchester 46.43%
  Lin Lin, Professor, Program Coordinator for CIT/MIS, Computer Science, and Engineering & Technology, Middlesex 53.57%
  Jakob Spjut, Professor of Engineering Science, Quinebaug Valley 42.86%

- **4 FT Faculty - School of Nursing & Health Careers**
  Nancy LaRoche-Shovak, Program Coordinator Respiratory Care, Manchester 49.02%
  Julienne Letis, Assistant Professor of Nursing, Norwalk 45.10%
  Barbara McFarland, Interim Chair Nursing Program/Assistant Professor of Nursing, Gateway 43.14%
  Richard Thayer, Associate Professor of Radiography, Gateway 47.06%

- **4 FT Faculty - School of Sciences & Mathematics**
  Mark Lynch, Professor of Chemistry, Gateway 44.83%
  Jason Seabury, Professor of Mathematics, Naugatuck Valley 44.83%
  Frank Stellabotte, Professor (Biotechnology and Biochemistry Studies), Middlesex 45.98%
  Carmen Yiamouyiannis, Professor of Biology, Capital 47.13%

- **4 FT Faculty - School of Social & Behavioral Sciences**
  Latisha Nielsen, Associate Professor of Sociology, Naugatuck Valley 49.15%
  Kim O'Donnell, Professor, Psychology, Naugatuck Valley 49.15%
  Christopher Paulin, Professor of History, Manchester 54.24%
  Lakisha Grant Washington, Assistant Professor of Psychology, Tunxis 47.46%

- **1 FT Advising Staff**
  Bonnie Goulet, Campus Advising Lead, Naugatuck Valley 37.70%

- **1 FT Library Staff**
  Miguel A. Garcia III, Reference and Instruction Librarian, Gateway 50.00%

- **1 FT Registration Staff**
  Joanne Faust, Registrar/CT State: Degree Audit Technology Specialist, Middlesex 72.00%

- **1 FT CCP Staff with Direct Curricular Responsibilities**
  Jill Rushbrook, Interim Coordinator, College & Career Success (ran unopposed)

- **2 FT "At-Large" (non-management) Staff**
  Jennifer Barry, Campus Advising Lead, Tunxis 46.64%
  Diane Clokey, Director of Catalog and Special Projects 44.54%

Curriculum Congress should include at least one representative (faculty/staff) from each of the 12 main campuses. – if there is no representation from a campus, that campus's senate will elect a non-voting member to the Curriculum Congress to ensure complete communication between each campus and the Congress. NOTE: The **Asnuntuck** and **Northwestern** campuses are not currently represented on Curriculum Congress, therefore, these campuses will need to identify a non-voting member to attend the Congress meetings on behalf of the campus.

CT State College Senate: Elected via Statewide Voting

- **1 FT Professional/Classified Staff not affiliated with a specific campus**
  Eileen Rhodes, Interim Library Director 21.43%

- **1 FT "At-Large" (non-management) Staff not affiliated with a specific campus**
  Brian Kapinos, Regional Advising Director 25.00%

CT State Senate: Elected via Campus Voting

1 FT Faculty representative from each campus

Peter Aster, Norwalk
Allan J. Ballinger, Gateway
Paul Collette, Naugatuck Valley
Asantewa Dawson, Housatonic
Mehrdad Faezi, Manchester
Norly Germain, Quinebaug Valley
Angelo Glaviano, Middlesex
Mark Milewski, Tunxis
Nicola Ricker, Three Rivers
Shayla Salzman, Capital
Crystal Wiggins, Northwestern

1 FT Professional/Classified Staff representative from each campus

Peter Bennett, Quinebaug Valley
Lisa Boyko, Naugatuck Valley
Ronda Charette, Three Rivers
Miguel García III, Gateway
Felisha Guirand-Fleurimond, Housatonic
Stephen Kittredge, Norwalk
Bonnie Solivan, Asnuntuck
Patrick Verroneau, Middlesex
Sandy Vitale, Tunxis
Jeremy Withnell, Northwestern
TBD: Capital, Manchester

1 Non-Management "At-Large" representative from each campus

Sarah Cieglo, Manchester
Kirstin Cullinane, Tunxis
John Fiorello, Northwestern
Nicole Marcoux-Bowen, Quinebaug Valley
Hannelore Moeckel-Rieke, Norwalk
Sarah Perez, Naugatuck Valley
Roberta Prior, Gateway
Betty Riedinger, Middlesex
Joe Selvaggio, Three Rivers
Thayre Trzepacz, Asnuntuck
DeNeva Wilson, Housatonic
TBD: Capital

CT State SACC: Each campus will elect 1 FT faculty representative to each of the six (6) School Area Curriculum Committees (SACC).

Arts & Humanities

Jon Andersen, Quinebaug Valley
Todd Barry, Three Rivers
Joseph Berenguel, Asnuntuck
Kristen Carley, Housatonic
Jackie Decker, Tunxis
Carolina Flores, Manchester
Deborah Kline, Northwestern
Lauren O'Leary, Gateway
Daniela Ragusa, Capital
Amy Royal, Naugatuck Valley
TBD: Middlesex, Norwalk

Business & Hospitality

Andre Blaszczynski, Tunxis
Doug Dorsey, Manchester
Carrie Foligno, Middlesex
Samuel Irizarry, Asnuntuck
Donna DeLieto Marotti, Naugatuck Valley
Phil Mayer, Three Rivers
Gerald Murphy, Capital
Erin Pagano, Quinebaug Valley
Mary Ann Vlahac, Housatonic
Sheri Valentin, Gateway
Stacey Williams, Northwestern
TBD: Norwalk

Engineering & Technology

Tom Duffy, Norwalk
Eric Flynn, Gateway
Lalit Jagtiani, Northwestern
Diba Khan-Bureau, Three Rivers
Mike Ligon, Capital
Lin Lin, Middlesex
Steve Moore, Manchester
Chris Parden, Quinebaug Valley
Kyle Pepin, Housatonic
TBD: Asnuntuck, Naugatuck Valley, Tunxis

Nursing & Health Careers

Susan Anderson, Naugatuck Valley
Cindy Arpin, Three Rivers
Sherifa Baffoe, Housatonic
Elizabeth Dubofsky-Porter, Quinebaug Valley
Jill Flanigan, Middlesex
Rachel Green, Tunxis
Michele Howard-Swan, Asnuntuck
Richard Thayer, Gateway
Nora Uricchio, Manchester
Jaclyn Vincent, Northwestern
TBD: Capital, Norwalk

Science & Mathematics

Peter Angelastro, Naugatuck Valley
Sarah Leone, Middlesex
Mark Lynch, Gateway
Jonathan McMenamin-Balano, Norwalk
Eric Mosher, Asnuntuck
Michael Pence, Manchester
Nicola Ricker, Three Rivers
Deb Rimkus, Quinebaug Valley
Robert Smith, Tunxis
Elizabeth Steeves, Housatonic
Crystal Wiggins, Northwestern
Carmen Yiamouyiannis, Capital

Social & Behavioral Sciences

Shelley Buchbinder, Quinebaug Valley
Marie Clucas, Tunxis
Terry Delaney, Three Rivers
Matt Dunne, Housatonic
Steven Glazer, Norwalk
Charles Kelly, Northwestern
Valerie Kier, Manchester
Nikki McGary, Naugatuck Valley
Erik Murrell, Gateway
Josiah Ricardo, Capital
Rebecca Rist-Brown, Middlesex
TBD: Asnuntuck

Statewide Discipline Councils (SDC's): Each campus will elect 1 FT faculty representative to each SDC for which the campus offers a specific degree or certificate related to that SDC.

SCHOOL OF ARTS & HUMANITIES

Art and Design - Art History, Digital Arts Technology, Game Design, Graphic Design, Interior Design, Museum Studies, New Media Production, Visual Art

Olivia Chiang, Manchester
Judith DeGraffenried, Middlesex
John Favret, Housatonic
Valerie Garlick, Capital
Sandra Jeknavorian, Three Rivers
Jess Porzuczek, Quinebaug Valley
Courtney Puckett, Northwestern
Tammy Vaz, Gateway
Kinga Wlodarska, Tunxis

Communication - Communication, Humanities, Journalism, Logistics, Media Production, Philosophy, Public Relations, Religion

Julie Casper Roth, Norwalk
Margaret DiMauro, Naugatuck Valley
Patrice Hamilton, Tunxis
Liz Keefe, Gateway
Mark Lowe, Quinebaug Valley
Steve Mark, Housatonic
John Shafer, Middlesex
Michael Stutz, Three Rivers
Jennifer Thomassen, Capital
Brion van Over, Manchester

English:

Rebecca Adams, Housatonic
Joseph Berenguel, Asnuntuck
Joshua Brunetti, Northwestern
Geoff Elterich, Tunxis
James Gentile, Manchester
Rachel Jasiczek, Norwalk
Cory McClellan, Quinebaug Valley
Christopher Rempfer, Naugatuck Valley
Keira Robilotto, Gateway
Christine Rugggiero, Middlesex
Shyla Saltzman, Capital
Joseph Selvaggio, Three Rivers

ESOL, Languages & Culture - Advanced English Proficiency, Deaf Studies, English as a Second Language, French, German, Interpreter Training, Italian, Spanish

Celeste Arrieta, Three Rivers
Alina Ciscel, Manchester
Linda Cocchiola, Capital
Elkin Espitia-Loaiza, Quinebaug Valley
Angelo Glaviano, Middlesex
Alicia Hall, Tunxis
Melanie Majeski, Naugatuck Valley
Hannah Moeckel-Rieke, Norwalk
Sigrid Nystrom, Gateway
Jamilet Ortiz, Housatonic

Performing Arts - Dance, Music Industry, Music Studies, Musical Theater, Theater, Theater Design & Production

Gil Harel, Naugatuck Valley
Arthur Hernández, Gateway
Michael Hinton, Tunxis
Josh Hummel, Capital
Brian Kaufman, Quinebaug Valley
Christine Mangone, Norwalk
John Shafer, Middlesex
Geoff Sheehan, Housatonic
Deborah Simmons, Manchester

SCHOOL OF BUSINESS & HOSPITALITY

Accounting, Business Administration, & Economics - Accounting, Business Administration, Business Studies, Economics, Entrepreneurship, Finance, Management, Marketing, Small Business & Entrepreneurship

Robyn-Jay Bage, Naugatuck Valley
Rosalia Barone, Norwalk
Nicole Colter, Three Rivers
Heidi Fitzgerald, Asnuntuck
Theresa Janeczek, Manchester
Gail Kulas, Northwestern
Nancy LaGuardia, Capital
Rose Luglio, Gateway
Tatiana Machado, Tunxis
Jen Oliver, Quinebaug Valley
Pam Pirog, Housatonic
Michael Rotondo, Middlesex

Business Office Technology & Business Specialties - Administrative Support Specialist, Banking, Bookkeeping, Business Intelligence, Business Office Technology, Customer Services Specialist, Electronic Health Records Specialist, Fashion Merchandising & Retail Management, Legal Administrative Support Specialist, Medical Insurance Specialist, Office Application Skills, Public Utility Management, Social Media Specialist, Sport & Leisure Management

Ed Becker, Housatonic
Stacey Bottone, Manchester
Brian Clinton, Quinebaug Valley
Todd Degree, Gateway

Culinary & Hospitality - Culinary Arts, Dietary Supervision, Foodservice Management, Hospitality & Tourism Management, Hotel Management, Meetings & Conventions & Special Events Management, Professional Baker, Restaurant Management

Chris Gentile, Gateway
Bill Williams, Manchester

Paralegal

Rosalia Barone, Norwalk
Angela Fierro, Tunxis
Mary Holland, Manchester
Stephane Kirven, Housatonic
Kathy Taylor, Naugatuck Valley

SCHOOL OF ENGINEERING & TECHNOLOGY

Construction, Transportation & Resource Management - Architectural Design, Architectural CAD, Automotive Technology, Aviation Technology, Construction Technology, Construction Management, Energy Management, Firefighter 1 & 2, Fire Technology Administration, Railroad Engineering Technology, Water Management

Mark Comeau, Three Rivers
Dan Fuller, Gateway
Ira Hessmer, Capital

CIS, Cyber, MIS & Networking - Computer Information Systems, Cybersecurity, Management Information Systems, Networking, Programming

Sandra Eddy, Naugatuck Valley
Saaid Elhadad, Capital
Richard Gnall, Manchester
Lalit (John) Jagtiani, Northwestern
Lin Lin, Middlesex
Chris Parden, Quinebaug Valley
Farshad Ravanshad, Housatonic
Stacy Walker, Gateway

Computer Sciences - Computer Science Options, Computer Science Transfer

Jonathan Braverman, Gateway
Seth Freeman, Capital
Lin Lin, Middlesex
Ibtsam Mahfouz, Manchester
Yvette Onye, Three Rivers
Chris Parden, Quinebaug Valley
Farshad Ravanshad, Housatonic

Engineering, Engineering Technology, CAD & Manufacturing - Computer Aided Design (all options except ARCH), Engineering Science, Engineering Technology (all options except Railroad), Environmental Engineering Technology, Manufacturing, Technology Studies

Rich Dupont, Tunxis
Mehrdad Faezi, Manchester
Jake Jackson, Gateway
Diba Khan-Bureau, Three Rivers
Peter Kootsookos, Middlesex
Joe Marcelino, Asnuntuck
Adam Scobie, Housatonic
Jakob Spjut, Quinebaug Valley

SCHOOL OF NURSING & HEALTH CAREERS

Health Careers Group 1 - Exercise Science, Health Science, Massage Therapy, Nutrition

Brian Clinton, Quinebaug Valley
Paul Gallo, Norwalk
Elaine Lickteig, Gateway
Allison MacKenzie, Manchester
Janet Yarrow, Housatonic
Heidi Zenie, Three Rivers

Health Careers Group 2 - Medical Assisting, Phlebotomy

Melissa Bettigole, Northwestern
Maolicia Carolus, Norwalk
Brian Clinton, Quinebaug Valley
Amy Koehler, Asnuntuck
Letizia Morales, Housatonic
LuAnn Wolfe, Three Rivers

Health Careers Group 3 - Dental Assisting, Dental Hygiene, Medical Lab Technician, Ophthalmic Design & Dispensing

Lauren Heron, Tunxis
Rosemary Ryan, Manchester
Tim Shizume, Quinebaug Valley

Health Careers Group 4 - Occupational Therapy Assistant, Paramedic, Physical Therapy Assistant, Respiratory Care

Melissa Bettigole, Northwestern
Janet Gangaway, Naugatuck Valley
David Sormanti, Norwalk
Donna Sweeney, Manchester
Trisha Wain, Capital

Health Information Technology - Data Management, Clinical Coding, Medical Billing & Outpatient Coding Specialist, Healthcare Administration, and Outpatient Medical Coding & Auditing

Melissa Bettigole, Northwestern
Brian Clinton, Quinebaug Valley
Elaine Ippolito, Middlesex

Nursing

Denise Cortegiano, Three Rivers
Joanna Cyr, Northwestern
Tara Ferrauolo, Capital
Eileen George, Naugatuck Valley
Barbara McFarland, Gateway
Joan McNeil, Norwalk

Radiologic Sciences - Computerized Tomography, Diagnostic Medical Sonography, Magnetic Resonance Imaging, Mammography, Nuclear Medicine Technology, Radiation Therapy, Radiography

Julie Austin, Gateway
Mark Martone, Naugatuck Valley
Susan Morison, Manchester

Surgical & Veterinary Technician - Surgical Technician, Veterinary Technician

Janis Albert, Middlesex
Adriane Cavanna, Northwestern
Shanelle DeVeaux, Housatonic
Terry Kennedy, Manchester
Angel Pickett, Gateway

SCHOOL OF SCIENCE & MATHEMATICS

Biological Sciences - Biology, Biotechnology

Rives Binford, Northwestern
Rachel Cain, Housatonic
Laura Firmani, Gateway
Amy Hofmann, Tunxis
Sharon Lynch, Naugatuck Valley
Rachel Mintell, Manchester
Eric Mosher, Asnuntuck
Akalushi Muthukumarana, Middlesex
Melissa Philion, Quinebaug Valley
Sarah Selke, Three Rivers
Carmen Yiamouyiannis, Capital

Environmental & Physical Sciences - Astronomy, Biochemistry, Cannabis, Chemistry, Earth Science, Environmental Science, Horticulture, Physics

Vandana Basu, Three Rivers
Amely Cross, Asnuntuck
Tara Jo Holmberg, Northwestern
Jane Knapp, Quinebaug Valley
Steve Murray, Housatonic
Michael Pence, Manchester
Reynaldo Scarlet, Capital
Frank Stellabotte, Middlesex
Christopher Tuccio, Naugatuck Valley
Wesley Winterbottom, Gateway

Mathematics & Data Science - Data Analytics, Data Science, Mathematics

Elizabeth Allen, Three Rivers
Andre' Freeman, Capital
Christopher Hamelin, Manchester
Doug Hoffman, Northwestern
Sue Lounsbury, Tunxis
Kevin Maritato, Housatonic
Kevin Ramer, Naugatuck Valley
Kegan Samuel, Middlesex
Amanda Sweeney, Gateway
Denise Walsh/Kudzai Zvoma (*sharing*), Quinebaug Valley
Arben Zeqiraj, Asnuntuck

SCHOOL OF SOCIAL & BEHAVIORAL SCIENCE

Criminal Justice - Criminal Justice, Criminology

Shelley Buchbinder, Quinebaug Valley
Michael Emanuel, Northwestern
Katy Kleis, Manchester
Art Kureczka, Capital
Samantha Mannion, Housatonic
Jeff Nixon, Three Rivers
Gregory Riley, Norwalk
Rebecca Rist-Brown, Middlesex
Jill Ruggiero, Gateway
Jessica Waterhouse, Tunxis

Education - Early Childhood Education, Pathways to Teaching Careers

Marsha Bryant, Capital
Jennifer Wood Heslin, Norwalk
Wendy McGrath, Tunxis
Norma Rosado-Javier, Middlesex
Cindy Shirshac, Quinebaug Valley
Sheila Skahan, Three Rivers
Tracy Smith-Michnowicz, Northwestern
Shelley Tomey, Housatonic
Carmelita Valencia-Daye, Gateway
Brittany Zavaski, Manchester

Global & Human Studies - Anthropology, Civic Engagement, Geography, History, Human Services, Political Science, Sociology

Angelo Glaviano, Middlesex
Brian Lynch, Quinebaug Valley
Angelo Messore, Manchester
Latisha Nielsen, Naugatuck Valley
Carlos Reinoso, Housatonic
Josiah Ricardo, Capital
Althea Seaborn, Norwalk
Ryan Turner, Tunxis
Kristina Veselak, Gateway

Liberal Arts, General Studies, & Student Success - College & Career Success, General Studies, Liberal Arts & Sciences, Library Technology

Maria Buchta, Norwalk
Sarah Cieglo, Manchester
Jonah Cohen, Gateway
Gail R. Kulas, Northwestern
Terrence McNulty, Middlesex
Steve Neufeld, Three Rivers
Melissa Philion, Quinebaug Valley
Rebecca Samberg, Housatonic
Melissa Sieffert, Tunxis
Michelle White, Capital

Psychology - Drug & Alcohol Recovery Counselor, Disability Specialist, Psychology, Speech Language Pathology, Therapeutic Recreation

Nancy Bray, Manchester
Pamela Carroll, Three Rivers
Ling-chuan Chu, Quinebaug Valley
Paul Collette, Naugatuck Valley
Lauren Doninger, Gateway
Heather D'Orlando, Asnuntuck
Becky DeVito, Capital
William Grodman, Norwalk
Topher Logan, Northwestern
Kelly Mann, Tunxis
Laura Turiano, Housatonic

CATEGORIES			
BOT CTCC Manual		**BOR Policies Manual**	
Section	**Topic**	**Section**	**Topic**
1	System Organization	1	Academic Affairs
2	General Policies	2	Student Affairs
3	Academic Affairs	3	Finance, Facilities and Administration
4	Campus Operations/Fiscal Management	4	Human Resources
5	Student Affairs	5	General Board Policy
6	Finance Policy	6	System Organization and Governance

Policy Number	Subsection	Policy Name - BOT of CTCC (last updated 2011)	Updated under the BOR?	Notes	Policy Level
System Organization Policies in the BOT CTCC Manual					
1.1		**Bylaws**	Yes	BOR 6.1: BOR Bylaws approved 09-17-2015.	CSCU
	1.1.1	Responsibilities of Standing Committees	Committees are defined in the new bylaws in Article III and new BOR 6-2 Committee Charters.	This is just a header, not a policy unto itself.	
	1.1.1.1	Planning & Assessment	Yes	BOR 6.2: BOR Committee Charters	
	1.1.1.2	Academic Policies and Student Affairs	Yes	BOR 6.2: BOR Committee Charters	
	1.1.1.3	Budget and Facilities	Yes	BOR 6.2: BOR Committee Charters	
	1.1.1.4	Personnel	Yes	BOR 6.2: BOR Committee Charters	
1.2		**Elections**		This is just a header, not a policy unto itself. All subsections are procedures,	CSCU
	1.2.1	Students (BOT of CCCs, BOG Standing Advisory Committee)	Yes, BOR 6.1: BOR Bylaws approved 09-17-2015.	The old text spells out the process for the selection of representatives, the new just names the SAC and refers to CGS.	
	1.2.2	Faculty: Non-Technical and Alternate (BOG Standing Advisory Committee)	Yes, BOR 6.1: BOR Bylaws approved 09-17-2015.	The old text spells out the process for the selection of representatives, the new just names the FAC and refers to CGS.	

	1.2.2.1	Faculty: Technical and Alternate (BOG Standing Advisory Committee)	N/A	These are union-related reps that don't appear to exist in the new BOR structure.	
	1.2.3	Administrator: Non-Technical and Alternate (BOG Standing Advisory Committee)	N/A	These are union-related reps that don't appear to exist in the new BOR structure.	
	1.2.3.1	Administrator: Technical, and Alternate (BOG Standing Advisory Committee)	N/A	These are union-related reps that don't appear to exist in the new BOR structure.	
	1.2.4	Students: Technical/Technological Advisory Council	N/A		
1.3		**Board Meetings - Oral Presentations**	No	This section is a level of detail about meeting procedure not found in the BOR manual.	CSCU
	1.3.1	Board Meetings - Notice of Matters to be Discussed in Executive Session	No		
1.4		**Board Members**	No	This is guidance about board members' role and conduct not found in BOR bylaws or policy.	CSCU
	1.4.1	Requests for Information by Board Members	No		
	1.4.2	Employment of Student Trustees	No		
1.5		**Statement of Relationships (Board, Chancellor, Presidents)**	No	This is a clarifying statement about the roles of these bodies and individuals and their responsibilities to the system. I have not found an equivalent in the BOR bylaws or policy - might be a good exercise since the system has evolved so much in the last decade.	CSCU
BOT System Organization Policy not connected to BOR manual					

Department of Program Review and Assessment (DOPRA) 2023-2030 Academic Program Review Schedule

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School of Arts & Humanities Disciplines			APR/ADR/Accreditation Master Schedule						
SDC	Programs	Degree & Certificate Descriptions	23-24	24-25	25-26	26-27	27-28	28-29	29-30
Art and Design	Art Studies	AA TAP/CSCU Transfer			X				
	Digital Arts Technology	Digital Arts Technology AS			X				
		Animation & Motion Graphics Certificate							
		Audio Production Certificate							
		Digital Graphics for Print & Screen Certificate							
		Technical Communication Certificate							
		Trending Tech in Digital Media Certificate							
		Video Production Certificate							
	Game Design	AS				X			
	Graphic Design	AS				X			
		Design & Illustration AS							
		Digital Media/Web Design AS							
	Interior Design	Career Program AAS			X				
	New Media Production	Digital Media Certificate	X						
		Audio & Music Certificate							
		Audio & Music AAS							
		Corporate Media Certificate							
		Corporate Media AAS							
		Digital Marketing AAS							
		Film & Video Certificate							
		Film & Video AAS							
		Multimedia Certificate							
		Multimedia AAS							
		News & Sports Certificate							
		News & Sports AAS							
		Web Design & Development Certificate							
		Web Design & Development AAS							
	Visual Art	AA		X					
		Design AA							
		Illustration AA							
		Photography AA							
Communication	Communication	Communication Studies AA TAP/CSCU Transfer		X					
		Digital Media Production Certificate							
		Human Communication AS							
		Journalism AS							
		Media Production AS							
		Public Relations Certificate							
		Visual Communication Certificate							
	Humanities (Discipline)	NA						X	
	Linguistics (Discipline)	NA						X	
	Philosophy (Discipline)	NA						X	
	Religion (Discipline)	NA						X	
English	English Studies	AA TAP/CSCU Transfer			X				
ESOL	ESOL	Advanced English Proficiency Certificate	X						

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Languages & Culture	Deaf Studies	Deaf Studies Certificate		X					
	Interpreter Training	AS		X					
	French Studies	AA TAP/CSCU Transfer							X
	German Studies	AA TAP/CSCU Transfer							X
	Italian Studies	AAA TAP/CSCU Transfer							X
	Spanish Studies	AA TAP/CSCU Transfer							X
Performing Arts	Dance	Dance AA					X		
		Dance Certificate							
	Music Industry	AS		X					
	Music Studies*	AA TAP/CSCU Transfer	X NVCC						X MCC
	Musical Theater	AA			X				
	Theater	AA			x				
	Theater Studies	AA TAP/CSCU Transfer			X				
	Theater Design & Production	AA			X				
*Externally accredited									

School of Science & Mathematics			APR/ADR/Accreditation Master Schedule						
SDC	**Programs**	**Degree & Certificate Descriptions**	23-24	24-25	25-26	26-27	27-28	28-29	29-20
SSM Group 1	Astronomy (Discipline)	NA							X
	Biochemistry Studies	AA TAP/CSCU Transfer			X				
	Chemistry Studies	AA TAP/CSCU Transfer		X					
	Physics Studies	AA TAP/CSCU Transfer			X				
SSM Group 2	Biology Studies	AA TAP/CSCU Transfer	X						
	Biotechnology	Biotechnology Certificate	X						
		Biotechnology AS							
SSM Group 3	Cannabis	Cannabis Studies Certificate			X				
	Earth Science (Discipline)	NA							X
	Environmental Science	Environmental Biology AS		X					
		Environmental Health & Safety Management Certificate							
		Environmental Science & Toxicology Certificate							
		Environmental Science & Toxicology AS							
		Natural Resources Certificate							
		Natural Resources AS							
		Sustainability AS							
	Geology (Discipline)	NA					X		
	Horticulture	Horticulture Certificate	X						
		Horticulture AS							
		Landscape Design Certificate							
	Natural Science (Discipline)	NA						X	
	Natural Science & Mathematics	AS						X	

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SSM Group 4	Data Analytics	Data Analytics Certificate				X			
	Digital Analytics	Foundations of Digital Analytics Certificate				X			
	Technology Studies	Data Science				X			
		Data Science AS				X			
SSM Group 5	Mathematics Studies	AA TAP/CSCU Transfer			X				

School of Business & Hospitality Disciplines			APR/ADR/Accreditation Master Schedule						
SDC	Programs	Degree & Certificate Descriptions	23-24	24-25	25-26	26-27	27-28	28-29	29-30
Accounting	Accounting	Accounting Certificate			X				
		Accounting AS			X				
Business	Business Administration	Business Administration Certificate							X
		Business Administration AS*							
		Entrepreneurship Certificate							
		Entrepreneurship AS							
		Finance Certificate							
		Finance AS							
		Honors AS							
		Management Certificate							
		Management AS							
		Marketing Certificate							
		Marketing AS							
	Business Studies*	AA TAP/CSCU Transfer							X
	Small Business & Entrepreneurship	Small Business & Entrepreneurship Certificate	X						
		Small Business & Entrepreneurship AS							
Business Office Technology	Business Office Technology	Administrative Support Certificate	X						
		Customer Services Certificate							
		Electronic Health. Records Certificate							
		Legal Administrative Support Specialist Certificate							
		Medical Insurance Specialist Certificate							
		Medical Option AS							
		Office Option AS							
		Office Application Skills Certificate							
		Social Media Specialist Certificate							
Business Options	Banking	AS				X			
	Bookkeeping	Certificate						X	
	Business Intelligence	AS	X						
	Fashion Merchandising & Retail Management	Fashion Merchandising & Retail Management Certificate		X					
		Fashion Merchandising & Retail Management AS							
	Management Information Systems	Management Information Systems Certificate				X			
		Management Information Systems AS							
	Public Utility Management	AS					X		
	Sports & Leisure Management	Sports Management AS			X				
		Sports & Leisure Management AS							

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Culinary*	Culinary Arts	Culinary Arts Certificate*	X						
		Culinary Arts AS*	X						
	Dietary Supervision	Certificate		X					
	Food Service Management*	AS	X						
	Professional Baker	Certificate		X					
	Restaurant Management	AS		X					
Hospitality	Hospitality & Tourism Management	Hospitality & Tourism Management Certificate		X					
		Hospitality & Tourism Management AS							
	Hotel Management	AS		X					
	Meetings/Conventions/Special Events Management	Certificate		X					
Health Information Technology & Healthcare Administration	Health Information Technology	Clinical Coding Certificate							X
		Data Management AS*							X
		Medical Billing, Outpatient Coding Certificate							X
		Outpatient Medical Coding & Auditing AS							X
	Healthcare Administration	AS						X	
Paralegal*	Paralegal	Paralegal Certificate			X				
		Paralegal AS							
*Externally accredited									

School of Nursing & Health Careers Disciplines			APR/ADR/Accreditation Master Schedule						
SDC	**Programs**	**Degree & Certificate Descriptions**	**23-24**	**24-25**	**25-26**	**26-27**	**27-28**	**28-29**	**29-30**
SNH Group 1	Diagnostic Medical Sonography*	AS				X			
	Nuclear Medicine Technology*	Certificate					X		
		AS							
	Radiation Therapy*	AS	X MCC						X GCC
	Radiography	Radiography AS*			X				
		Computerized Tomography Certificate							
		Magnetic Resonance Imaging Certificate							
		Mammography Certificate							
	Radiologic Technology*	AS			X				
SNH Group 2	Dental Assisting*	Certificate							X
	Dental Hygiene*	Dental Hygiene AS	X						
		Pre-Dental Hygiene Transfer Compact AA							
SNH Group 3	Exercise Science	Exercise Science AS			X				
		Exercise Science Studies AA TAP/CSCU Transfer							
	Health Science	Health Career Pathway Certificate				X			
	Massage Therapy	Massage Therapy Certificate			X				
		Massage Therapy AS							
	Nutrition	Nutrition & Dietetics* AS				X			
		Pre-Nutrition Transfer AS							

SNH Group 4	Medical Lab Technology*	AS					X		
	Ophthalmic Design & Dispensing*	AS							X
SNH Group 5	Nursing*	AS		X					
SNH Group 6	Occupational Therapy Assistant*	AS						X	
	Physical Therapist Assistant*	AS	X NVCC		X NCC				
SNH Group 7	Medical Assisting	Medical Assisting Certificate*	X CCC						X NCC
		Medical Assisting AS	X						
	Phlebotomy	Certified Phlebotomy Technician Certificate	X						
SNH Group 8	Respiratory Care*	AS							X
	Paramedic*	EMT to Paramedic Pathway Certificate	X						
		Paramedic Studies Certificate							
		Paramedic Studies AS							
		Paramedic Emergency Medical Services Instructor AS							
SNH Group 9	Surgical Technology*	AS			X GCC			X HCC	
SNH Group 10	Veterinary Technology*	AS	X – 3 Programs have due dates for SS and site visits from 2022-27						
*Externally accredited									

School of Engineering & Technology Disciplines			APR/ADR/Accreditation Master Schedule						
SDC	Programs	Degree & Certificate Descriptions	23-24	24-25	25-26	26-27	27-28	28-29	29-20
SET Group 1	Architecture	Construction Technology Certificate		X					
		Architectural Design Technology AS							
	Construction Management	Construction Management Certificate		X					
		Construction Management AS							
	Water Management	Clean Water Management Certificate			X				
		Water Management Certificate							
SET Group 2	Automotive Technology	Advanced Engine Performance Certificate						X	
		Automotive Management AS						X	
		Automotive Repair & Service Certificate						X	
		Comprehensive Automotive Repair & Service (CARS) AS*							X
		Fundamentals Certificate						X	
		General Auto Service Certificate						X	
		General Motors Automotive Service Education Prog. (ASEP) Certificate *						X	
		General Motors Automotive Service Education Prog. (ASEP) AAS*						X	
		Honda Professional Auto Career Training (PACT) Auto Service Certificate						X	
		Honda Professional Auto Career Training PACT) Auto Service AAS						X	

	Aviation Maintenance Technology	AS	X						
	Fire Technology	Fire Technology & Administration AS	X						
		Firefighter 1 & Firefighter 2 Certificates							
	Railroad	Railroad Engineering Technology AS				X			
		Signaling & Communications AS							
SET Group 3	Engineering	Biomedical Engineering Technology AS			X				
		Computer Engineering Technology AS			X				
		Electronic Engineering Technology AS*	X GCC & TRCC						X NVCC
		Engineering Science AS			X				
		Environmental Engineering Technology AS			X				
		Mechanical Engineering Technology AS*	X GCC & TRCC						X NVCC
		Nuclear Engineering Technology AS			X				
SET Group 4	Computer Information Systems	Cloud Computing Certificate			X				
		Cloud Computing AS							
		Data Analytics AS							
		Generalist AS							
		IT Support Certificate							
		IT Support AS							
		Networking Certificate							
		Networking AS							
		Programming Certificate							
		Programming AS							
	Computer Networking	Security Certificate			X				
		Technology Certificate							
		AS							
	Computer Science	Computer Science Studies TAP/CSCU Transfer Degree			X				
		Mobile Programming AAS							
		Relational Database Development Certificate							
		Smartphone Application Development Certificate							
		Software Development AS							
		Software Engineering AAS							
		Web Developer Certificate							
		Web Development AAS							
	Computer Servicing	Certificate			X				
	Cybersecurity	Cyber & Homeland Security Certificate			X				
		Cyber & Homeland Security AS							
		Cybersecurity Essential Certificate							
		Cybersecurity Operations Certificate							
		Computer Science AS							
		Cybersecurity AS							
		Networking AS							

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SET Group 5	Technology Studies	Advanced Manufacturing Machine Technology Certificate Option 1*	X	X ACC					X QVCC
		Advanced Manufacturing Machine Technology Certificate Option 2*							
		Advanced Manufacturing Machine Technology Option 1 AS*							
		Advanced Manufacturing Machine Technology Option 2 AS*							
		Architectural CAD Certificate						X	
		Artificial Intelligence AS		X					
		Biomolecular Science AS		X					
		CAD User Certificate						X	
		Computer Engineering Technology AS				X			
		Energy Management Certificate		X					
		Energy Management AS		X					
		Engineering Technology AS				X			
		Environmental Science AS				X			
		Industrial Technology AS				X			
		Manufacturing Engineering Technology AS							X
		Mechanical CAD Certificate						X	
		Mechatronics Automation Technician Certificate							X
		Mechatronics Automation Technician AS							X
		Precision Manufacturing Certificate							X
		Precision Manufacturing AS							X
		Robotics & Mechatronics Technician Certificate							X
		Robotics & Mechatronics Technician AS							X
		Technology & Engineering AS				X			
		Technology Studies AS				X			
		Welding & Fabrication Technician Certificate	X						
		Welding & Fabrication Technician AS	X						
*Externally accredited **Facility Certification (not tied to specific degrees)									

School of Social & Behavioral Science Disciplines			APR/ADR/Accreditation Master Schedule						
SDC	Programs	Degree Type (A=Associates, C=Certificate)	23-24	24-25	25-26	26-27	27-28	28-29	29-30
SSB Group 1	Anthropology (Discipline)	NA					X		
	Archeology	Certificate	X						
	Economics Studies	AA TAP/CSCU Transfer Degree			X				
	Geography Studies	AA TAP/CSCU Transfer Degree		X					
	History Studies	AA TAP/CSCU Transfer Degree				X			
	Political Science Studies	AA TAP/CSCU Transfer Degree				X			
	Sociology Studies	AA TAP/CSCU Transfer Degree	X		X				
SSB Group 2	Civic Engagement	Certificate	X						
	Drug and Alcohol Recovery Counseling	Certificate		X					
		AS							
	Human Services	AS			X				
		Behavioral Health Specialist Certificate							
		Child, Family & Community Studies AS							
		Gerontology AS							

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		Gerontology							
		Human Service Management Certificate							
		Human Service Management AS							
		Mental Health Certificate							
		Mental Health AS							
		Social Work Studies TAP/CSCU Transfer Degree							
SSB Group 3	College & Career Success (Discipline)	NA						X	
	Library Technology*	Certificate	X						
SSB Group 4	Criminal Justice	AS			X				
		Computer Crime Investigations AS							
		Corrections AS							
		Crim. Investigations AS							
		Homeland Security Certificate							
		Homeland Security AS							
		Juvenile Justice AS							
		Law & Legal AS							
		Law Enforcement AS							
		Victimology AS							
	Criminology	Criminology Studies TAP/CSCU Transfer Degree							
SSB Group 5	Disability Specialist	Disability Specialist Certificate					X		
		Disability Specialist AS							
	Psychology Studies	AA TAP/CSCU Transfer Degree						X	
	Speech and Language Pathology	AS						X	
	Therapeutic Recreation	Certificate	X						
		AS							
SSB Group 6	Early Childhood Education	Admin. Management & Leadership Certificate	X						
		Early Childhood Education Certificate							
		Early Childhood Education AS*							
		Early Childhood Education AS TAP/CSC Transfer Degree*							
		Infant & Toddler Certificate							
	Pathways to Teaching	AA TAP/CSCU Transfer Degree				X			
SSB Group 7	General Studies	AS					X		
	Liberal Arts & Sciences	AA						X	
		AS							

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******Draft Academic Program Review (APR) Frequently Asked Questions******

1. What is considered an academic program?

An academic program is an organized sequence of learning experiences and related activities designed to teach students a defined body of knowledge and skills leading to a recognized level of mastery in an academic discipline or applied field. Academic programs include academic disciplines that offer certificates and/or degrees approved by the Connecticut State College and University System, the State of Connecticut, the New England Commission of Higher Education, and other programmatic accreditors.

2. What is Academic Program Review (APR)?

Academic Program Review (APR) is a structured, cyclical, ongoing, and dynamic process for assessing the mission, goals, infrastructure, operations, and outcomes of academic programs and their relation to the missions of the Connecticut State Community College and the Connecticut State College and University System.

3. What is the purpose of Academic Program Review?

The purpose of APR is to strengthen academic programs through inquiry, assessment, and reflection. It is our primary means of ensuring that our programs are of high quality and that they provide the best possible services to our students. The Academic Program Review process in intended to evaluate:

a. The extent to which program goals, objectives, and student learning outcomes are aligned with the institutional mission of CT State.
b. The degree to which students achieve the learning outcomes that programs are designed to teach.
c. Student success in terms of access, retention, progression, completion, and post-completion attainment.
d. The adequacy of program infrastructure and resources.
e. The degree to which program outcomes are equitable across all student groups.

4. How often are academic programs reviewed?

At a minimum, the CSCU Board or Regents requires that all credit-bearing degree and certificate programs and non-degree-granting academic disciplines undergo APR once every seven-years.

5. Do all academic programs have to undergo an Academic Program Review?

All academic programs are required to participate in the APR process. Programs that are independently accredited may submit the self-study report required by their external accreditor in lieu an APR self-study report. However, if a program's external accreditation self-study report does not respond to all the sections listed in this BOR APR Policy, then it must attach an addendum report that responds to any unaddressed sections.

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6. How will the results be used?

The results of APR provide data that reveal the degree to which: a) programs accomplish their missions, b) students experience success, and c) learning outcomes are accomplished at a high level across all student groups. The Academic Leadership Team uses APR results to make decisions about how to most effectively allocate resources to improve programs and deliver high quality services to students. In addition, the APR process may be used to inform programmatic changes such as credit or contact hour adjustments or modifications to curriculum objectives, learning outcomes, course content, linkages across program components, and/or teaching strategies.

7. Do APR results affect faculty and/or staff performance evaluations and/or progress toward promotion and/or tenure?

The APR process is focused on the performance of *programs,* not personnel.

8. What is the timeline for completing the APR self-study?

The APR process is designed to be completed over three semesters as illustrated in the following table:

Activity	Timeframe
BOR APR Form 1, *APR Scheduling Form*, prepared by CT State Academic Leadership Team and submitted to BOR by CT State Provost, or designee, to confirm program(s) that will be reviewed that academic year.	December 31 AY1
CSCU Administration presents the *Annual Academic Program Review Schedule* to the Academic and Student Affairs Committee of the BOR for approval.	February AY1
Annual Academic Program Review Schedule is approved by the full BOR.	May AY1
Program Coordinators (PCs) complete APR Self-Study Reports, including comments from external reviewers (if applicable) and submit them to their Chief Academic Officers.	September – April AY2
Chief Academic Officers review APR Self-Study Reports and prepare summaries for CSCU BOR.	May - August, AY2
BOR APR Form 2, *APR End-of-Year (EOY) Report* from the prior academic year, submitted by CSCU Chief Academic Officers.	August 15, AY2
BOR reviews BOR APR Form 2, *APR End-of-Year (EOY) Report* and responds accordingly.	Fall Semester, AY3

The self-study report is developed during the fall and spring semesters of the academic year in which the program is due for review. It is then submitted to the Chief Academic Officer and the Board of Regents, who review the report and respond by the end of the subsequent fall semester.

9. Who is responsible for preparing the self-study report?

APR Self-Study Reports are intended to be collaborative efforts, facilitated by program coordinators and/or department chairs, that involve all key stakeholders – faculty, staff, students, administrators, and external partners. Roles and responsibilities are to be determined in collaboration with their respective School Academic Deans.

10. Who provides the quantitative data required for the self-study report?

The quantitative data points required for an APR Self-Study report are of two types: 1) student success data, including access, retention, completion, and post-completion metrics and 2) the results of measures of student learning in the academic and employability domains. Student success data will be provided by the Division of Institutional Research and Effectiveness. Leaning outcome data should be collected, analyzed, and reported by the programs themselves with assistance from the Division of Institutional Research and Effectiveness.

11. Are there specific topics that must be addressed in the APR Self-Study?

The format of the APR Self-Study report may vary somewhat across CT State's myriad academic programs according to their unique missions, cultures, and professional norms. However, they are expected to address the following topics:

a. Program overview – including a description of the program and its mission and goals, curriculum, student demographics, and instructional modalities.
b. Description of program infrastructure – including the program's faculty and staff, facilities, fiscal resources, and external partners, if any.
c. Description of program operations – including program governance, administrative support, policies and procedures, provisions for engaging and supporting students, faculty and staff development, faculty and staff contributions to the College and their disciplines, processes to support continuous program improvement, connections with alumni and other external stakeholders, and efforts to address opportunity gaps among its students.
d. Description of program outcomes – including data on student access, retention, completion, and post-completion success; the results of student learning outcome measures; and efforts to assess employability skills. To identify and address opportunity gaps, outcome data should be disaggregated by gender, race, Pell status, and ethnicity.
e. Responses to the following five key questions:
    i. To what extent are program goals, objectives, and student learning outcomes of the program aligned with the institutional mission of CT State?
    ii. To what degree do students achieve the Academic and Employability Learning Outcomes that the program is designed to teach?
    iii. How does the program compare to student success benchmarks in the domains of access, retention, progression, completion, and post-completion attainment?
    iv. Does the program have adequate infrastructure and resources?
    v. To what degree does the program result in equitable outcomes across all student groups?
f. Executive summary – including at list of at least three goals for program improvement, a list of resources needed for program improvement, the names of key stakeholders responsible for implementing improvement goals, and a timeline for program improvements.

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12. Does APR differ based on program type, e.g., academic disciplines vs programs or externally accredited programs?

The degree to which the topics listed under FAQ #11 apply to a program will vary by program type. See the CT State APR Handbook for templates that apply to academic programs and disciplines and externally accredited programs.

13. What are the qualifications for external reviewers?

Many of the diverse degree programs offered throughout CT State require that external advisory committees and/or external reviewers with discipline specific knowledge participate in the academic program review process. External reviewer requirements and procedures will be established in collaboration with School Academic Deans in accordance with unique missions, cultures, and professional norms of the programs and/or disciplines.

14. How do we recruit external reviewers?

External reviewers include, but are not limited to, program alumni, external partners, individuals in the community with specialized expertise, and/or faculty and staff who work in similar programs at other institutions. They are generally identified through professional networks, trade associations, or regional and national conferences.

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CT STATE
COMMUNITY COLLEGE

(Draft) Department of Program Review and Assessment (DOPRA) Academic Program Review Handbook

DRAFT

By

Joseph P. Cullen, Ph.D.
Director, Program Review and Assessment
Connecticut State Community College
November 4, 2022

Table of Contents

VISION

MISSION

ACADEMIC PROGRAM REVIEW (APR):
- APR Process and Timeline
- Full APR Self-Study (APReSS) Report Format
- APR Update (APRU) Report Format (not required for externally accredited programs)
- APR for Externally (APRE) Accredited Programs Report Format
- CT State APR Cycle 2022-2028
- Frequently asked questions about the APR Process

ACADEMIC DISCIPLINE REVIEW (ADR):
- ADR Process and Timeline
- Full ADR Self-Study (APReSS) Report Format
- ADR Update (APRU) Report Format
- CT State ADR Cycle 2022-2028
- Frequently asked questions about the ADR Process

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Department of Program Review and Assessment (DOPRAAA) Handbook

- VISION:

The Department of Program Review and Assessment (DOPRAA) is the centerpiece of a system-wide Community of Practice consisting of faculty and staff who are devoted to advancing evidence-based, equity-informed program review and assessment methods, instruments, polices, and practices. Our work is grounded in our passion for creating optimal conditions for student success and teaching excellence.

- MISSION:

The DOPRAA develops forms, policies, and procedures that support consistency and coherence in the collection of data on student success (both academic and non-academic), Student Learning Outcomes (SLOs), and program effectiveness with a special emphasis on formative measures that can be used to promote positive change, strategic planning, data-informed decision-making, and continuous quality improvement. The DOPRAA will also: 1) recommend assessment tools and techniques that are evidence-based and/or grounded in best practices; 2) support efforts to ensure that the various forms of assessment data collected throughout the system are credible and can be used with confidence; 3) provide training and consultation to faculty, staff, and management on matters of academic program review and learning outcome assessment; 4) engage in on-going research to identify best practices in program review and learning outcome assessment, especially regarding issues of belonging, diversity, equity, and inclusion; and 5) maintain archives of data on student learning and program effectiveness to satisfy the requirements of regional and specialty accreditation bodies and other key internal and external stakeholders.

DOPRAA's areas of influence include Academic Program Review (APR), Academic Discipline Review (ADR), General Education Learning Outcome (GELO) Assessment, and the assessment of Student Learning Outcomes (SLOs) in all the academic programs offered by the Connecticut State Community College.

- ACADEMIC PROGRAM REVIEW (APR):

Academic Program Review (APR) is a process mandated by the Board of Regents (BOR) of the Connecticut State College and University System to assess the quality and effectiveness of academic programs that are not externally accredited. It is the primary means by which the BOR determines program viability as it examines all aspects of program operations and the degree to which academic programs confer the credentials for which they were established. Academic Program Review operates on a six-year cycle with a full self-study in year six and a progress report in year three. The process and timeline for a full self-study are described below.

A. APR Process and Timeline:

Academic Program Reviews are designed to be completed over three semesters. They involve regular meetings with key internal and external stakeholders, collaborating with colleagues, and completing deliverables by established deadlines. The following table contains a suggested timeline for completing the APR process:

Activity	Timeframe AY=Academic Year	Deliverables
A review team consisting of key stakeholders is constituted and convenes an organizational meeting that: 1) reviews the APR process and the roles and responsibilities of team members, 2) frames key questions to be addressed in the Program Review Self-Study Report (PRSSR), 3) identifies and requests the data that will be needed from the Office of Research and System Effectiveness (ORSE), 4) designs student and staff surveys and other data collection tools if appropriate, and 5) identifies individuals willing to serve as external reviewers.	September, AY1	• Request for data from ORSE • Student and/or staff surveys and/or other data collection tools, if appropriate
Review team meets bi-weekly to review information including data on 1) enrollment, student success, learning outcomes, instructional methods & modalities, staffing, and current & projected employment trends for program graduates; 2) syllabi and CVs from full and part-time faculty, and, if appropriate, 3) the results of student and staff surveys and other data collection tools.	September – November, AY1	• Analyses of data from ORSE • Syllabi and CVs from full and part-time faculty and staff • Results of student/staff surveys and other data collection tools
Review team meets to 1) draw conclusions from data; 2) discuss future priorities for curriculum, staffing, budgeting, facilities, equipment, and other resources; and 4) divide the work of the report writing.	December, AY1	• Conclusions for data sources • List of future priorities for curriculum, staffing, budgeting, facilities, equipment, and other resources • Assignments and deadlines for report writing
Review team meets bi-weekly to review and edit sections of the program review report and address any additional needs for information.	January – March, Y1	• Initial drafts of sections of the PRSSR
Review team completes first full draft of report and submits it for review to campus and/or CT-State administrators.	March, AY1	• First draft of the PRSSR.
Program review draft with comments and suggestions returned to review team for editing and final proofreading. Review committee submits second draft of the PRSSR to external reviewers.	April, AY1	• Second draft of the PRSSR.
Program review team incorporates feedback from external reviews and prepares third draft, including appendices. Third draft of PRSSR is submitted to the CT-State and CSCU Presidents and Provosts for review	May, AY1	• Third draft of PRSSR.
CT-State and CSCU Presidents and Provosts provide feedback to the program review team on the report and action plan, including suggested changes and edits.	September, AY2	None
Program review team prepares final drift of the PRSSR.	October, AY2	• Final draft of PRSSR.
Final draft of the PRSSR is submitted to the BOR. The BOR reviews the report and action plan and responds by confirming the strategic direction of the program for the next year and beyond.	November – December, AY2	None

B. Academic Program Review Self-Study (APReSS) Report

Academic Program Review Self-Study (APReSS) Report. APReSS reports are of three types:

- Comprehensive (*APReSS-C*)– A detailed program evaluation to be completed every six years.
- Progress (*APReSS-P*) – A shorter report, completed in year 3 of the APR cycle, that focuses on progress made since the previous comprehensive report.
- Externally accredited (*APReSS-E*) – A summary of the self-study reports required by external accreditation bodies for programs that are externally accredited.

1. General Guidelines.

As teams work together on APReSS reports, drafts and related documents should be posted in a shared workspace such as MS Teams or Google Workspace so that collaboration can occur across all 12 campuses. In its final form, all components of APReSS reports should be in the same 11 or 12-point font with one-inch margins on all sides. In addition, pages, tables, figures, attachments, and appendices should be numbered. A hard copy and an electronic version of the document with appendices, including curricula vitae and course syllabi, should be submitted to the administration by May 31st of the academic year in which they are due. Data forms and approved templates should be appended to the hard copy and submitted as separate files along with the electronic version. All APReSS reports should contain the following sections:

a. Mission statement - Describe the mission of the program and how it supports the mission of the CT-State.

b. Program description - Insert a description of the program as it appears in the CT-State catalogue. Include a discussion of current & projected employment trends for program graduates that incorporates some of the following data sets, which are available from ORSE:

c. State and local Department of Labor (DOL) job market information

d. Economic Indicator scorecards

e. Projections by occupational grouping

f. Occupational employment and wages

g. Add additional descriptive information such its history, principles, core values, accolades, recognitions, and/or track record of success.

h. Curriculum – Provide a description of the curriculum for the program that includes required coursework, fieldwork, and co-curricular experiences. List the academic learning outcomes, career competencies, and employability skills addressed in the program. Also describe recent and planned changes to the curriculum, including the rationales for the changes. Append syllabi for all required courses and any BOR forms or documents (e.g., Below Threshold Modification Forms) that have been submitted since the last program review.

i. Faculty and support staff-- Provide a list of full and part-time faculty and staff who teach in the program and/or provide instructional support. Include their credentials and, if they are faculty, the courses that they teach. Append resumes or curricula vitae for all current full and part-time faculty and relevant instructional staff members. Describe key faculty accomplishments, including advanced degree completion, grants, publications, and teaching awards. Include a discussion of the following:

j. Faculty and staff development - Describe relevant faculty and staff development activities since the time of the last APR. If appropriate, append relevant faculty development artifacts.

k. Assessment of faculty - Describe program efforts to assess full and part-time faculty since the time of the last program review.

l. Physical resources - Describe the physical resources available to the program, including space, facilities, equipment, and supplies.

m. Fiscal resources - Describe the fiscal resources available to carry out program goals and objectives, including amounts budgeted for the program by the system and support from grants and/or gifts awarded to individual faculty members or the program. Include an analysis of the program's future sources of funding.

n. Key questions - List and describe the key questions that the Program Review Team will explore through the program outcomes data presented in section VIII.

o. Program outcomes – For each of the program outcome domains listed below, provide a narrative that includes:

- A summary of data provided by the ORSE (data forms should be appended)
- A brief analysis and interpretation of the data
- A discussion of how the data pertains to the key questions listed in section 7

i. Enrollment trends since last APR – How have enrollments in the program changed since the last APR? If it is a degree program, how many majors? Append tables, charts, and/or graphs showing enrollment trends since the last APR.

ii. Instructional modalities – What are the primary instruction modalities used in the program (e.g., Traditional, Online, Hybrid, LRON, FLEX)? How have these changed since the last APR? Append tables, charts, and/or graphs showing, by semester, the number of sections and enrollment figures for each modality.

iii. Faculty and staff – What are the staffing levels and patterns for the program? Include the full-time to part-time faculty ratio, FTE student to FTE faculty ratio, and percentage of day sections, evening sections, and total sections taught by full-time vs part-time faculty.

iv. Faculty End-of-Term (EOT) course evaluations – How do students rate the courses offered in the program? If available, provide a summary, by course, of student ratings on EOT course evaluations. Append tables, charts, and/or graphs that profile course evaluation data for each semester since the last APR.

v. Student characteristics – What is the demographic profile of the students in the program? Provide a summary of key characteristics, including:

- Student Type (i.e., FT/PT status)
- Gender, race/ethnicity, age
- First generation
- Socio-economic status (i.e., Pell eligibility)

vi. Student success – What is the level of student success in the program? Provide summaries of key student success indicators, including:

- Retention rates
- Graduation rates
- Percentage of program majors who pass program courses with a grade of C or better

vii. Employability skills – How successful is the program at introducing and reinforcing career competencies and employability skills?

viii. Transferability – What transpires after students leave or graduate from the program? Provide summaries of available data from NCES/IPEDS on completions, degrees/certificates awarded, transfers, pursing additional education, not enrolled, and/or employment.

p. Priorities for the future: next five years -- Address the key questions posed in Section VII using the data presented in Section VIII. Include the following in your discussion:

- Program strengths
- Program challenges
- Recommendations for improvement, including:

i. Goals and objectives
ii. Resources need to achieve recommended improvements
iii. Person(s) responsible for recommended improvements

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iv. Timeline for recommended improvements
v. Connection with system-level priorities as described in the CT-State Strategic Plan

q. Required appendices:

- System approved data forms (See Appendix I.A)
- Course syllabi
- Faculty and staff resume/CVs

C. Academic Program Review Progress (APRESS-P) Report Format (not required for externally accredited programs).

- TBD - The final version will be informed by the updated CSCU APR Policy and is anticipated to be complete by June 2023.

A. Academic Program Review for Externally Accredited Programs (APRESS-E) Report Format (required for externally accredited programs to submit along with a self-study report for an external accreditation body).

- TBD - The final version will be informed by the updated CSCU APR Policy and is anticipated to be complete by June 2023.

E. Academic Discipline Review (ADR) Report.

- TBD - The final version will be informed by the updated CSCU APR Policy and is anticipated to be complete by June 2023.

F. CT State APR Cycle by Area of Study 2023-2030:

- TBD - The final version will be informed by the updated CSCU APR Policy and is anticipated to be complete by June 2023.

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Summer 2023 Key Dates	Start	End	# Weeks
General Summer Term	5/22/2023	8/2/2023	10
Special 12 Week Sessions*	5/22/2023	8/16/2023	12
First 5 Weeks	5/22/2023	6/27/2023	5
Second 5 Weeks	6/28/2023	8/2/2023	5
Other Term Lengths (10 weeks or less)	Staggered; starting no earlier than 5/22	end by 8/2	3-10
*Specialty programs that will have an optional extension to 8/16 include:			
Manufacturing/Allied Health	Asnuntuck		
Paramedic	Capital		
Automotive, Hospitality, Surgical Tech	Gateway		
Nursing	Northwestern		
Manufacturing	Tunxis		
12 week Co-Ops, Internships, Clinicals	Various Campuses		
^10 week programs should start on 5/22			

Course Modality and Scheduling Survey

Please take a moment to tell us about your preferences for course modality (in person vs online) and scheduling. Thank you!

1. Thinking ahead to next semester, would you consider enrolling in (check all that apply):

- Regular length full term (15 weeks) classes
- Late start (13 weeks) classes
- Accelerated (7 or 8 weeks) classes

2. Thinking ahead to next semester, what mix of classes would you prefer? Click below for more information on course types: https://www.ct.edu/academics/courses#codes

- All of my classes in-person (TRAD)
- 75% of my classes in-person (TRAD) and 25% online (ONLN, LRON, OLCR or HYBR)
- 50% of my classes in-person (TRAD) and 50% online (ONLN, LRON, OLCR or HYBR)
- 25% of my classes in-person (TRAD) and 75% on line (ONLN, LRON, OLCR or HYBR)
- All of my classes online (ONLN, LRON, OLCR or HYBR)
- I do not have a preference
- I do not plan to enroll in classes next semester

3. If you prefer to enroll in some or all online courses, would you rather enroll in (check all that apply):

- Hybrid Classes (HYBR): Combines on-ground and online instruction
- Online with Classroom Component (OLCR): All instruction is online but requires some on-ground meetings
- Live/Remote Online (LRON): Live online sessions held at specified days and times using video conferencing programs
- Online (ONLN): Courses in which all instruction and assessment is delivered online

4. If you prefer to enroll in some or all in-person classes, would you rather enroll in (check all that apply):

- Classes that meet on Monday
- Classes that meet on Tuesday
- Classes that meet on Wednesday
- Classes that meet on Thursday
- Classes that meet on Friday
- Classes that meet on Saturday
- Classes that meet in the morning
- Classes that meet in the afternoon
- Classes that meet in the evening

From: CTState-Announcement
Subject: CT State One College Application Goes Live!
Date: Friday, September 30, 2022 2:23:53 PM

CT State One College Application Goes Live!

On Saturday, October 1, the CT State application will go live! This marks a vital and exhilarating first step towards accepting students to Connecticut State Community College.

One of the big changes is how to complete the FASFA. There is an educational marketing campaign in progress to inform our incoming and returning students of the code they need to use and the importance of completing the FAFSA. This information will be posted on Banner, Blackboard, and on all campus websites. Students will be contacted through CRM Advise and emails, and there will be signage on campuses and monitors.

As you interact with students and field questions, below is an **AT-A-GLANCE GUIDE**:

- As of Oct. 1, students applying for the Fall ‘23 semester will use the CT State application.
- Students applying for the Winter ‘22, Spring ‘23, and Summer ‘23 sessions will continue to use the campus-specific current application.
- All of the campus websites have this information on their application sites. It will also be on www.ct.edu/apply.
- **New and returning students** attending in Fall 2023 must use the new FASFA code **007635.**
- FAFSA code **007635** will initially identify as Capital Community College until the summer of 2023 when the US Department of Education finalizes our merger. At that point the code will identify as CT State Community College.
- Advise all students to visit their campus financial aid office as well as meet with a Guided Pathways and/or Faculty advisor.

For more information, contact your Financial Aid office or visit www.ct.edu/admission/finaidguide.

CT STATE COMMUNITY COLLEGE

Banner Data Migration Milestones

• General Person Migration & Synch	Complete May 2022
• Catalog Load	Complete September 2022
• Curriculum Load (Programs)	Complete September 2022
• Faculty/Advisor Record Load (Taught since Fall 2018)	Complete December 2022
• General Student Record Load	Scheduled February 2023
• Institutional Academic History/Transfer History	Scheduled February 2023
• Awarded Degrees	Scheduled February 2023
• Institutional Academic History/Transfer History	Scheduled February 2023
• Minimal Financial Aid Data to support 23-24 AY	Scheduled February 2023
• Institutional Academic History/Transfer History	Scheduled February 2023
• Supplemental Financial Aid Load – Spring 2023	Scheduled May/June 2023
• Account Receivable Balance Load	Scheduled July 2023
• Supplemental Student/History Load – Spring 2023	Scheduled July 2023
• Supplemental Financial Aid Load – Summer 2023	Scheduled August 2023
• Supplemental Student/History Load – Summer 2023	Scheduled July 2023
• IRDB & Extracts for CT State (priority order)	Scheduled September 2023

CT State Community Colleges
12 Campuses

- **Asnuntuck** [Enfield, CT]
- **Capital** [Hartford, CT]
- **Gateway** [New Haven, CT]
- **Housatonic** [Bridgeport, CT]
- **Manchester** [Manchester, CT]
- **Middlesex** [Middletown, CT]
- **Naugatuck Valley** [Waterbury & Danbury, CT]
- **Northwestern** [Winsted, CT]
- **Norwalk** [Norwalk, CT]
- **Quinebaug Valley** [Danielson, CT]
- **Three Rivers** [Norwich, CT]
- **Tunxis** [Farmington, CT]

Explore more at
CT.edu/apply

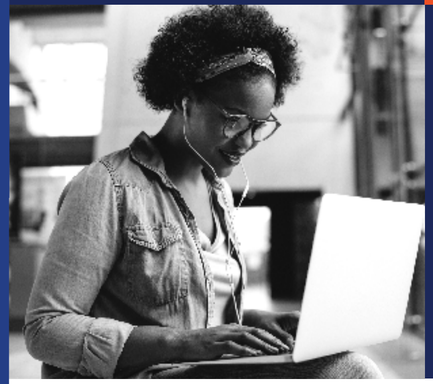
CT STATE
COMMUNITY COLLEGE

One College: CT State
The 12 Connecticut community colleges are merging into one institution called CT State Community College. The merger will be complete by Fall 2023.

See more at: **www.ct.edu/merger**

Application & Enrollment Guide 2022-2023

12 GREAT CAMPUSES



1 WAY TO APPLY

CT STATE
COMMUNITY COLLEGE

Areas of Study

Arts & Humanities

Business & Hospitality

Engineering & Technology

Nursing & Health Careers

Sciences & Mathematics

Social & Behavioral Sciences

Ready To Enroll

Not sure of your program? No problem. Let us help.

We offer more than 200 degree and certificate programs that lead to hundreds of careers. We cluster similar majors into Areas of Study. This allows you to complete a set of courses that fulfill core requirements.

Explore all your options at:
ct.edu/apply

Choices can be overwhelming. You will be asked to choose an Area of Study and a program when you apply. Here's some examples of how to find the right program for you:

Are you into writing? Start with Arts & Humanities
Into fixing things or building things? Start with Engineering & Technology
Love Accounting, Economics or Marketing? Pick a program in Business & Hospitality

Is a 4-Year College or University in Your Future?

If you know that you want to transfer your community college credits toward a bachelor's degree, you may choose a transfer program within an Area of Study.

Learn more at:
www.ct.edu/transfer

What If I Change My Mind?

Once you enroll, you can seamlessly pivot to a new program of study with the help of a Guided Pathways Advisor who will help keep you on track to graduate and minimize credit loss.

Find Your Future at CT State

Our 12 Connecticut Community Colleges are merging to become CT State. You will seamlessly become a CT State student effective Fall 2023 with the ability to use your financial aid, register for classes and access services at any campus.

How To Apply & Enroll

1. Scan this code and learn how to apply: https://bit.ly/ApplyToCTStateVideo
2. Submit the required supplemental items noted in your application account. For general admission to a degree program, this will include proof of high school or GED completion and immunization records.
3. Check your personal email for your acceptance letter and next steps to enrollment. As part of your next steps you will meet with your Guided Pathways Advisor to register for classes and make a plan for success.

Getting Ready To Pay For College

Apply for financial aid at www.fafsa.gov and access your myCommNet account for updates about your college financial aid status. If you are applying for financial aid for the Fall 2023 semester at CT State, use School Code 007635 on your 2023-2024 FAFSA.

Explore PACT: Pledge to Advance Connecticut

Visit **ct.edu/**pact to learn more about the eligibility requirements for free community college.

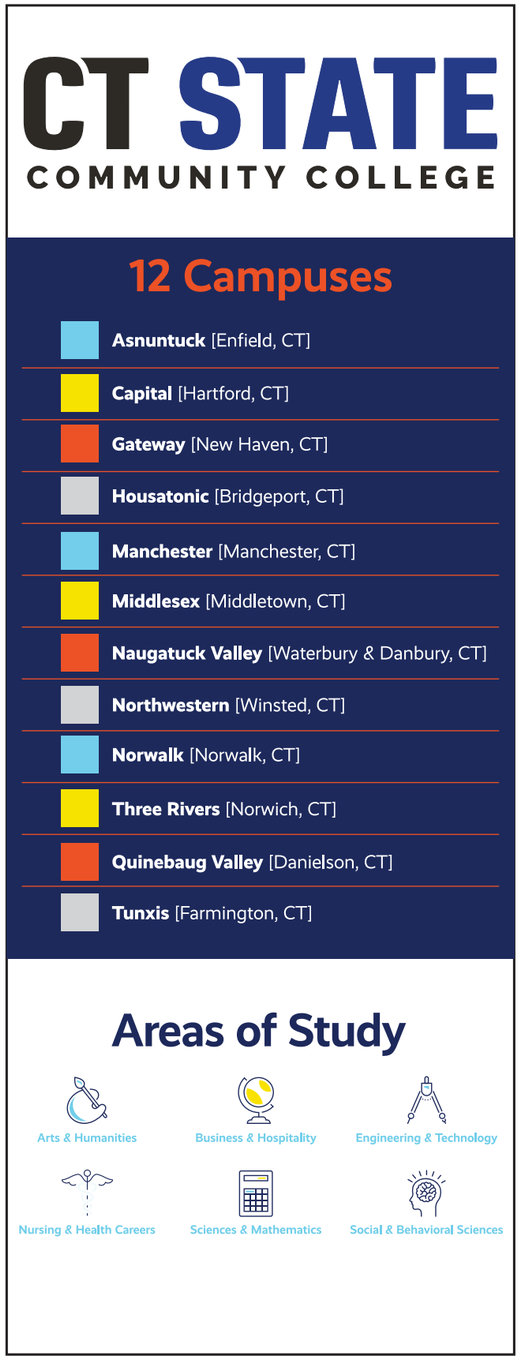
CT State Supports You

Our campuses offer a number of student supports, such as:

- Academic Support Centers
- Accessibility Services
- Career Counseling & Resume Services
- Dedicated Men's & Women's Centers
- Diversity, Equity & Inclusion Centers
- Flexible Online & In-person Schedules
- Food Pantries
- Guided Pathways Advising
- On-site Child Care
- Phi Theta Kappa Honor Society
- Student Government, Clubs & Activities
- TimelyMD
  Free Mental Health & Conventional Telehealth Services
- U-PASS
  Free Bus & Rail Passes
- Veterans' Oasis

Outreach Kits - Retractable Banners (concepts)

OPTION 1



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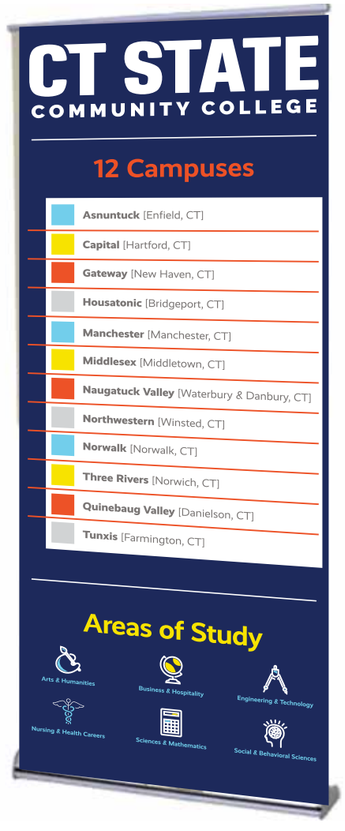

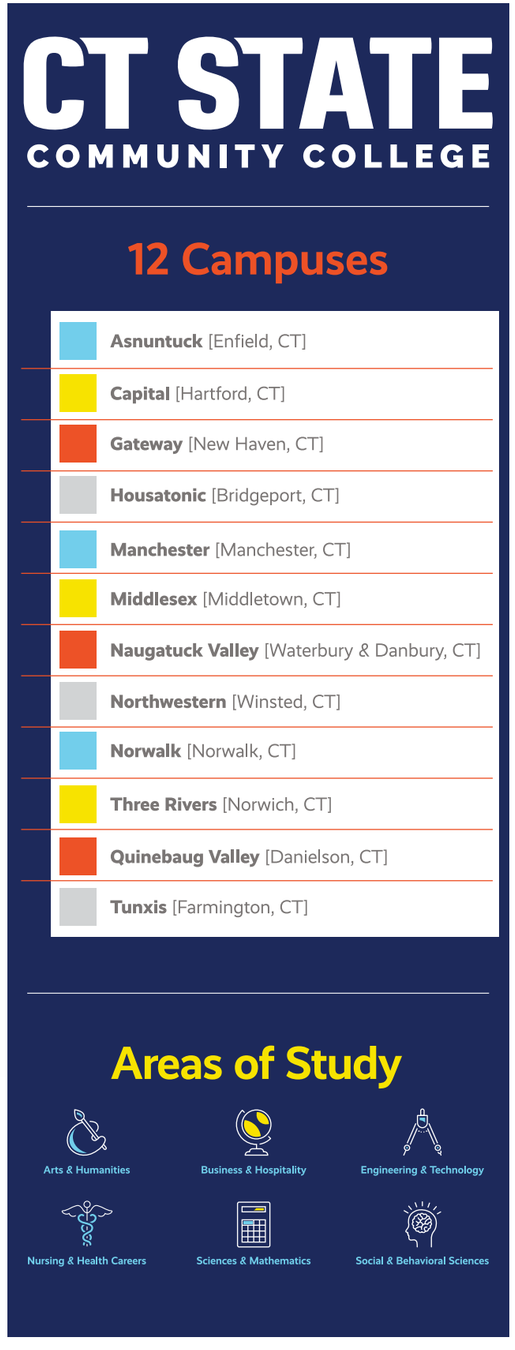

Non-Discrimination Statement:

CT State Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning or physical disability, sexual orientation, gender identity or expression, veteran status, criminal record, genetic information or any other federal or state protected class in its employment, programs, and activities. For information regarding the nondiscrimination, disability, and Title IX policies/procedures, contact: John-Paul Chaisson-Cardenas, Vice President for Diversity, Equity, and Inclusion, CT State Community College, 185 Main Street, New Britain, CT 06051, 860-612-7056 or jp-cardenas@ct.edu

Where it should be posted: According to OCR procedure (https://www2.ed.gov/about/offices/list/ocr/docs/nondisc.html) statement of nondiscriminatory policy are required in any bulletins, announcements, publications, catalogs, application forms, or other recruitment materials that are made available to participants, students, applicants, or employees. As noted in the pertinent regulatory provision, schools and colleges may meet this requirement either by including appropriate inserts in existing materials and publications or by revising and reprinting the materials and publications.

Accessibility Statement for Events:

In compliance with CT State's obligations under applicable federal and state law, all institutional and departmental publications (including flyers) that describe or invite public participation in programs are to contain the following statement:

Individuals with disabilities are encouraged to attend all CT State-sponsored events. If you are a person with a disability who requires a reasonable accommodation in order to participate in this program, please contact (Name of contact person for the event or college) at (email and phone #) 24 hours in advance of the event. Alternatively, please contact John-Paul Chaisson-Cardenas, PhD, MSW, VP of Diversity, Equity, and Inclusion, at Jp-cardenas@ct.edu.

The sponsoring college or program is responsible for incorporating the contact person's name, telephone number, and email into this accessibility statement.

CT State Equity Statement

Equity is the removal and reduction of barriers that negatively impact student success within structures, policies and practices and ensuring that students receive targeted resources and supports to achieve their academic, professional, and personal goals. Equity is achieved by identifying and intentionally addressing structural racism, systemic poverty, and other forms of marginalization, upholding the expectation that administrators, faculty, and staff act as anti- racist institutional change agents. CT State Community College commits to bold and disruptive change by actively identifying, naming, and dismantling structural racism, systemic poverty, and other barriers, establishing equitable and anti-racist policies and practices, and empowering students, faculty, staff, and administrators to advance racial, social, and economic justice. Our core collective responsibility is to continuously assess practices and policies and transform the world we live in by eliminating inequities.

Your FAFSA School Code is Changing!

Use 007635 for your 2023-2024 FAFSA.

If you are applying for federal financial aid for the Fall 2023 semester and beyond, please use Federal School Code 007635 on your 2023-2024 FAFSA. While this Federal School Code will initially identify as Capital Community College on the FAFSA, please know that the US Department of Education will update the college name in Summer 2023.

If you do not list Federal School Code 007635 on your 2023-2024 FAFSA, we will be unable to process your financial aid application for the Fall 2023 semester and the 2023-2024 academic year.

The 2023-2024 FAFSA is available on October 1, 2022, at fafsa.gov.
For more information, contact your Financial Aid Office.

www.ct.edu/admission/finaidguide

CT STATE COMMUNITY COLLEGE

CT STATE KICK OFF

VIRTUAL EVENT

Friday, August 26, 2022
9:00–11:00am

Featuring a welcome from CT State President John Maduko, M.D., setting the stage for our focus on Diversity, Equity and Inclusion, and the debut of "We Are CT State" video. Don't miss campus highlights from CEO's and Presidents, plus a brief governance and academic affairs overview followed by Meet & Greets with the each academic dean.

CLICK TO REGISTER

Friday, August 26, 2022
11:00–11:30am

Meet & Greet Links Below

Amy Feest	Science and Mathematics
Kim McGinnis	Social and Behavioral Sciences
Justin Moore	Engineering & Technology
B.L. Baker	Arts & Humanities
Paula Dowd	Nursing & Health Careers
Jimmy Adams	Business & Hospitality

CT STATE
COMMUNITY COLLEGE

From: CTState-Announcement
To: CCC-Employees
Subject: CT State Fall Kick-Off Virtual Event: August 26
Date: Wednesday, July 27, 2022 4:34:49 PM
Attachments: image005.png

CT STATE
COMMUNITY COLLEGE

SAVE THE DATE

Friday, Aug. 26, 9 AM – 11:30 AM
CT State Fall Kick-Off Virtual Event

Join your colleagues from all 12 campuses for this VIRTUAL event as we kick off the Fall 2022 Semester.

Invitation To Follow With Registration Links

Tentative Schedule Below

9:00 AM	• Welcome & Opening Address by CT State President Dr. John Maduko • Introduction of CT State Cabinet
9:20 AM	Diversity, Equity & Inclusion Overview by Dr. John-Paul Chaisson-Cardenas
9:30 AM	Video Debut
9:35 AM	Campus Accolades and Highlights by CEOs
10:15 AM	• Governance Overview and Academic Transition • Introduction of Academic Deans • Q&A with CT State Provost Dr. Miah LaPierre-Dreger
11:00 AM	Faculty invited to Join Virtual Meetings with their Academic Deans

CT STATE
COMMUNITY COLLEGE

CT State Community College Summit

Program Details:

CT State CC will be hosting two events to introduce, "CT State Community College," to all stakeholders! We will be utilizing the day to highlight our academic programs, student support services, unique campus specific programming and reinforce all of the benefits to becoming a student at CT State CC! Invited guests can choose from either date/location and only need to attend one event:

1.) Friday, October 7th – Manchester Community College
2.) Friday, November 4th – Housatonic Community College

Schedule:

Attendees will be able to self-select which topics are most relevant to them. Each session will be reoccurring during each time block listed below.

Event	Start	End
Breakfast & Networking	**8:00**	**8:30**
Welcome & Intro to CT State	**8:30**	**9:00**
Plenary Session: Guided Pathway Advising / Q & A	**9:00**	**9:40**
BREAK/TRANSITION	***9:40***	***9:50***
Session 1	**9:50**	**10:25**
BREAK/TRANSITION	**10:25**	**10:35**
Mini-Session	**10:35**	**10:55**
BREAK/TRANSITION	**10:55**	**11:05**
Session 2	**11:05**	**11:40**
BREAK/TRANSITION	**11:40**	**11:50**
Lunch/Small Group Discussions	**11:50**	**12:40**
BREAK/TRANSITION	**12:40**	**12:50**
Session 3	**12:50**	**1:25**
BREAK/TRANSITION	**1:25**	**1:35**
Mini-Session 2	**1:35**	**1:55**
Closing	**1:55**	**2:00**

CT STATE COMMUNITY COLLEGE

CT State Community College Summit

Session Topics
Academic Affairs (ACME/Holistic Look at Academic Affairs/Areas of Study/ *Program Alignment)
Academic Spotlight: Automotive Program
Academic Spotlight: Business Administration
Academic Spotlight: Manufacturing
Academic Spotlight: Nursing
Academic Spotlight: Selective Admissions Programs
Disability Services
Early College Credit/Dual Enrollment
Financial Aid
Foundations
FREE Community College/ PACT
Holistic Support Services (Equity & Inclusions)
Second Chance Pell
Student Experience/Panel
Student Success Center
Transfer Pathways
Workforce Development
Mini-Sessions
Alumni Connection
Campus Life
CT State Application Process
Gateway to College
Meet the SGA
TimelyMD

Leadership Communications with Online Video Links

Board of Regents Meetings

Agenda and Minutes available at https://www.ct.edu/regents/minutes

Date	Topic	Presenter(s)	Time Stamp & Time in Meeting	Video Link	Views as of 1/2023
9/22/22	Accreditation Update - September Progress Report	John Maduko, Michael Rooke, and Kimberly Sorrentino	~19 minutes; ~42 minutes	https://www.youtube.com/watch?v=r917X9BdZZg	241
11/18/22	Joint BOR/FAC Meeting: Budget, Finance, and Consolidation	Terrence Cheng, Benjamin Barnes, Sean Bradbury, and CSCU Leadership Teams	Full meeting - ~1 hour and 7 minutes	https://www.youtube.com/watch?v=nURn8-KdCnw	224

Events, Videos, and Webinars

Date	Topic	Presenter(s)	Time Stamp & Time in Meeting	Video Link	Views as of 1/2023
8/26/22	CT State Kick-Off Event	John Maduko, Miah LaPierre-Dreger, and CT State and Campus Leadership Teams	Full event - ~1 hour and 54 minutes	https://www.youtube.com/watch?v=G14JDiq-rQw	11
8/26/22	We are CT State	Presenter	Full video - ~3 minutes	https://www.youtube.com/watch?v=HrX8Xc1G7-g	388
10/20/22	PSLF Waiver: Accessing Public Service Loan Forgiveness	Cristher Estrada Perez	Full webinar - ~1 hour and 1 minute	https://www.youtube.com/watch?v=mV26RxLjxeQ	31
10/27/22	TimelyCare 101 - Free 24/7 Virtual Health and Wellness	Andy Fenton	Full webinar - ~41 minutes	https://www.youtube.com/watch?v=dN_NA87pmxg	18

11/8/22 and 11/15/22	CT State One College Application Review	Sarah White, Karissa Smith, and Vincent Kedizor	Full webinars – ~53 minutes and ~15 minutes	https://www.youtube.com/watch?v=Vz-HI9EmJfs https://www.youtube.com/watch?v=lsjUNDi3g9Y	36 28
11/10/22	CT State Governance Overview	John Maduko, Miah LaPierre-Dreger, and CT State Leadership Team	Full webinar – ~1 hour and 5 minutes	https://www.youtube.com/watch?v=kDRezhYjH1M	229
11/16/22	Technology Services Organization (TSO) I: Enterprise Operations	Jarrod Borek and Manuel Gomez	Full webinar – ~43 minutes	https://www.youtube.com/watch?v=xcFBLYkmwbE	57
12/6/22	ACME Phase 1 - Fall 2023	James Gentile, Andrew Sottile, Hannelore Moeckel-Rieke, Melanie Majeski, Deb Rimkus, Andre Freeman, Amy Feest, and Michael Stefanowicz	Full webinar – ~1 hour and 4 minutes	https://www.youtube.com/watch?v=8SjGeDIN5n8	15
12/8/22	Transitioning from Legacy “12 College Banner” to CT State “One College Banner”	Lourdes Cruz, Manuel Gomez, and Brenda Whalen	Full webinar – ~54 minutes	https://www.youtube.com/watch?v=-0sczqPu63o	55

From: CTState-Announcement
Subject: CT State News: October 28, 2022
Date: Friday, October 28, 2022 9:13:48 AM
Attachments: image005.png
image014.png

October 28, 2022

President Maduko Wraps up his first round of College Tours

President Maduko wrapped up the last of the twelve College tours last week. Visiting each campus and meeting with students, faculty and staff gave him a clearer understanding of the scope of what CT State Community College will become.

Thank you to everyone who provided feedback. This isn't the last you'll see of him – President Maduko and his cabinet will continue to visit the campuses throughout the year.

Introducing Meredith Yuhas, Director of Mental Health and Wellness of CT State

CT State welcomes the new Director of Mental Health and Wellness, Dr. Meredith Yuhas, PhD, LPC, NCC, ACS. Dr. Yuhas brings 26-years' clinical mental health treatment and supervisory experience in higher education and extensive experience in wellness program development, policy, compliance, training, strategic planning, and assessment.

Her knowledge, skills, and experience positions CT State to build off the great work that is already happening across our campuses and meet the growing needs of our students. During the fall semester, Dr. Yuhas will work with campus leadership and schedule time to visit campuses and meet with key stakeholders involved in counseling, mental health, and wellness programming and services.

Dr. Yuhas is a Connecticut Licensed Professional Counselor, a Nationally Certified Counselor, and an Approved Clinical Supervisor. She earned a Ph.D. in Counseling Psychology from the University of Connecticut. Recently as the Director of the Counseling and Wellness Center at the University of Saint Joseph, she developed a comprehensive college counseling program, wellness promotion program, and campus-wide resiliency initiative. Prior to USJ she was the director of training and a counselor at the University of Hartford and a counselor at the Substance Abuse Prevention Center and the Counseling Center at the University of Connecticut. Dr. Yuhas has also served as an adjunct faculty member at University of Connecticut, Central Connecticut State University, University of Hartford, and University of Saint Joseph teaching both undergraduate and graduate courses.

You can reach Dr. Yuhas at 860-612-7057 or via email at myuhas@commnet.edu.

100 Day Report Coming Soon

President Maduko has completed 100 days in office and has spent that time traveling to all the campuses and getting to know the administration, faculty, and staff. In November, he will be releasing his 100 Day Report, which will discuss the things he's learned and the steps he plans to take**.**

Student Leadership Opportunity: Oxford Consortium for Human Rights

The Oxford Consortium for Human Rights conducts workshop seminars in Oxford, UK for students and faculty in collaboration with the Oxford Institute for Ethics, Law and Armed Conflict. The workshops are student focused, in collaboration with universities, practitioners, and organizations across the globe committed to establishing thoughtful and critical dialogue on issues of human rights, humanitarian action, and global justice. Three workshops will be offered in 2023 in Oxford – "*Civil Resistance, Nonviolent Activism & Human Rights*" March 19-25 2023, "*Human Rights and The Climate Crisis*" March 27 - April 2 2023, and "*New Technology & Human Rights*" July 3-9, 2023.

Northwestern CT Community College has hosted students to attend Consortium workshops for many years. In 2023 the Consortium is opening this opportunity to all CT State community college students. Consortium programs and workshops offer a 3-credit humanities elective option for students. Student costs are approximately $3,350 which includes lodging in Oxford university dorms, most meals, a banquet dinner, flight, and the workshop fee. It is anticipated that each CT State community college will host their student(s) to attend.

To apply visit: https://tinyurl.com/ochr2023. For more information contact: Susan Dichter at sdichter@nwcc.edu or call 860.738.6335 or Jessie DePonte at jdeponte@nwcc.edu. Applications will be reviewed starting November 18th for the March '23 workshops.

Calling all Beta Testers!

The web team is hard at work developing the new CT State Community College website. It is projected to go live on January 20, 2023. Prior to its release, it will be beta tested by staff, faculty, and students. If you would like to volunteer, please email your name, whether you are a student, faculty or staff member, and your department or title to ashelton@threerivers.edu. While the website is not yet ready to be tested, we are collecting names of those interested in helping out.

Enroll in a Day is Saturday, November 5!

All 12 community colleges will be open on Saturday, November 5 to make enrolling for classes as convenient as possible. As with previous Enroll in a Days, the colleges will be fully staffed with experts available to help students with financial aid, registration, admissions, advising and more. Winter classes start December 27, spring classes start January 20, and registration is open now. Thank you to everyone who will be putting in the time and effort to make this day a success.

Learn more at: **www.ctstate.edu/enroll**.

New Slate of Informational Webinars -- Register Today!

Don't miss these upcoming webinars where faculty and staff can learn about the One College Application, and the first phase of ACME. Recordings of all the presented webinars will be up shortly, and you can view past webinars here: https://www.ct.edu/merger/webinars.

Coming soon there will also be webinars on the One College Banner and Wellness at CT State. Links and dates to follow.

11/8 - CT State Application Review Register Here
12/6 - ACME Phase 1 - Fall 2023 Register Here

Small Business Seminars Available Now

Get the word out – there are a variety of FREE virtual and in person small business seminars available right now. Choose from a variety of seminars specifically designed to provide tangible resources, answers, guidance, and experience on topics like e-commerce, social media, cyber security, blockchain, and more, all of which can be attended virtually.

Founders, entrepreneurs, and businesses owners may sign up to attend as many seminars as they'd like, though there is a limit of two attendees per business for each individual seminar. Learn about the seminars and register here: https://www.housatonic.edu/state-seminars.

State-Wide Elevator Pitch Competition for Students with Cash Prizes!

Spread the word to students -- the Werth Center at Housatonic Community College is hosting an elevator pitch competition for students with $10,000 in prizes and grants. All are welcome to attend Housatonic Community College's "Crafting an Elevator Pitch" workshops on Oct. 26 from 1 - 2 p.m. or Oct. 27 from 6:30 - 7:30 p.m. to get helpful tips on constructing their elevator pitch.

The contest consists of a preliminary competition, which requires a 60-second elevator pitch video (**deadline November 17)**. Students should email the video with their name, business name, the college they attend, and their email address to WerthCenter@housantonic.edu.

A final in-person competition at Housatonic Community College will be held **December 1** at **6:30 p.m.** for the top 20 students from the preliminary competition. During the final competition, students will give an in-person pitch of their business.

Students who create the top videos from each college along with the top 10 students overall will be awarded monetary prizes. All who participate in the final competition will be awarded a monetary prize with greater prize amounts going to the first five place holders. Additional grants will be available to help launch your business.

MARK YOUR CALENDARS

From: CTState-Announcement
Bcc: CCC-Employees; Appleby, Leigh; Pritchard, Alice M; Bradbury, Sean; Bellagamba, Amanda; Cheng, Terrence; CTState-President
Subject: President"s Post, Oct. 24, 2022
Date: Tuesday, October 25, 2022 3:53:00 PM
Attachments: image001.png

October 25, 2022

Dear CT State Community,

Greetings!

My first tour of all twelve colleges has come to an end just in time for my 100th day on the job, and I want to thank all of you for being such gracious hosts. The days were long and filled with meaningful interactions with students, faculty, and administration.

It was a wonderful opportunity to explore the different college campuses as well as learn more about the unique programs, facilities, student support services, and ties to the local communities that each encompasses. There is a lot of individuality in the communities we represent and support, and it is reflected in the personalities and legacies of the twelve colleges.

Many of you had concerns, both specific and broad, and I appreciate you taking the time to share them with me as well as your ideas for the future of CT State. I have brought your comments and recommendations to my Cabinet, and we are taking them all into account. **I will be announcing some of the ways we've incorporated your feedback into my 100 Days Report, which will come out in November.** You will also be seeing more of the entire CT State leadership and me as we establish a culture of being present by frequently visiting our campuses.

Until then, there is news to celebrate. Census numbers for the fall have arrived, and it's encouraging news. While numbers overall have decreased compared to Fall '21, we've slowed the bleeding. Full-time enrollment for all colleges is down just 1 percent compared to last Fall. **This is the first year in a long time that our year-over-year enrollment hasn't fallen dramatically**.

We have been living in a new reality since the beginning of the COVID-19 pandemic. Aside from the changes that the pandemic brought to pass, we are grappling with a declining birth rate, a pending recession, and lower enrollment in Connecticut public schools. Many of our students were forced to stop attending as they struggled with food, housing, childcare, and other significant insecurities during the pandemic. Taking that into account means every student we register is a victory and a life-changing opportunity.

We have made great strides in re-engaging and registering a significant number of stop-outs. Over the summer, we launched an effective campaign that reached out with postcards, digital ads, and emails. We let them know about our outstanding academic and workforce programs, flexibility, advising, financial support like scholarships and financial aid, and wrap-around services for food, housing, and childcare that we offer. **We saw results**

through a 39% increase in enrolled re-admitted students.

Our promising registration and enrollment numbers wouldn't have happened without each of you working so hard to enroll and retain students. It's going the extra step, making that phone call or text, walking a student to the right office, and always supporting students who are the 'Why' that drives our mission. CT State cannot succeed without your passion, resilience, experience, and dedication.

Thank you for all you do.

John Maduko, M.D. ***(he/him/his)***

President

Connecticut State Community College

CT State Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity or expression, veteran status, criminal record, genetic information or any other federal or state protected class in its employment, programs, and activities. The following individual have been designated to handle nondiscrimination policies regarding disability, Title IX, and discrimination policies: John-Paul Chaisson-Cardenas, Vice President for Diversity, Equity and Inclusion, CT State Community College, 185 Main Street, New Britain, CT, 06051, 860-612-7056, jchaisson-cardenas@commnet.edu.