

Progress Report to the New England Commission of Higher Education

SUBMITTED BY
CONNECTICUT STATE COMMUNITY COLLEGE

September 1, 2022

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Table of Contents

- Progress on Tasks Requested by the Commission..... 3
- Introduction 5
- Institutional Overview 6
- Requested Updates from Letter Dated March 21, 2022 7
 - 1) An Update on Enrollment and Budget Projections for CT State, with Attention to the Institution’s Success in Addressing the Operating Deficit..... 7
 - 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..... 9
- STANDARD ONE: Mission and Purposes.....10
- STANDARD TWO: Planning and Evaluation..... 11
 - Strategic Plan 11
 - Data Governance 11
 - Structure of Institutional Research 11
- STANDARD THREE: Organization and Governance 13
 - CT State Governance Structure 13
- STANDARD FOUR: The Academic Program..... 15
 - Curriculum Alignment 15
 - Academic Program Review Process..... 15
 - Developmental English and Math Courses/Alignment and Completion of Math and English..... 16
 - General Education and Diversity Outcomes Finalized..... 16
 - Additional Progress..... 16
- STANDARD FIVE: Students..... 19
 - Enrollment Management Plan and Pledge to Advance Connecticut (PACT) 19
 - Guided Pathways Advising 19
 - United States Federal Department of Education Application..... 19
 - Progress within Student Affairs..... 20
 - Additional Progress..... 21
- STANDARD SIX: Teaching, Learning, and Scholarship 22
 - CT State Academic, Associate, and Assistant Deans 22
 - Diversity, Equity, and Inclusion of Faculty and Staff 22
 - Additional Progress..... 23
- STANDARD SEVEN: Institutional Resources..... 24
 - Communication Staff Hiring 24
 - Additional Progress..... 24

STANDARD EIGHT: Educational Effectiveness 27

STANDARD NINE: Integrity, Transparency, and Public Disclosure 28

- CT State Merger Website..... 28
- CT State Logo and Marketing..... 28

Requested Updates from Letter Dated March 31, 2022 30

- 1) Theme from Public Comment: The Possible Erosion of Student Support Services..... 30
- 2) Theme from Public Comment: Issues Related to Diversity, Equity, and Inclusion..... 30
- 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 .. 31

Appendices 33

Progress on Tasks Requested by the Commission

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

| TASK | TASK COMPLETE | IF NOT COMPLETE, NEW EXPECTED TIMETABLE* | PROGRESS REPORT PAGE NUMBER(S) |
|--|---|--|--------------------------------|
| a) The strategic plan for CT State has been finalized and approved by leadership and the Board of Regents (BOR) | | December 2022 | 11 |
| b) The Data Governance Council has completed its review of data products, selected a product, and begun work on the policy-making process for data standards, security, and auditing | Complete - The “selected a product” part is not applicable and not part of charge | | 11 |
| c) The integrated Institutional Effectiveness and Planning (IE & P) structure, with functionally based Senior Directors, is being implemented | | December 2022 | 11-12 |

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

| TASK | TASK COMPLETE | IF NOT COMPLETE, NEW EXPECTED TIMETABLE* | PROGRESS REPORT PAGE NUMBER(S) |
|--|---------------|--|--------------------------------|
| d) The governance structure for CT State has been launched | | Fall 2022 | 13-14 |

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

| TASK | TASK COMPLETE | IF NOT COMPLETE, NEW EXPECTED TIMETABLE* | PROGRESS REPORT PAGE NUMBER(S) |
|--|---------------|--|--|
| e) The credit curriculum alignment process has been completed, and the aligned programs have been approved by the Board of Regents | Complete | | 15 |
| f) The Academic Program Review (APR) Procedure and Report Format and data forms have been finalized and a first draft of the APR plan has been developed | Complete | | 15 |
| g) The Alignment and Completion of Math and English (ACME) curricula proposals have been adopted into all CT State degree programs | | Original timeline for adoption 2023–2025; Fall 2023 – English pilot (all students) and pilot of three Math Pathways; Fall 2024 – Pilot of additional three Math Pathways | 16 |
| h) Outcomes for the general education core, including outcomes for the embedded diversity requirement, have been finalized | Complete | | 16 31 |

4) With Respect to Standard Five, Students:

| TASK | TASK COMPLETE | IF NOT COMPLETE, NEW EXPECTED TIMETABLE* | PROGRESS REPORT PAGE NUMBER(S) |
|--|-----------------------------------|--|---|
| i) The Enrollment Management Plan has been updated, and marketing of the Pledge to Advance Connecticut (PACT) has begun | Complete | | 7-8 19 |
| j) The hiring of Guided Pathways advisors for all campuses has been completed | Complete | | 19 30 |
| k) The E-App, with all programs and locations, has been submitted to the U.S. Department of Education | Complete | | 19-20 |
| 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 | Progress has been made — Complete | Fall 2022 – Handbook and behavioral intervention complete; Spring 2023 – Implementation of recommendations for student activities and clubs | 20-21 |

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

| TASK | TASK COMPLETE | IF NOT COMPLETE, NEW EXPECTED TIMETABLE* | PROGRESS REPORT PAGE NUMBER(S) |
|--|--|---|--|
| m) Six Academic Deans have been hired and searches for 18 Associate Deans and two Assistant Deans have been launched | Five Academic Deans hired – Complete (The sixth search had to be extended) | Late August 2022 – Searches to launch for Associate and Assistant Deans; Mid-Fall 2022 – Sixth Academic Dean hired | 22 |
| n) An Interim Vice President for Diversity, Equity, and Inclusion has been hired | Permanent Vice President for Diversity, Equity, and Inclusion hired — Complete | | 22 30 |

6) With Respect to Standard Seven: Institutional Resources:

| TASK | TASK COMPLETE | IF NOT COMPLETE, NEW EXPECTED TIMETABLE* | PROGRESS REPORT PAGE NUMBER(S) |
|--|--|--|--------------------------------|
| o) Anticipated hires of communications staff (Web Services Specialist, Regional Marketing Directors) have been completed | Departmental realignment – Twenty existing legacy marketing staff reporting lines were transferred from the colleges to report directly to the CT State Director of Communications and Strategic Marketing | December 2022 – Hiring completed for Web Services Specialist and multiple director, coordinator, and manager-level positions within Marketing Department | 24 |

7) With Respect to Standard Nine: Integrity, Transparency, and Public Disclosure:

| TASK | TASK COMPLETE | IF NOT COMPLETE, NEW EXPECTED TIMETABLE* | PROGRESS REPORT PAGE NUMBER(S) |
|--|---|--|--------------------------------|
| p) The academic transition website has been launched | Academic transition information incorporated into merger website — Complete | | 28 |
| q) A logo for CT State has been selected | Complete | | 28-29 |

*For tasks not yet complete, additional updates will be provided in the February Progress Report

Introduction

For the past five years, the planning for the formation of Connecticut State Community College (CT State) has been ongoing, in all its complexity, and it is now in the final stages. We would like to thank the Commission for its steadfast guidance throughout as we anticipate entering the final year of preparing CT State for launch on July 1, 2023.

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 first here. The second will be delivered by February 10, 2023, and the final by June 1, 2023.

This report has been structured to:

1. Address the first two updates requested in the Commission's letter of March 21, 2022.
2. Provide broad updates on each of the enumerated items by Standard from the Commission's letter of March 21, 2022.
3. Directly respond to the Commission's letter of March 31, 2022, which requested information in three areas resulting from public comment.

This report was prepared with the input of dozens of members of the CT State team, located in the new offices 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 distributed to all employees within our organization and posted on our ct.edu/merger/neche website.

As in the substantive change report, we use the term “colleges” 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

In May 2017, the Connecticut Board of Regents for Higher Education (BOR) first proposed merging the 12 existing NECHE-accredited community colleges into a single NECHE-accredited institution, subsequently named CT State Community College. Throughout, the objective has been to create a student-centric, world-class community college for the students and citizens of Connecticut.

The 12 colleges are now in the final stages of merging into CT State. This report will share the progress since our last report in February 2022 as well as the remaining work ahead. We are confident that the work will be completed on schedule. We look forward to continuing to update the Commission in the two following progress reports in February and June 2023, followed by the Commission approving our accreditation to become CT State Community College.

After careful consideration, President Maduko has announced a partial realignment of the CT State leadership team to new roles and the removal of the regional organizational structure at the Cabinet level. This regional reporting structure was designed to bring the colleges into closer alignment with each other so that CT State could begin functioning as a single college in 2023. The regional structure succeeded in this goal and was an important transitional element in the formation of CT State. Starting in mid-August, the three Regional Presidents have transitioned to Executive Vice President roles. During this final year of transition, all college Presidents/Chief Executive Officers will report centrally to the CT State Cabinet. The CT State leadership team will use this year to carefully assess the important balance of local and centralized authority.

CT State will continue to have a regional structure at the campus levels for the foreseeable future as these areas, such as advising and financial aid, are functioning effectively. Further details on this CT State organizational realignment will be provided in the two upcoming February and June 2023 progress reports.

Merging 12 public colleges into one is a complex and challenging task. We have adapted virtually all of our operational and organizational processes to ensure that we meet the nine NECHE Standards as a single college. CT State has hired a new leadership team, aligned all degrees and certificates into a single catalog, and built the infrastructure to support a community college of 55,000–65,000 credit and non-credit students.

CT State is delighted to share with the Commission a new accolade that we received in mid-August 2022 from [Wal-lethub.com](https://www.wal-lethub.com), a personal finance organization that ranks U.S. community colleges each summer. The [2022 rankings of U.S. community colleges](#) has four CT colleges ranked in the top 15 of U.S. community colleges and, in addition, the [CT community college system](#) was collectively ranked as the best overall U.S. community college system by [Wal-lethub.com](https://www.wal-lethub.com).

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

Enrollments have declined 34% among the 12 Connecticut community colleges since 2014, and this has imperiled the fiscal sustainability of the colleges. The formation of CT State was grounded in two key objectives: improve student success and improve the financial stabil-

ity of community college operations in the wake of steep enrollment declines.

The community colleges remain committed to their mission as open-access institutions. The CT State Strategic Enrollment Management Plan, developed in 2019, outlines the enrollment goals related to maintaining the current market share of traditional-age students, growing the adult learner population, and retention of all students. The transitional Enrollment Management plan is updated annually in the Spring (see [Appendix A](#) for 2022 plan). The Fall 2022 Enrollment Goals are shown below.

| FALL 2022 ENROLLMENT GOALS | BASELINE HC | PACT HC | RETENTION INCREASE HC | TOTAL HC | FTE |
|----------------------------|---------------|--------------|-----------------------|---------------|---------------|
| Asnuntuck CC | 1204 | 54 | 49 | 1307 | 813 |
| Capital CC | 2614 | 38 | 139 | 2791 | 1583 |
| Gateway CC | 5980 | 148 | 298 | 6426 | 3766 |
| Housatonic CC | 3881 | 106 | 191 | 4178 | 2515 |
| Manchester CC | 4446 | 326 | 217 | 4989 | 3006 |
| Middlesex CC | 2032 | 111 | 93 | 2236 | 1398 |
| Naugatuck Valley CC | 5077 | 248 | 262 | 5587 | 3473 |
| Northwestern CC | 1146 | 109 | 53 | 1308 | 829 |
| Norwalk CC | 4426 | 97 | 238 | 4761 | 2871 |
| Quinebaug Valley CC | 1120 | 86 | 51 | 1257 | 789 |
| Three Rivers CC | 3058 | 156 | 162 | 3376 | 2053 |
| Tunxis CC | 3219 | 186 | 164 | 3569 | 2242 |
| Total | 38,203 | 1,665 | 1,917 | 41,785 | 25,338 |

FTE = Full-time equivalent; HC = Headcount; PACT = Pledge to Advance Connecticut

The major investment that the BOR has made in Guided Pathways and holistic advising is on track to significantly impact enrollment and retention numbers. The three colleges that implemented this approach first (Housatonic, Middlesex, and Northwestern) are seeing gains in both; however, colleges in later phases have just completed staffing with additional advisors. Once established and coupled with CT State's new advising technology platform,

redesigned English and math courses, and College and Career Success course, CT State is confident that there will be substantial improvements in student onboarding, retention, and completion. However, it is expected that it will take one to two years of advising and enrollment cycles before there is enough data to assess the full impact of the Guided Pathways initiative.

As of early August 2022, enrollment trends for Fall 2022 are encouraging, with enrollment of first-time new students up 20% year-over-year, readmitted students up 44% year-over-year, and transfers up 13% year-over-year, largely due to a return to a “post-COVID normal.”

However, the fiscal year (FY) 23 enrollment projection of 25,339 full-time equivalent (FTE) students is conservative and is still below FY 20 pre-pandemic levels (see [Appendix B](#)). The forecast aligns with the NECHE substantive change report and contains three components:

- **Baseline Enrollment Trends:** The model uses historical data for two-year public colleges in the Northeast and Mid-Atlantic going back to 2000 to forecast a pandemic bounce back.
- **Pledge to Advance Connecticut (PACT):** Connecticut’s free community college program is currently available to full-time students. Beginning in Fall 2022, the PACT program is expanding to part-time students taking six or more credits.
- **Guided Pathways Advising:** This advising model has been proven to improve student success and retention.

The Enrollment Management and Student Affairs team and the reconstituted Enrollment Management Council, comprised of all the college Chief Executive Officers and Presidents, are working to achieve this enrollment target. The current Fall 2022 projections are in [Appendix B](#) and the most recent enrollment data as of August 12, 2022, is in [Appendix C](#). It is important to note that the current enrollment projection model places emphasis on Guided Pathways reforms increasing what have been unacceptably low college retention rates. The significant investment made in advising is one of the Guided Pathways reforms and early indicators suggest improved retention (see [Appendix D](#)). Furthermore, the expansion of PACT to part-time students in FY 23 by the CT legislature is a positive investment in CT State’s students, especially those from historically excluded populations.

Budget

As with most institutions of higher learning at this unprecedented point in time, the Connecticut community colleges are plagued by fiscal instability as revenues do not keep pace with expenditures. Through prudent fiscal management and the strategic use of Higher Education Emergency Relief Funds, the FY 22 unrestricted net position is projected at \$61 million. This exceeds the original forecast by \$4.3 million. Based on the FY 22 estimates and BOR adopted budget for FY 23, the consolidation will

achieve fiscal stability by FY 28 by improving revenue through increasing enrollment, stabilizing retention, and reducing non-student-facing costs. An updated budget forecast and an analysis of budget assumptions are in [Appendices E and F](#). In July 2022, the CT State One College Banner enterprise finance system came online, consolidating the budgets of the 12 colleges for FY 23 in preparation for CT State’s first year as a single institution. Each college received the full funding that they requested and will directly transact during FY 23.

The colleges have benefitted from multiple sources of new funds in FY 22. Connecticut’s PACT program was adopted by the Connecticut General Assembly and effective as of July 1, 2020, for the Fall 2020 semester. It was amended July 1, 2022, to include part-time students for the Fall 2022 semester and includes annual funding up to \$14 million in perpetuity. The strategic use of institutional Higher Education Emergency Relief and state-administered federal American Rescue Plan Act funds has also allowed the colleges to serve current students and support established BOR and CT State priorities. Funds were allocated towards lost revenue, student debt forgiveness, student mental health support, implementation of Guided Pathways advising, faculty online-pedagogy training, and equipment and technology updates.

The FY 23 budget assumes an even more conservative, lower enrollment forecast of 23,204 FTE, which aligns with the FY 21 levels, or a 4.5 % increase over the 2021–2022 year. Although the budget assumes the FY 21 enrollment figures, higher FY 23 revenues are anticipated because of the BOR adopted tuition and fee increase of \$12 per credit or \$224 per year, totaling \$4,700 for full-time students. In combination, the rate increase and enrollment recovery to FY 21 levels result in a projected tuition and fee revenue increase of 12.4% over the current year, or \$17.7 million. The FY 23 tuition and fee forecast of \$160.9 million is still far below the FY 20 actual tuition and fee revenue of \$177.7 million, despite the tuition increase.

College projections are reviewed as part of the budget development process, with college leadership offered the opportunity to revise projections. In addition, enrollment goals are distinct from the more conservative budgetary projections. College enrollment teams are clear on the goals related to new and returning students and the budget goal is also shared. CT State will continue to monitor the impact of the COVID-19 pandemic, economic recession, legislative budgeting, and other statewide challenges that require the College and system to make necessary adjustments to enrollment goals and delivery of instructional/student services.

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

As part of a 2017 statewide bargaining agreement with state employee unions, all of the colleges have experienced a long-anticipated retirement wave of faculty and staff – at its peak in Spring 2022 – due to a change in

state government employees’ benefits. These changes were designed to incentivize retirement of long-term state employees. Through July 1, 2022, across all 12 colleges, 98 full-time faculty and 71 full-time unclassified professional staff retired, representing 13.3% of the total 1,267 full-time faculty/unclassified professional staff employee headcount as of August 26, 2021. The table below provides an analysis, by college, of the number of academic year 2022 retirements during the period of August 26, 2021, through July 1, 2022.

Full-Time Faculty/Unclassified Professional Staff Retirements by College 8.26.21-7.1.22

| | AY 22 FT FACULTY RETIREMENTS | AY 22 FT UNCLASSIFIED STAFF RETIREMENTS | 8.26.21 FT FACULTY/UNCLASSIFIED STAFF EMPLOYEE HEADCOUNT | % TOTAL |
|---------------------|------------------------------|---|--|---------|
| Asnuntuck CC | 0 | 3 | 78 | 3.8% |
| Capital CC | 3 | 7 | 87 | 11.5% |
| Gateway CC | 23 | 9 | 171 | 18.7% |
| Housatonic CC | 6 | 4 | 121 | 8.3% |
| Manchester CC | 11 | 13 | 144 | 16.7% |
| Middlesex CC | 5 | 4 | 70 | 12.9% |
| Naugatuck Valley CC | 13 | 7 | 155 | 12.9% |
| Northwestern CC | 4 | 5 | 55 | 16.4% |
| Norwalk CC | 10 | 6 | 147 | 10.9% |
| Quinebaug Valley CC | 2 | 2 | 52 | 7.7% |
| Three Rivers CC | 7 | 3 | 82 | 12.2% |
| Tunxis CC | 14 | 8 | 105 | 21.0% |
| Total | 98 | 71 | 1,267 | 13.3% |

The 12 colleges are currently engaged in an equally unprecedented number of searches to replace virtually all retired full-time faculty one-for-one (except where programmatic changes have occurred at the college). Since the largest proportion of retirements occurred in late Spring 2022, prior to (typically) June 1st for faculty and July 1st for staff, the colleges are still in the midst of recruiting and hiring those replacement positions as of the date of writing this report. Thankfully, the impact of the retirement incentive program was limited to 13.3% of faculty and unclassified staff across the colleges. This was not as high as the 30% anticipated in the earlier reports.

The data below shows CT State’s status as of July 1, 2022, with total retirements of full-time faculty and unclassified staff as well as progress filling completely new positions or replacing those positions that were lost due to retirement. A lot of work has been done by search committees during the spring and summer, but more searches will be conducted this fall.

| STATUS THROUGH 7.1.22 - ALL LOCATIONS | |
|---|-----|
| Faculty and Staff Retirements | 169 |
| Faculty and Staff Replacements (Completed and Pending Searches) | 261 |

The higher number of staff hires than retirements was caused by the combination of searches for both new positions plus replacements of existing positions. The primary reasons for this were hiring of Guided Pathways advisors as well as positions for the CT State New Britain location over the past year. Staff numbers have been previously reported as part of [Appendix U](#) of the substantive change proposal and overall they remain relatively constant. As all permanent positions consolidate and impact bargaining is completed, it is expected that part-time staff numbers will be moderately reduced as full-time positions replace part-time and temporary 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 BOR 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

Strategic Plan

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

The strategic plan draft was distributed to all CT State employees in May 2022 for review over the summer; there will be additional opportunities for review, discussion, and input in the Fall 2022 semester (see [Appendix G](#)). The plan is anticipated to undergo BOR review by December 2022.

In consideration of President Maduko’s recent start, a decision was made to extend the review period of the strategic plan. Leadership is currently reviewing the strategic plan to identify gaps, map outcomes to initiatives, and find opportunities for more student-focused goals. Since President Maduko’s arrival, an all-leadership meeting has been held to identify gaps in the plan using the Institutional Transformation Assessment (see [Appendices H](#) and [I](#)). President Maduko has formed a small group of leaders to work on an updated draft to reflect feedback from him and the Institutional Transformation Assessment activity.

While the current strategic plan draft is intended for transitioning from 12 separate colleges to CT State, it is nevertheless a transformative springboard for long-term change in the new institution. The plan sets aggressive goals for reducing equity gaps, expanding CT State’s reach among nontraditional learners, integrating noncredit and credit learning, and building an institution that meets the needs of the workforce and prepares students to lead and thrive in modern society. The final clause of the draft strategic plan directs the institution to develop a long-range strategic plan once the scope of the draft plan expires.

Data Governance

Commission’s Request Area: b) the Data Governance Council has completed its review of data products, selected a product, and begun work on the policy-making process for data standards, security, and auditing

To promote data integrity, data security, and individual privacy, the Joint Council for CT State Data Governance

was established and charged to advance institutional effectiveness through the safeguarding, standardization, and democratization of data. The Joint Council for CT State Data Governance has chartered four subcommittees to review approximately 500–600 existing student Banner reports to determine a product owner or schedule for deprecation. The data product review is complete and the Joint Council for CT State Data Governance has begun working on the policy-making process for data standards, security, and auditing (see [Appendix J](#)). The group charge did not include selecting a product as this is not applicable to the work, but the Joint Council for CT State Data Governance product review subcommittees will be responsible for security classification, variable definitions, and standards promulgation. Data governance ensures that CT State leaders can make equity-minded, evidence-driven decisions to advance the mission of the institution and demonstrate CT State’s commitment to students and other stakeholders.

Structure of Institutional Research

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

CT State is in the final stages of the build of the Institutional Effectiveness and Planning Division. Implementation of the new structure, with functionally based Senior Directors, is being phased in and is anticipated to be complete by December 2022.

The Institutional Research team has been working as a single group for the past two years, holding regular meetings and collaborating on regional, statewide, and federal reporting. A search for a permanent Associate Vice President for Institutional Effectiveness and Planning is planned for Fall 2022. The Regional Institutional Research Directors will be reassigned under this Associate Vice President position once hired. The process will be finalized once existing employee job descriptions are modified as part of the impact bargaining process with employee unions in Summer and Fall 2022 (see [Appendix K](#)).

Staffing levels for CT State Institutional Research continue to be sufficient to support planning. At present, college institutional research professionals are handling college requests directly and will continue to do so until institutional research is finally integrated under the CT State umbrella. However, all institutional research professionals continue to work together to develop [dashboards](#) on key performance indicators for Guided Pathways, distribute enrollment reports to colleges, and collaborate on mandatory reporting. At present, the data for all Connecticut

community colleges is under the jurisdiction of the Joint Council for CT State Data Governance to ensure consistency and accuracy in reporting across colleges. Additionally, 40% of all student-focused Integrated Postsecondary Education Data System surveys are produced centrally by CT State Institutional Research. Capacity for planning support will only increase as the remaining redundancies in college institutional research reporting are merged as part of the integration process.

STANDARD THREE: Organization and Governance

CT State Governance Structure

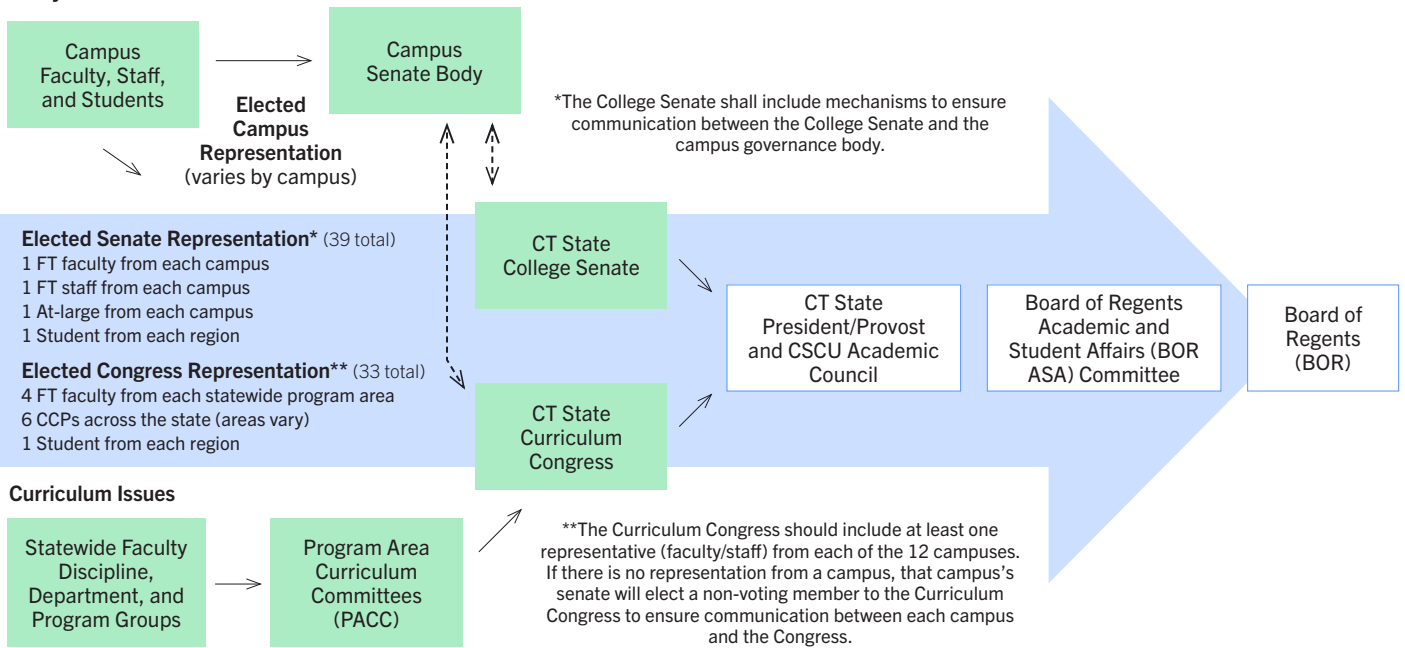
Commission’s Request Area: d) the governance structure for CT State has been launched

The CT State [Shared Governance Model](#), which was approved by the College Consolidation Implementation Committee (the primary transitional governance body) on [March 2, 2022](#), is positioned to launch once faculty return

in Fall 2022 and will be established throughout the 2022–2023 academic year — see the [proposed structure](#), a [video recording of the webinar](#), and the March 31st Requested Updates Section 3 for more details. The Shared Governance Model for CT State provides for a seamless governance process that fulfills NECHE standards for inclusive and shared governance through statewide stakeholder groups (see graphic below).

CT State Governance Process:

Policy/Non-Curriculum Issues



Governance Model Development Timeline:

| | |
|------------------|---|
| Spring 2018 | Governance Workgroup formed as a sub-group of the Students First Academic and Student Affairs Consolidation Committee |
| Fall 2018 | Workgroup chartered |
| Spring–Fall 2019 | Guiding principles developed and existing college governance structures reviewed |
| Spring–Fall 2020 | Initial CT State governance model developed and refined |
| December 2020 | Public comment period |
| Spring 2021 | Feedback and changes incorporated into proposal |
| May 2021 | Updated model shared for endorsement |
| Fall 2021 | Feedback and changes incorporated into model |
| December 2021 | Students First Academic and Student Affairs Consolidation Committee voted to approve model |
| February 2022 | Updated model, including summary of changes, shared with colleges |
| March 2022 | College Consolidation Implementation Committee voted to approve model |

Forming these governance bodies will be the priority for all faculty starting in September after the August 26, 2022, convocation and orientation of all employees. The kickoff/convocation will include a welcome from the CT State leadership, an overview of the year ahead, introductions to new staff, and report-outs from each campus. The CT State Provost will provide faculty with a sense of the work ahead and the initiation of the new college-wide academic faculty departments. The CT State Academic Deans will meet with the faculty in their respective program areas (being renamed schools) to conduct initial introductions and review the governance work that will occur throughout the Fall and Spring semesters. The six program areas are being renamed “School of…” – for example, School of Arts & Humanities, School of Engineering & Technology, etc. – as it was felt that this would better represent a coherent academic unit and tends to be the accepted term across higher education.

Curriculum governance will begin at the program level with faculty steering the process. Each of the six schools will have a Program Area Curriculum Committee made up of representatives from each department. Proposals from the Program Area Curriculum Committees will feed up to a college-wide Curriculum Congress comprised of faculty and other college representatives. There will also be a College Senate, whose focus will be all non-curricular CT State governance issues, with equal representation from each campus. Local Senate (non-curriculum) bodies on the 12 campuses will continue to remain in the governance structure of CT State to address campus-specific topics.

Program Area Curriculum Committee and Curriculum Congress

Curriculum modifications not completed during the Aligned Program Review Committee curriculum alignment process (i.e., BOR approved by June 2022) must go through the new governance approval process by March

2023 for inclusion in the official CT State 2023–2024 catalog. As such, curriculum governance bodies for CT State will need to be operational by early Spring 2023. Therefore, faculty nominations for the Program Area Curriculum Committees and the Curriculum Congress will be gathered from the new college-wide academic departments in September 2022. Elections for these bodies will take place in October and initial convenings of both Program Area Curriculum Committee and the Curriculum Congress will take place in November and December 2022 to establish bylaws. February 2023 is the target date for these curriculum governance bodies to be fully operational and reviewing curriculum for CT State.

The six CT State Academic Deans will oversee the searches in early Fall 2022 for the new Associate Academic Deans that will lead each college-wide academic department (see Standard Six for more details). Until the new Associate Academic Deans are in place, the academic department meetings will be convened by the school Academic Deans or designees.

College Senate

Nominations for the CT State College Senate will be gathered from the 12 colleges in September and October (for their equal representation of faculty, staff, and students), with elections taking place by November 2022. College Senate will convene and establish bylaws in December 2022 and February 2023, with a target date of April 2023 to be fully operational and reviewing non-curriculum issues for CT State.

This governance structure and implementation timeline was presented to the CT State community during the Spring 2022 informational [webinar series](#) in the sessions entitled “[Governance & Brief Overview of Academic Program Areas](#)” and “[Deep Dive into Academic Program Areas & Departments](#).”

STANDARD FOUR: The Academic Program

■ Curriculum Alignment

Commission’s Request Area: e) the credit curriculum alignment process has been completed, and the aligned programs have been approved by the Board of Regents

The program alignment process, which began in Fall 2018, was completed in late June 2022. On May 6, 2022, the Aligned Program Review Committee completed the last round of alignment of degrees, certificates, and courses from the 12 legacy colleges to CT State. These programs were approved by the Students First Academic and Student Affairs Consolidation Committee on May 13, 2022, and moved to the College Consolidation Implementation Committee on May 18, 2022. They were voted on by the BOR Academic and Student Affairs Committee at a meeting held on June 3, 2022, followed by approval by the full BOR at their June 23, 2022, meeting. The BOR meeting minutes for curriculum discussions are available at the following links: [June 2022](#), [May 2022](#), [March 2022](#), [February 2022](#), [December 2021](#), and [June 2021](#). Full meeting recordings are available on the BOR [YouTube channel](#).

CT State is anticipated to begin operation in July 2023 offering 187 associates [degrees](#), 113 certificate [programs](#), and 1,730 unique courses. The breakdown of Associates degrees is: 140 Associate of Science, 33 Associate of Arts, and 14 Associate of Applied Science. Each of these degree and certificate options were developed by faculty-led discipline groups who worked together over the past two years to bring the best of each program forward into newly aligned programming. The 300 newly aligned degree and certificate programs and 1,730 courses provide a much more consistent student experience than the former 1,219 degree and certificate programs and more than 4,000 courses in the 12 legacy college programs, many of which are duplicated or similar in nature.

In aligning all degrees and certificates for CT State, groups of faculty from discipline groups at all 12 Connecticut community colleges were invited to participate in creating the 300 new CT State [programs](#). Hundreds of faculty members participated in this work, and this was extensively reported on in the [substantive change proposal](#). Working together on curriculum alignment over the course of weeks and often months, discipline group

faculty decided upon one coherent degree or certificate program. Often, this resulted in creating one or more unique degree options to retain the specific programs currently offered, which were created to serve the unique needs of students and communities.

At the end of the Spring 2022 semester, the Aligned Program Review Committee, Students First Academic and Student Affairs Consolidation Committee, and College Consolidation Implementation Committee were sunset, and all future curriculum or changes to the newly aligned curriculum will be approved through the new governance structure (see Standard Three). Starting in Fall 2022, as college-wide departments meet, aligned curriculum will be re-examined to determine any changes needed prior to June 2023.

■ Academic Program Review Process

Commission’s Request Area: f) the Academic Program Review (APR) Procedure and Report Format and data forms have been finalized and a first draft of the APR plan has been developed

At this time, the academic program review process and report form, which reflects feedback received from all stakeholders, has been completed (see [Appendix L](#)). In addition, the supporting data forms are finalized (see [Appendix M](#)). A first draft of the academic program review plan has also been developed. A draft of the CT State academic program review master schedule is under development and will be distributed for feedback in early Fall 2022. All academic program review deliverables are on track to be completed by December 2022 in accordance with the [timeline](#) listed in the substantive change request.

Key stakeholders recommended designating the 2022–2023 academic year as a transition year in which most academic program review self-studies would be abridged or deferred until after the merger, allowing Program Coordinators, Academic Deans, and Academic Associate Deans to focus on developing the curriculum frameworks necessary to support the academic program review process (e.g., common student learning outcomes, curriculum mapping, and student learning outcome assessments and rubrics).

Developmental English and Math Courses/Alignment and Completion of Math and English

Commission’s Request Area: g) the Alignment and Completion of Math and English (ACME) curricula proposals have been adopted into all CT State degree programs

The approved Alignment and Completion of Math and English (ACME) policy (BOR Policy 1.22) requires the redesign of developmental English, English as a Second Language/English Language Learners, and math courses and full implementation of the ACME co-requisite offerings, placement methods, and other policy elements by Fall 2025 (full details of ACME resolution, staff report, and policy area available [here](#)). The ACME Math, English, and English as a Second Language/English Language Learners Workgroups have proposed a pilot at scale for Fall 2023. The co-requisite courses are developed and were approved through transitional governance; they are currently being built in Banner, CT State’s student information system.

The new ACME English and math courses that are adopted will be built into all CT State degree programs. For English, all CT State aligned programs have a required ENG 101 (Composition) course, which also includes ENG 101 in the co-requisite offering. The Fall 2023 English pilot will include all English students. For math, all CT State aligned programs have a required general education math course of Math 100 or higher; however, many programs have designated a higher-level transferrable math course. The co-requisite model eliminates Intermediate Algebra for many programs and embeds the relevant advanced algebra content in the gateway-level transferrable math courses: Elementary Statistics, Quantitative Reasoning, Statistics I, and College Algebra. The Fall 2023 math pilot will include those students in the three Math Pathways that are developed and approved — Quantitative Reasoning; Statistics; and Science, Technology, Engineering, and Math. For Fall 2023, students outside of these piloted Math Pathways will continue to take Intermediate Algebra until all six Math Pathways are available in Fall 2024. Future Math Pathways being considered for development include Education, Business, and Computer Science. Programs adopting one of the existing Math Pathways and co-requisite courses will revise their program requirements during the 2022–2023 academic year for piloting in Fall 2023. In addition, placement adjustments and guided self-placement methods are being finalized during the 2022–2023 academic year. The ACME year-end report is

available [here](#) and all approved pathways, courses, and relevant policy can be found [here](#). The developmental courses that are currently offered at the 12 colleges have also been approved as curriculum for CT State in case they are needed during the timeframe of the English and math pilots.

General Education and Diversity Outcomes Finalized

Commission’s Request Area: h) outcomes for the general education core, including outcomes for the embedded diversity requirement, have been finalized

The [General Education Workgroup](#) reviewed each proposed general education course to ensure it met the [new general education guiding principles, philosophy, and outcomes](#), as approved by the BOR. Because the CT State general education core aligns with the Transfer and Articulation Policy Framework 30 categories and the outcomes for those categories were under review for possible revision, the workgroup considered both [existing approved outcomes](#) as well as [draft revised outcomes](#) in its work. The completed [list](#) of recommended general education courses for CT State was published in March 2022 and the general education outcomes were finalized and approved at the end of Spring 2022.

The Diversity Outcomes Workgroup presented its [final recommendations](#) to the Students First Academic and Student Affairs Consolidation Committee on May 13, 2022, and the recommendations were accepted unanimously. The final recommendations were the result of revisions based on feedback received from the colleges after the Fall 2021 semester. The final recommendations included changes to the language of the three course diversity outcomes: cultural self-awareness, diversity knowledge, and impact of diversity. CT State is prioritizing students’ understanding of diversity in all of its forms through the adoption of these learning outcomes and making diversity a core general education component.

Additional Progress

General Education Learning Outcome Assessment

CT State’s core curriculum encompasses foundation courses and competencies in oral and written communication and quantitative reasoning. Efforts to develop a system for assessing general education learning outcomes are essential to assure that graduates demonstrate competence in these areas. As part of this ongoing work,

the CT State Director of Program Review and Assessment worked with members of the CT State Assessment Advisory Committee during the Spring 2022 semester to develop a survey of the status of general education learning outcome assessment across the 12 colleges.

The results below indicate that a majority of faculty use general education learning outcome data to inform decisions about curriculum, pedagogy, and assessment policy but do not use the data to inform decisions about faculty support, student support, or resource allocation.

| General education learning outcome assessment results have been used to inform decisions about: | %YES | %NO |
|---|------|-----|
| Curriculum | 67 | 33 |
| Pedagogy | 67 | 33 |
| Faculty support | 50 | 50 |
| Student support | 42 | 58 |
| Resources | 50 | 50 |
| Assessment policies/procedures | 67 | 33 |

Overall, the results of the General Education Learning Outcome Assessment Survey suggest that CT State has a solid foundation to document general education learning outcomes, including competence in written and oral communication in English and quantitative reasoning. Through the 2022–2024 academic years, the CT State Director of Program Review and Assessment and the Assessment Advisory Committee will be tasked with ensuring that all campuses within CT State are consistent in collecting evidence of student learning throughout the curriculum. Approved data forms will also be distributed to all faculty.

Advising Crosswalks

As CT State moves from the current 1,219 degrees and certificates that existed at the 12 colleges to 300 aligned degrees and certificates for CT State, it became clear that Guided Pathway Advisors and full-time faculty needed a tool to assist students transitioning into CT State. Working with faculty, three advising crosswalk worksheets — visual maps between legacy programs and aligned degrees — were developed. These include crosswalks for legacy degrees to CT State degrees, legacy Transfer and Articulation Policy degrees to CT State Transfer and Articulation Policy degrees, and legacy certificates to CT State certificates (see [Appendix N](#)).

During Spring 2022, program coordinators, alignment workgroups, and Transfer and Articulation Policy com-

mittees throughout the colleges worked on completing crosswalks. As each current degree and certificate varies slightly by college when compared to the new CT State degrees and certificates, every program coordinator was tasked with completing a crosswalk for their own program. All of these documents are now complete and housed in an online folder for easy access by faculty and Guided Pathway Advisors.

College Catalog

Catalog development continues to move forward and is nearing completion. As of August 2022, 270 of 300 academic programs and certificates have been entered in the Acalog database by staff at the contracted vendor, Modern Campus, with direction from CT State. The Acalog database includes faculty-aligned and BOR-approved information for these programs. To ensure accuracy of data entry, these programs are being reviewed by curriculum alignment managers. Faculty and program coordinators will also have an opportunity to review the content when they return for the Fall 2022 term. The draft catalog will then become public on October 15, 2022.

Academic Scheduling

Work to develop a single academic schedule that will make course offerings available to all students continues to progress through collaborations with stakeholders from all 12 colleges. In April 2022, the Director of Scheduling and Online Programs was hired and has assumed leadership to advance this work. Some highlights include:

- In July 2022, over 20 community college credit and non-credit schedulers participated in a weeklong One College Banner “Train to Schedule Management” engagement with Ellucian. The week focused on the more complex scenarios of schedule management, including faculty load and fee assessment.
- Common registration dates for the remaining legacy college terms (Winter 2022, Spring 2023, and Summer 2023) and the first registration instance for CT State have been established.
- Academic semester calendars from Fall 2023 through Spring 2028 were developed. Each calendar includes consideration for accelerated offerings in alignment with Guided Pathway initiatives and Achieving the Dream institutional goals.
- Summer 2023 legacy college term dates were standardized to accommodate an end date of August 1, 2023, to transition from Legacy Banner to One College Banner before the start of the Fall semester.

A few exceptions will be made for programs that have traditionally offered 12–14 weeklong courses in the summer (see [Appendix O](#)).

- A vendor to provide industry standard cloud-based software solutions for class scheduling is being identified and expected to be finalized in August 2022.
- Searches for six Academic Associates of Scheduling and Faculty Workload will be posted in September and completed by late Fall 2022.
- Standardized scheduling time blocks are being implemented across all 12 campuses starting in Fall 2023 (see [Appendix P](#)). A standard common period for meetings and campus events will be included.

Second Chance Pell Program

In Fall 2016, four of the Connecticut community colleges were approved to participate in the Second Chance Pell experiment. Asnuntuck Community College is currently in four Connecticut Department of Correction facilities (Carl Robinson, Willard-Cybulski, Osborn, and MacDougall-Walker); Middlesex Community College is in two (Cheshire and York); Quinebaug Valley Community College is in one (Brooklyn); and Three Rivers Community

College is in two (York and Manson Youth). The recent Spring 2022 expansion of the Three Rivers program to include Manson Youth was based upon a request from the Connecticut Department of Correction. In addition, Housatonic Community College was approved for round three of the Second Chance Pell experiment and is currently preparing to offer Fall 2022 classes in Garner Correctional Institution. It is anticipated that this partnership will be the final facility addition to the Second Chance Pell Program at CT State.

With the expansion of federal financial aid to all incarcerated individuals in July 2023, CT State will be ready to offer postsecondary education to all eligible individuals statewide. An Interim Associate Dean of Prison Education and Special Programs was hired to coordinate all Second Chance Pell programs and strengthen the outreach, recruitment, and support services for justice-involved individuals once they reenter society. The goal is to create a formal support structure with resources on each CT State campus so that students are better able to receive the support they need to complete their education and obtain employment.

STANDARD FIVE: Students

Enrollment Management Plan and Pledge to Advance Connecticut (PACT)

Commission's Request Area: i) the Enrollment Management Plan has been updated, and marketing of the Pledge to Advance Connecticut (PACT) has begun

The CT State Enrollment Management Plan, first created in 2019, is updated annually to reflect changing conditions and create realistic enrollment targets. See [Appendix A](#) for the 2022 plan and see the previous March 21st Requested Updates Section 1 for more details.

The free community college program, PACT: Pledge to Advance Connecticut, had been marketed aggressively during the previous year thanks to an infusion of funding from the Connecticut General Assembly. Marketing examples include [PACT](#) and [financial aid](#) podcasts as well as [PACT](#) and [financial aid](#) websites (see [Appendix Q](#)). The complete paid media calendar and the latest PACT toolkit of assets are accessible through CT State communication channels directly to student accounts. In addition, a tri-fold brochure has been created and printed in English and Spanish. This piece is available at all colleges and is used by Recruitment, Outreach, and Community Relations teams at events and presentations. The main [PACT website](#) serves as a central hub for all current and prospective students to learn about PACT eligibility. This site will migrate to the ctstate.edu website once it is launched. In addition, the 12 college websites currently have PACT information prominently displayed. As was noted previously, the Connecticut legislature expanded the eligibility of PACT funds to part-time students taking six or more credits per semester, which disproportionately helps low-income and minoritized students who tend to be part-time.

Guided Pathways Advising

Commission's Request Area: j) the hiring of Guided Pathways advisors for all campuses has been completed

A total of 181 Guided Pathways Advisors were all successfully hired or transitioned, with all hiring completed by

July 1, 2022 (see [Appendix R](#)). This number includes three Regional Advising Directors (who supervise the Guided Pathways leads at each of their campuses), 12 Campus Advising Leads, 25 Guided Pathways Advisor II staff, and 141 Guided Pathways Advisor I staff.

As part of the student success reforms under the Guided Pathways umbrella, the BOR committed to investing in academic advising to support student persistence and success. The [Holistic Case Management Advising Model policy](#) defined a new Guided Pathways advising model based on data from national best practices, local expertise, and broad stakeholder feedback. In the new advising model, launched in Spring 2021, students receive regular and strategic outreach and engage with their assigned Guided Pathways Advisor to identify short- and long-term goals; develop individualized academic and career plans; and proactively receive appropriate academic and holistic supports that promote persistence, retention, and completion. Faculty advising will continue with added resources, collaboration, and support provided by the new Guided Pathways Advisors that have been added at each college. With this model, every student has an advisor who is an advocate and champion to provide support at all points of a student's academic experience with CT State.

United States Federal Department of Education Application

Commission's Request Area: k) the E-App, with all programs and locations, has been submitted to the U.S. Department of Education

The BOR had previously adopted a resolution in October 2021 that provides for CT State to encumber the Office of Postsecondary Education Identification (OPEID) of Capital Community College (007635) for the purposes of the merger. The Application for Approval to Participate in the Federal Student Financial Aid Programs (E-App) — the U.S. Department of Education's application that provides for Capital Community College to request a merger of Connecticut's community colleges, programs, and locations to become CT State — was submitted on August 10, 2022, and acknowledged on August 17, 2022, as under review by the New York/Boston School Participation Divi-

sion. Once approval is granted by the U.S. Department of Education, CT State will be formally recognized as a single institution with multiple locations by the federal government, which includes the assignment of a single federal school code for student use when completing the Free Application for Federal Student Aid (FAFSA). The anticipated date of approval by the U.S. Department of Education is July 1, 2023, and in-line with the start of the 2023-2024 award year. As of August 2022, each college's Program Participation Agreement with the U.S. Department of Education is both current and fully certified (no provisional certifications). However, once the merger is finalized, the U.S. Department of Education reserves the right to assign a provisional certification for a period between one and three years. Such an assignment is not uncommon in mergers of any size, and CT State will operate as instructed in order to become fully certified at the next certification review cycle.

■ Progress within Student Affairs

Commission's Request Area: I) 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

Student Handbook

The Student Handbook Committee created and revised a draft template for the electronic CT State handbook based on feedback from CT State leadership, the Dean of Students Council, and the Director of Catalog and Special Projects. CT State Cabinet has accepted the Student Handbook Committee's draft and a final digital version of the student handbook will be created and distributed (including on the CT State website) in the Fall 2022 semester. There is ongoing review and development of recommendations for changes to student policies.

As the handbook is to be maintained as an electronic document on CT State's website, the committee recommended including a link to the online version of the CT State catalog, where all academic policies will be outlined in detail. The handbook will contain additional links, including one to the current Student Code of Conduct, as well as links to the 12 individual campuses from which students will be able to obtain campus-specific information.

Student Activities and Clubs

CT State Cabinet has reviewed the recommendations of the CT State Student Activities Committee. Staffing

levels at each campus for student activities have been established and a review of the recommendations for additional staffing requested by the committee will be completed in the 2022-2023 academic year. Other potential financial impacts, such as supportive technology and assigning staff in shared services, will also be reviewed in the 2022-2023 academic year. The Cabinet accepted or adjusted the other recommendations, and the committee is now reconvening to implement the recommendations. The implementation will be completed by the Spring 2023 semester.

Active associations, clubs, and honor societies are listed in [Appendix S](#) with examples of co-curricular events and activities available to students by college in [Appendix T](#). College overviews of student activities and student leaders in governance are in [Appendices U](#) and [V](#). The student activities professionals at the 12 community colleges gear their programming toward activities that will not only engage and motivate students, but also provide them with opportunities to develop their social, critical thinking, and leadership skills. During the 2021-2022 academic year, college Student Activities Directors met bi-weekly to discuss student activities at all 12 colleges. These meetings provided the college directors with opportunities to collaborate, share opportunities for students, and identify best practices. The Student Activities Directors intend to continue this practice into the future.

One of the Student Activities Committee recommendations is to develop a CT State student activities calendar highlighting campus-specific events, regional events, and college-wide events that students may attend. Some of the college-sponsored student activities, clubs, and co-curricular events (virtual and/or in person) have already welcomed the participation of students enrolled on other colleges. Although CT State should expect to continue to see some campus-specific student activities, co-curricular activities, and clubs within CT State, there will begin to be many more opportunities for multi-campus, regional, and college-wide event collaboration in the future.

There will continue to be local governance bodies representing faculty, staff, and students at each of the 12 CT State campuses. The committee recommended that each campus student government organization be invited to participate in a bi-annual student leadership training program. During the transition to CT State, students will have additional opportunities to participate in college-wide governance. Further, cross-programming with other campuses will create more opportunities for student governance collaboration and the creation of college-wide leadership development activities for students.

Each of the 12 community colleges has, and will continue to have, a local Phi Theta Kappa Honor Society chapter. To maintain the identity of each chapter, the merging of these organizations is not recommended by the Student Activities Committee. In addition to governance leadership opportunities, students who are members of the Phi Theta Kappa Honor Society are provided with opportunities to perform community service, participate in collaborative projects, and attend regional and national conferences. Students who participate in Honors Programs are not only provided with a rigorous curriculum but participate in co-curricular activities for professional and leadership development/training.

More recently, the Student Activities Committee has been working with CT State's interim Director of Student Orientation and Onboarding to create on-ground new-student orientations at all 12 colleges in Fall 2022. The addition of a common orientation will be a benefit to many future students, as some of the current colleges have never housed an orientation. The Student Activities Committee final report is included in [Appendix W](#). In addition, CT State leadership will establish a President's student advisory board that will consist of student government association and student clubs' representation across all campuses.

Behavioral Intervention Procedures/Operations

CT State Cabinet has reviewed the recommendation of the Behavioral Intervention Committee (see [Appendix X](#)) and is moving forward with the recommendations to form permanent Behavioral Intervention Teams at each campus, engage in training, and implement best practices. There will also be a CT State Behavioral Intervention Team. Members of the permanent Behavioral Intervention Teams are currently being identified and will begin meeting in Fall 2022 to review and implement the recommendation and begin supporting behavioral intervention cases for CT State.

Additional Progress

Admissions

Supported by grant funding, CT State engaged with InsideTrack and Council for Adult and Experiential Learning to complete Enrollment Process Mapping workshops across the state. The workshops were designed to develop a single enrollment process with a particular focus on improving the student journey through their enrollment process in CT State. The admissions application for CT

State is currently in development in CRM Recruit and is on schedule to be live on October 1, 2022, at which time enrollment in the single college will begin.

Student Financial Aid

At the conclusion of the 2020–2021 engagement with Blue Icon Advisors (the consulting division of National Association of Student Financial Aid Administrators) and the Lumina Foundation, Blue Icon Advisors provided a completed financial aid policy and procedure manual with recommendations for future action under CT State. In advance of the merger, this manual has been in use since the 2021–2022 award year. This was a critical step to ensuring that aid is administered in a consistent manner across the state. To support this manual, a student-facing financial aid guide was created for the benefit of students, faculty, and staff. This [website](#) provides detailed information on this guide. CT State also maintains a [Financial Aid Code of Conduct](#) as required under BOR policy; staff are regularly sent reminders to review the policy and code of conduct and offered the opportunity to discuss and ask questions as needed (see [Appendix Y](#)).

Academic Support Services

CT State provides academic support services appropriate to the student body. Currently at each of the 12 colleges, there are tutoring, disability, and other academic support services that will continue to report to local campus leadership after the transition to CT State; however, a new college-wide Director of Tutoring and Academic Support Services will assist with coordination of student support strategies and resources across the 12 campuses. This coordination will ensure that equitable services are available to students regardless of where they are taking classes. Library services will continue to be available on each campus; however, these services will be managed through a college-wide Library Services Director to streamline budgetary and resource inefficiencies that would remain if each college managed their libraries and collections individually.

Student Services Communications

Currently the 12 individual community college websites communicate ethical standards for student services, publish appropriate policies and procedures, and disseminate consumer information. With the launch of ctstate.edu in late Summer/early Fall 2022, that information will be readily available. The legacy websites will continue to offer access while they are operational.

STANDARD SIX: Teaching, Learning, and Scholarship

CT State Academic, Associate, and Assistant Deans

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

Hiring of Academic Deans

The positions for the six CT State Academic Deans were posted in February 2022 and closed in April 2022 (job descriptions are available [here](#)). Five of the six dean positions have been filled, with these individuals all beginning their new roles on August 1, 2022 (see [Appendix Z](#)). Three of the new Academic Deans are from the current colleges, and two are new to the system. The sixth position, the Academic Dean of Sciences and Mathematics, was extended due to an unforeseen circumstance and is expected to be filled by mid-Fall 2022. The CT State Associate Vice President of Programs and Curriculum, who has supervision over the new deans, will assume the duties of that position until the search is concluded.

Campus Deans were asked to nominate faculty to serve on the six search committees, and additional participation was sought from Library, Tutoring, and Enrollment Management. There were at least three faculty members on each search committee, with each committee chaired by a faculty member. There was a total of 161 applicants across the six Academic Dean positions (Arts & Humanities, Business & Hospitality, Engineering & Technology, Nursing & Health Careers, Sciences & Mathematics, and Social & Behavioral Sciences). Each of these [Academic Deans](#) will be the Chief Academic Officer of their associated school, oversee all Associate and Assistant Deans and all full- and part-time faculty, and manage all curricula changes for that program area/school.

Associate and Assistant Deans

As of late August 2022, discussions with the two faculty unions are moving forward constructively on the impact on department chairs versus associate and assistant deans. An agreement on this is expected in time to stand up the lower levels of the academic structure starting in

September 2022. This will be reported on in more detail in the next progress report. The originally proposed [organizational structure for CT State](#) includes Associate and Assistant Academic Deans. The positions for the 18 Associate Academic Deans and two Assistant Academic Deans (one for English and one for Mathematics) are anticipated to be posted in late August 2022. This date was chosen to ensure faculty will have returned from summer break and have ample time to apply if interested and participate in the search committees. The Associate Dean [job description](#) was finalized in July 2021, and the Assistant Dean job description has also been finalized. As with the Academic Deans, search committees will be comprised of a majority of faculty members, preferably in the disciplines aligned with the individual searches. Second interviews will be conducted by the appropriate school's Academic Dean and the Associate Vice President of Programs and Curriculum and an anticipated start date of January 1, 2023, has been set.

Diversity, Equity, and Inclusion of Faculty and Staff

Commission's Request Area: n) an Interim Vice President for Diversity, Equity, and Inclusion has been hired

Numerous strategies and initiatives have been implemented to help address diversity, equity, and inclusion issues in the classroom and among faculty and staff across CT State. A permanent Vice President of Diversity, Equity, and Inclusion for CT State was hired in June 2022 (see [Appendix AA](#)). This nationally renowned expert, who began in the role in July 2022, will provide transformative leadership, vision, and direction for critical diversity, equity, and inclusion efforts and will guide efforts to understand and operationalize equity and inclusion throughout all aspects of CT State.

Additional strategies and initiatives include the formation of a new CT State Diversity Committee, a new CSCU Accessibility Committee to address accessibility challenges for online learners, and various professional develop-

ment activities offered through the new CT State Office of Teaching and Learning (e.g., new [Faculty and Staff Online Institute](#) micro-credentials, the CT State Leadership Academy, and Center for Teaching workshops). See March 31st Requested Updates Section 2 below for additional details on diversity, equity, and inclusion.

■ Additional Progress

Well-Qualified Faculty

All faculty go through a rigorous search process prior to selection, with standards well established and defined in the [collective bargaining agreements](#) with the two faculty

unions. These collective bargaining agreements define the make-up of search committees and expectations for qualifications of all faculty. Once faculty are hired, CT State has established supports for all faculty and staff through a robust [Office of Teaching and Learning](#). Under the direction of the Associate Vice President of Teaching and Learning, a variety of initiatives have been implemented as part of the development of CT State to ensure a well-qualified workforce (see [Appendices AB](#) through [AH](#)). These include a [Teaching and Learning Council](#), [professional learning days](#), and enhanced [communications](#). The following are examples of professional development opportunities that have been made available to faculty and staff in recent months.

iTeach/Best Practices of Online Pedagogy

To date, faculty have made significant progress towards completing the system's required iTeach Essentials Certificate, comprised of a Best Practices of Online Pedagogy course and skills demonstrations of five technical badges. As of June 6, 2022, 518 faculty (full-time and part-time) have earned the iTeach Essentials Certificate or have a documented equivalency. In addition, 1,105 faculty (full-time and part-time) have completed the Best Practices of Online Pedagogy course or have an equivalency. Recent negotiations with the faculty collective bargaining units regarding compensation and scope for this requirement resulted in a Memorandum of Agreement (MOA) executed on July 28, 2022, to ensure that all full-time and part-time faculty will complete the iTeach requirement or have a documented equivalency or exception by August 2023.

Continuing Leaders Program and Emerging Leaders Program

These are two cohort-based learning programs offered through the Teaching and Learning office during both the Fall 2021 and Spring 2022 semesters for emerging leaders across various levels of CT State (see [Appendices AE](#) and [AF](#)).

Faculty and Staff Online Institute

This is a flexible, online, professional development platform for all CT State employees. To date, there have been a total of 575 users, 785 modules, and 1,069 hours of professional development completed as well as 35 *Fellow Level Certificates* awarded by areas of study. Examples of workshops given can be found in the attached summary document (see [Appendix AD](#)).

CT State Center for Teaching College-Based Teaching and Learning Consultant Program

This program serves to meet professional learning needs of faculty and instructional staff across the 12 colleges to support and increase the success of CT State's diverse student population. It consists of a statewide steering committee made up of its chair, state program coordinators, and the 12 college-level coordinators, all of whom are full-time faculty selected by their faculty peers.

STANDARD SEVEN: Institutional Resources

■ Communication Staff Hiring

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

Permanent positions within the Marketing Department have been realigned based on the needs of CT State, and there is ongoing impact bargaining over the reorganization of positions. Job descriptions for permanent positions will be complete by the end of August 2022. Based on the results of impact bargaining discussions, offers of new, permanent positions within CT State will be forthcoming. Positions are expected to be filled internally through the impact bargaining process by December 2022; those positions not able to be filled internally will be posted.

There is currently a team leader for Web Services. The Web Services Specialist position is expected to be filled after completion of impact bargaining. As part of the departmental realignment, there will not be Regional Marketing Director positions but rather multiple director, coordinator, and manager-level positions within the department serving all of CT State. Public Relations for each campus will be provided in collaboration with staff hired by the Chief Executive Officers' offices and/or Institutional Advancement, and Public Relations will coordinate with the Marketing Department. Hiring is anticipated to be complete by December 2022.

Effective July 1, 2022, the 20 existing legacy marketing staff reporting lines were transferred from the colleges to report directly to the CT State Director of Communications and Strategic Marketing (see [Appendices AI](#) through [AK](#)). This change formed the basis of the CT State Marketing Department, and no staff were displaced in this transition. The staff salary and work location remain unchanged; however, the marketing staff will now undertake statewide marketing efforts to support enrollment recovery in the coming academic year.

■ Additional Progress

Budget Development and Review

To facilitate staff transition to CT State and the July implementation of a new version of the enterprise finance system, known as One College Banner, the FY 23 budget for the colleges will be at the consolidated level under CT State, rather than the component-unit level. The FY 23 expenditures reflect the budget requests of all the colleges, and the colleges will continue to transact directly for FY 23. However, the state support and spending authorization is reflected at the consolidated CT State level. This provides flexibility to realign expenditures during the transition to CT State. Moreover, this approach allows the use of the state's significant new contribution of one-time funds to the colleges to achieve a balanced budget while maximizing fringe benefit reimbursements from the state's general fund. While this spending plan is presented at a consolidated level for BOR approval, the colleges will still be able to provide both internal and external reporting on expenditures and tuition/fee revenues at the college level using the fund structure in One College Banner. To provide transparency, the shared services and system office costs are reported as separate components.

During the transition to CT State, a new budget process is being developed to ensure that funding aligns with the College's strategic goals, and two additional staff now work on budget development for FY 24 and beyond. CT State has also contracted with accounting firm Grant Thornton to engage in a cost and revenue analysis of credit and non-credit academic programs. CSCU system finances are reviewed by two standing BOR committees, which regularly report to the BOR for review and approval of key decisions. Management provides mid-year and next-year spending plans and frequent budget forecasts to the BOR and its committees. Although these are not always multi-year forecasts, management has provided comprehensive projections on the consolidation and routinely evaluates the accuracy of the budget calculations and refines the estimates as needed.

Sufficient and Qualified Personnel

In FY 23, personnel services and related fringe benefit costs are \$80.5 million greater than the current year, or 19% higher, due to the negotiated salary increases and the 27th payroll, which occurs once every 10 years. State Employees Bargaining Agent Coalition retirement incentives have caused an historic increase in the levels of retirements across the colleges, from 52 in calendar year 2020 to 168 in calendar year 2021. Ensuring the continuity of operations, maintaining institutional knowledge, and facilitating succession management are top priorities and challenges. In calendar year 2022, there have been 89 successful searches, with 187 full-time and 10 part-time recruitments in process. The level of personnel turnover provides an opportunity for the organization to transform itself by recasting the vacancies into the new organizational structure. Furthermore, CT State's President is assessing the need for realignment among state-level and central-office CT State senior leadership to support campus oversight, workforce development, and Connecticut legislative demands.

Establishment of CT State Office

Effective March 1, 2022, 37 staff moved into the CT State office at 185 Main Street in New Britain, occupying 10,672 square feet of space on the fourth floor of the building. This urban location is central in the state of Connecticut, providing opportunities for CT State staff to easily travel to all 12 CT State campus locations. Renovations are ongoing and 5,280 square feet are expected to be ready on October 1, 2022, for 22 more staff. Renovations will continue as space and funding are available, eventually occupying the full third and fourth floors of 185 Main Street. See [Appendix AL](#) for a photo of the current CT State staff alongside new CT State President John Maduko.

Technological Student Resources

The capacity to provide consistent support services and learning experiences for students across the state improved as efforts to sustain ongoing teaching and learning across all 12 colleges has ensured seamless continuity and strengthened collaborations. Plans are in place to renew the agreement with Blackboard, the learning management system, for a period of five years. This will facilitate a seamless continuity of students' learning experiences from the 12 legacy colleges to CT State. The same can be said of SurveyDIG for collection of student feedback via surveys and Accruent Event Management System

for classroom scheduling, event planning, and hoteling. Other resources under consideration for eventual deployment are Single Stop to manage student support in relation to food, clothing, shelter, and other insecurities, and LinkedIn Learning for independent professional development opportunities for all students, alumni, faculty, and staff.

Going forward, CT State will create a structure of support for students and the larger college community that will capitalize on the efficiencies of using the same technology across all locations and virtual environments. For example, efforts are in place to adopt TracCloud, a tutoring management platform, across all 12 colleges. This will ensure that students receive the same level of support and strength of resources available to them regardless of campus locations. In a similar fashion, the Anthology platform has been selected for documenting the assessment of student learning and program review across all 12 colleges.

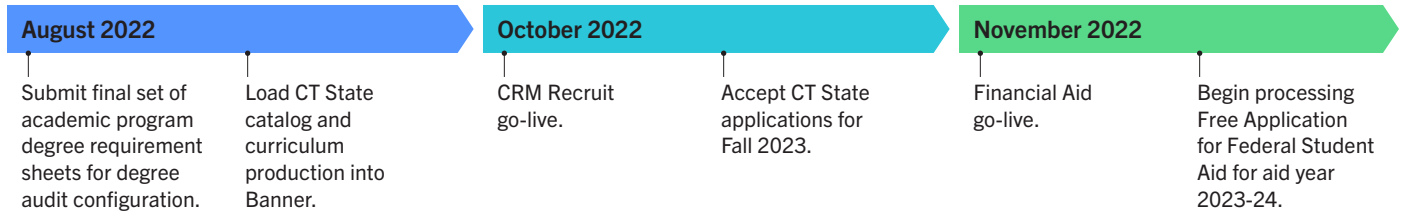
One College Banner

The implementation, configuration, training, and deployment of the One College Banner environment to support CT State continues to be implemented along the planned schedule (see [Appendix AM](#)). One College Banner includes the Finance, Human Resources/Payroll, Student, Student Accounts Receivables, and Financial Aid modules to support CT State. On July 1, 2022, both the Finance and Human Resources/Payroll modules went live, and the system is now transacting for FY 23 in One College Banner and leveraging the CT State chart of accounts.

The following tasks have been accomplished for One College Banner:

- Engaged in 450 hours of consultant lead training and system configuration across the Student, Student Accounts Receivables, Financial Aid, Degree Works, and CRM Recruit modules since March 2022 (see [Appendix AN](#)).
- Provided Ellucian with 200 academic program degree requirement sheets for degree audit configuration.
- Completed the first round of financial aid, general student, and academic history conversions with validation of successful data migration currently underway.

Upcoming milestones for One College Banner, which are all on track to meet the below deadlines, include:



STANDARD EIGHT: Educational Effectiveness

The Commission did not request any updates on Standard Eight in this progress report. All of the specialized accreditation agencies are working with CT State and the program faculty to transition the specialized accreditations from the 12 legacy colleges to CT State in 2023 (more details to follow in future progress reports). CT State is currently in the process of developing a well-structured, standardized academic program review procedure to be utilized across all 12 campuses on a six-year master schedule. Updates on academic program review and general education learning outcomes are detailed within Standard Four.

STANDARD NINE: Integrity, Transparency, and Public Disclosure

■ CT State Merger Website

Commission's Request Area: p) the academic transition website has been launched

CT State made the determination to share information about the academic changes that are happening as part of the merger by incorporating them into the ct.edu [merger website](#) rather than a separate academic transition website. By integrating the new academic content pages into the existing merger website, it will make it simpler to migrate to the ctstate.edu website once it launches. The following academic pages and websites linked below have been added since the substantive change submission in February 2022 and have all been publicly available since early Spring 2022 to assist faculty, staff, and students as they navigate the transition.

The [CT State curriculum process](#) lays out the order of steps for approval that all curriculum followed and includes [a link to a presentation](#) on the curriculum alignment and the creation of the CT State catalog. Status updates for all [CT State programs](#) in the various stages of the curriculum process are also posted and can be searched through a filtering process.

The pages dedicated to [programs](#) and [courses](#) provide access to a single set of clearly mapped requirements for each academic program and to the new [common general education core](#), which will enable students to enroll in courses at any campus without concerns about course transfer or conflicting program requirements.

- [All Currently Aligned CT State Courses](#)
 - Provides a regularly updated list of courses that are approved for the CT State catalog. The course identification information (such as BMK 201), formal name, number of credits, and pre-/co-requisites are added as they become available.
- [Modification template](#) for proposing course modifications
- [Math Courses](#) and [English Courses](#)
 - Provides links to course outlines, transition crosswalks, and ACME pathway informa-

tion related to math and English courses, respectively.

- [Aligned Programs](#)
 - [All Currently Aligned CT State Programs](#)
 - Provides a regularly updated list of programs and certificates in the various stages of the curriculum approval process for addition to the CT State catalog. As of Summer 2022, all programs and certificates on this site have been approved by the BOR, and links to the approved program curriculum with additional details are included.
 - [Modification template](#) for proposing program modifications
 - [Program Process](#)
 - Provides a step-by-step explanation of the full curriculum approval process.
- [General Education](#)
- [College and Career Success 101 Course](#)
- [ACME](#)

■ CT State Logo and Marketing

Commission's Request Area: q) a logo for CT State has been selected

The CT State logo (pictured below) has been selected.



The selection process included a call to graphic design students to present a design concept that conveyed three key words from brand discussion groups for how CT State should be presented: Connected. Confident. Bold. In addition, it needed to be accessible across all platforms and easily recognizable, and it had to convey simplicity as an extension of the goal of CT State to make navigation pathways and programs simple for students. The CT State naming conventions and logos for the 12 campuses are also finalized. Similar designs have been created for offices and departments.

As of July 1, 2022, all website managers have come together as a project team to collectively develop and manage content for the ctstate.edu website when it is launched in late Summer 2022. They are also working to align and update the 12 current legacy websites, which will continue to operate through the transition year (ending June 2023) and will redirect for up to two years afterward until the individual college links are retired. By consolidating website content management into one central unit and working closely with the graphic design unit, CT State will more effectively ensure that information is shared consistently and that it represents CT State and the campuses in the most simple and accessible way.

The website and graphic design team is comprised of veteran staff who have long-standing service to their colleges, but who also have never worked together. This new collaboration will allow them to build on their strengths and collaborate in new and creative ways. For example, as aligned program and course information becomes available as part of the “One College, One Catalog” initiative, it will be possible to update that information centrally and effectively direct both prospective and returning students to it. A uniform approach will also ensure that complete, accurate, and timely information flows through the websites as the main CT State and campus logos are introduced and adopted.

As detailed in March 31st Requested Updates Section 3 below, a comprehensive communication campaign to all stakeholder groups has been developed and is ongoing. Some examples of how CT State leaders have engaged

numerous groups, particularly sub-groups of faculty and staff opposed to the merger of the colleges, include:

- Town hall meetings where CT State leaders have been invited to speak, which to date includes almost all of the 12 colleges (some multiple times) and span the past several years.
- A series of live [webinars](#) open to all employees and students. These webinars, which were also taped for future viewing, provide detailed explanations of the changes ahead and facilitated questions from participants.
- Presentations at [numerous BOR public meetings](#), including committee meetings where members of the Faculty Advisory Committee are present. Many of these meetings provide faculty and staff the opportunity to speak in opposition to the merger ([see recordings](#)).
- Multiple meetings specifically with the [Faculty Advisory Committee](#) and the [Student Advisory Committee](#) to discuss the merger and address their questions.
- Hundreds of other internal meetings with dozens of stakeholder groups involved in the merger, including transitional governance bodies, curriculum alignment group meetings, etc. (see [complete listing](#), by college, of all workgroups and their membership; [communications at past meetings](#); and [Appendix AO](#) for a detailed list of recent communications).

Requested Updates from 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

Far from eroding student support, CT State has greatly enhanced the level of student support. The BOR Holistic Case Management Advising Model policy has tripled the professional advising staff at the colleges through hiring or reclassification to 181 Guided Pathways Advisors (see [Appendix R](#)). In addition, the [organizational structure](#) for each of the 12 campuses in CT State and the student services staff for the CT State central office support the enrollment and retention efforts of the college by *increasing* staffing levels of student facing staff.

[Overall Enrollment Management and Student Affairs](#)

- [Enrollment and Retention Services \(Registrar\)](#)
- [Recruitment, Admissions, and Community Outreach](#)
- [Financial Aid Services](#)
- [Student Success Management \(Advising\)](#)

The BOR has made a significant investment in student-facing staff, as was promised throughout the formation of CT State. See [Substantive Change Appendix U](#) for a detailed breakdown of staffing from FY 22 through FY 28 — which consistently shows approximately 2,000 full-time and part-time staff combined across all campuses and the CT State central office. It is expected that the numbers will fluctuate gradually downwards as temporary and part-time transitional positions are consolidated and turned into permanent staff positions.

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

Vice President of Diversity, Equity, and Inclusion

As previously mentioned in Standard Six, a new vice president-level position was created to oversee diversity, equity, and inclusion within CT State. An interim Vice President of Diversity, Equity, and Inclusion for CT State was appointed at the start of the 2021–2022 academic year. The interim Vice President served in this role until her retirement in July 2022 and helped to move CT State towards the goals of the Seven Strategic Pillars for Equity. A nationally renowned expert has been hired as the permanent Vice President of Diversity, Equity, and Inclusion and began in the role in July 2022. This leadership position will provide transformative leadership, vision, and direction for critical diversity, equity, and inclusion efforts and will guide efforts to understand and operationalize equity and inclusion throughout all aspects of CT State (see [Appendix AA](#)).

Diversity, Equity, and Inclusion in Human Resources

The CSCU Human Resources Shared Services team has also implemented a variety of strategies related to diversity, equity, and inclusion goals for CT State. The Diversity, Equity, and Inclusion; Equal Employment Opportunity; and Talent Acquisition Collaborative, formed informally in September 2021 through a collective energy to bring forth a search and selection process that actualized equal employment opportunity and equity.

With strong support from CSCU President Cheng, the collective work among the Diversity, Equity, and Inclusion; Equal Employment Opportunity; and Talent Acquisition Collaborative partners has resulted in changes that directly impact reducing bias and increasing diversity, equity, and inclusion in all hiring activity. Examples include bias training for all search committees, intervention by Equal Employment Opportunity when they feel that additional review is warranted, a completely new employee orientation program for all new hires that provides extensive training, and support for historically excluded individuals.

Retention Rate Increases of All Demographic Groups

[Appendix D](#) shows the Fall-to-Spring retention rate for each college in the previous two completed academic years (2020–2021 and 2021–2022). Overall, the strategies that CT State has been deploying are positively impacting retention, especially for historically excluded students. Hispanic student retention increased from 62% to 70%, African American student retention increased from 60% to 66%, Asian student retention increased from 75% to 84%, and white student retention increased from 70% to 75%. As full implementation of the Guided Pathways model is completed, early indicators show that these retention rates will further increase and will translate into increased completion rates across all groups.

Several new initiatives are now in place to directly address diversity, equity, and inclusion in CT State. For example, [College and Career Success 101](#) (CCS 101), a new required course for all CT State students, is well positioned to meet the diversity requirement. The [CCS 101 Advisory Council](#) continues to design this course to prepare students for college and for the lives they will lead after completing their college careers. A key component in CCS 101 focuses on valuing diversity. To that end, the Diversity Outcomes Workgroup developed and recommended three outcomes for all classes that meet the general education diversity requirement. The outcomes encourage students to examine their identities in addition to learning about the systems of oppression that marginalize people. The [recommended outcomes](#) were approved by the Students First Academic and Student Affairs Consolidation Committee in May 2022 (see Standard Four for more details).

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

It is recognized that not everyone within CT State has been supportive of the merger proposal. Prompted by feedback from stakeholders, CT State senior leadership actively worked to bridge the communication gap throughout the Spring 2022 semester. For example, CT State leaders were invited to two all-college meetings at local community colleges in May 2022 (Asnuntuck and Tunxis) to discuss the merger plans and to answer questions from faculty and staff. In addition, CT State leadership developed a variety of live informational webinars to clearly present information on numerous topics to a statewide audience of constituents with opportunities for faculty and staff to have questions answered.

Detailed presentations of the new [CT State governance structure](#) and implementation timeline were presented in the sessions entitled [Governance & Brief Overview of Academic Program Areas](#) and [Deep Dive into Academic Program Areas & Departments](#). These two webinars were part of a [six-part series](#) that focused on various aspects of Academic Affairs in the new CT State structure:

- [Curriculum Alignment, General Education, & One College Catalog](#)
- [Governance & Brief Overview of Academic Program Areas](#)
- [Teaching and Learning, Tutoring, & Library](#)
- [Academic Operations, Scheduling, & Blackboard](#)
- [Institutional Effectiveness and Planning, Assessment, & Institutional Research](#)
- [Deep Dive into Academic Program Areas and Departments](#)

These [webinar sessions](#), offered in March and April 2022, were open to all faculty, staff, students, and other constituents of CT State to provide information about how Academic Affairs will be structured and function in CT State. Each session was approximately one hour long

with a panel presentation during the first 30–40 minutes followed by a live question and answer session where participants submitted questions into the chat tool and the panel participants provided answers to the live audience via video. A total of 969 participants attended these six sessions (some attended more than one session), and many more viewed the presentation videos later.

In addition, CT State is offering new professional development options and activities designed to strengthen the pipeline to leadership and encourage open communication. A Continuing Leaders Program for those leaders in “middle management” and an Emerging Leaders Program (designed for faculty and staff who were either new to the system or new to leadership roles) offer cohort-based learning as part of the CT State Leadership Academy (see Standard Six).

As was stated in Standard Three, one of President Maduko’s first initiatives was to establish a Leadership Council that includes Cabinet, college Chief Executive Officers, and Associate Vice President leaders in all areas to meet regularly and share information. The intent is for more

information to flow freely and openly between all levels of leadership and guide the college leadership in how to address any remaining perceived communication gaps. Building support for the consolidation through better communication is and will continue to be an ongoing priority for CT State. By focusing on how student services and the student experience will benefit, plus sharing progress on college-wide initiatives, CT State will continue to build trust and engagement.

CT State leadership is committed to bridging these communication gaps by meeting with any sub-groups who have questions, providing information, and explaining the rationale behind any changes in the coming year and going forward. It is hoped that the new governance process will give a voice to all within the organization, provide a forum for discussion about questions and concerns, and develop a long-lasting partnership for everyone in CT State. The new governance structure allows for much more frequent and respectful communication of all employees across the entire college.

APPENDICES

Progress Report to the
New England Commission of Higher Education
September 1, 2022

September Progress Report Appendix Table of Contents

| Appendix | Appendix Page | Description | Location | Page(s) |
|----------|---------------|---|---|-----------|
| A | 3 | 2022 Enrollment Management Plan | March 21 Requested Updates and Standard Five | 7 and 19 |
| B | 14 | Enrollment Projections | March 21 Requested Updates | 8 |
| C | 16 | Fall 2022 Preliminary Enrollment | March 21 Requested Updates | 8 |
| D | 17 | Retention and Completion Rates 2016-2020 and 2022 | March 21 Requested Updates and March 31 Requested Updates | 8 and 31 |
| E | 22 | FY 19-28 Impact of Merger on Baseline Forecast | March 21 Requested Updates | 8 |
| F | 26 | FY 23-28 Budget Assumptions | March 21 Requested Updates | 8 |
| G | 28 | Strategic Plan Draft May 31, 2022 | Standard Two | 11 |
| H | 37 | Institutional Transformation Assessment Agenda | Standard Two | 11 |
| I | 38 | Institutional Transformation Assessment Sense Making Presentation | Standard Two | 11 |
| J | 39 | Joint Council Data Governance Domains | Standard Two | 11 |
| K | 43 | Institutional Research Job Descriptions | Standard Two | 11 |
| L | 50 | Academic Program Review Procedure and Report Format | Standard Four | 15 |
| M | 54 | Academic Program Review Data Forms | Standard Four | 15 |
| N | 62 | Cross Walking Templates for Degrees and Certificates | Standard Four | 17 |
| O | 67 | Common Summer 2023 Calendar | Standard Four | 18 |
| P | 68 | Standard Meeting Times | Standard Four | 18 |
| Q | 69 | CSCU Pledge to Advance Connecticut Marketing | Standard Five | 19 |
| R | 75 | Guided Pathways Advisors Reclassification and Hires | Standard Five and March 31 Requested Updates | 19 and 30 |
| S | 80 | Active Student Club Chart | Standard Five | 20 |
| T | 83 | Co-Curricular Activities | Standard Five | 20 |
| U | 89 | Overview of Student Activities | Standard Five | 20 |
| V | 91 | Overview Student Leaders in Governance | Standard Five | 20 |
| W | 92 | Student Activities Committee Final Report | Standard Five | 21 |
| X | 100 | Behavioral Intervention Protocols | Standard Five | 21 |
| Y | 106 | Financial Aid Code of Conduct Reminder | Standard Five | 21 |
| Z | 107 | CT State Announcement Program Area Academic Deans | Standard Six | 22 |

| | | | | |
|----|-----|--|---|-----------|
| AA | 109 | CT State Announcement Vice President of Diversity, Equity, and Inclusion | Standard Six and March 31 Requested Updates | 22 and 30 |
| AB | 110 | Professional Development End-Year Summary | Standard Six | 23 |
| AC | 112 | Teaching and Learning Strategic Plan 2021-2023 | Standard Six | 23 |
| AD | 117 | Faculty and Staff Online Institute Overview | Standard Six | 23 |
| AE | 119 | CT State Leadership Academy Welcome | Standard Six | 23 |
| AF | 122 | CT State Emerging Leaders Welcome | Standard Six | 23 |
| AG | 125 | Professional Development End-Year Reporting | Standard Six | 23 |
| AH | 127 | Professional Learning Day Flyer | Standard Six | 23 |
| AI | 128 | Notice of Marketing Restructuring | Standard Seven | 24 |
| AJ | 130 | Marketing Staff | Standard Seven | 24 |
| AK | 131 | CT State Marketing Structure – July 2022 | Standard Seven | 24 |
| AL | 138 | CT State New Britain Office Photo | Standard Seven | 25 |
| AM | 139 | Banner Milestone Timeline | Standard Seven | 25 |
| AN | 140 | Banner Training Schedule – March through July 2022 | Standard Seven | 25 |
| AO | 142 | Leadership Communications at BOR Meetings | Standard Nine | 29 |

Connecticut Community Colleges

FY 2020-FY 2023 Strategic Enrollment Management Plan

Connecticut State Community Colleges

The strategic Enrollment Management Plan (EMP) is designed as a transitional document to support the enrollment operations at each of the state's 12 community colleges prior to the merger of the colleges in 2023. The cornerstone of this work includes the guiding principles the Board of Regents (BOR) set forth for Connecticut's community colleges as well as the mission and vision of Connecticut State Community College as reaffirmed by the Board of Regents in May of 2021.

Connecticut State Community College Mission

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, and awards associates degrees and certificates.

Connecticut State Community College Vision

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.

BOR Guiding Principles

1. Ensure students are at the center of all decisions
2. Prioritize teaching, learning, and high-quality academic programming
3. Preserve and enhance student support services
4. Safeguard educational access and affordability
5. Be conscientious stewards of the students' and the state's investment in our Institutions
6. Ensure campuses are positioned to build partnerships with the state's businesses and other enterprises to prepare a highly skilled and well-educated workforce

Overview of Enrollment Management

Enrollment management is a process that aligns institutional resources, departments, and actions in a cohesive manner to achieve and maintain enrollment goals. Connecticut community colleges must continually (1) prepare to meet the academic and workforce demands of the future, (2) achieve and accommodate projected growth, (3) meet the diverse and inclusive needs of individuals and businesses, (4) provide affordable access and opportunity to high-quality education, (5) facilitate student success and completion, and (6) maintain standards and practices that support dynamic and innovative teaching and learning.

In June 2021 the Connecticut State Community College Enrollment Management Council (EMC) was launched. Under the direction of the vice president for enrollment management and student affairs, the Enrollment Management (EM) Council will play a key role in implementing the enrollment management plan as part of the strategic Students First framework. The council will be comprised of the following areas: admissions, registration, academic advising, academic affairs; continuing education; finance; financial aid; information technology; student services; public relations and marketing; institutional research; campus CEO/president and students. The Enrollment Management Council is charged with proposing, monitoring and/or reviewing initiatives that impact enrollment, and

measuring growth goals, recruitment, retention and success rates, and continuing education revenue. As an appointed body, members of the Enrollment Management Council are expected to communicate and facilitate implementation of initiatives across the colleges.

The enrollment management plan is informed by national and regional evidence-based and equity-focused research on the market potential for community college enrollment. It is further based upon the guidance and direction presented in the CSCU strategic plan, the mission, vision, and other sources of information, including but not limited to marketing plans, outreach initiatives, environmental scanning, college teams and constituency councils, and recommendations made by NECHE as the Students First plan is implemented.

The EMC began revising the enrollment management plan (goals 1 and 2) in June 2021. The entire plan will be reviewed by August 2021.

Dashboard Indicators of Student Interaction

Below is a set of indicators that provides a general view of student interaction with Connecticut's community colleges. The enrollment management dashboard will be developed to accompany the enrollment management plan and provide a means to assess the enrollment "vital signs" for Connecticut's community colleges. The indicators are:

- Admissions funnel (conversion rates for prospect through enrolled) [Fall 2020]
- Inquiries (prospects)
- Credit headcount, full-time equivalent (FTE): fall census & fall last day of term
- Credit headcount, State-funded FTE: fiscal year
- Noncredit headcount: fiscal year
- Market share of recent high school graduates
- Dual/Concurrent HS enrollment
- Enrollment by age/adult learners
- Number of financial aid applicants
- Percentage of credit students receiving Pell grants
- Percentage of credit students receiving loans, scholarships and/or need-based aid
- Student receivables at end of term
- Application Cycle time: Number of days from application to admission [Fall 2021]
- Academic success rates: Percentage of students with a 2.0 or above each major semester
- Retention: fall-to-fall
- Retention: fall-to-spring
- Successful persister rates after four years: All students and by race/ethnicity
- Number of degrees and certificates awarded
- Reverse transfer graduates [future]
- Intrusive advising: percentage of contacted students who graduated within the academic year [future]
- Graduation-transfer rates after four years: All students and by race/ethnicity

Environmental Scanning

To identify strategic needs, the Enrollment Management Council will monitor significant developments both internal and external to the colleges annually, and then identify

strengths, weaknesses, opportunities and challenges. The following environmental scan highlights informed the FY2020–2023 strategic enrollment plan:

Opportunities/Strengths:

- High quality education at an affordable price
- Increased visibility due to the launch of the Pledge to Advance Connecticut (PACT), the free college program
- Potential for growth in dual enrollment
- Strong partnerships and robust transfer success for TAP students to four-year institutions
- Curriculum on par with universities and challenging classes
- Quality faculty who hold master's or doctoral degrees in their disciplines
- Implementation of Guided Pathways
- Exploration of multiple measures for student placement (ACME)
- Growth is expected for the adult learner population in the state
- Occupation projections manufacturing jobs and other middle-skill jobs (those that require more than a high school degree but less than a bachelor's degree) reaffirm that Connecticut community colleges are well-positioned with academic program offerings to meet the demand at both the regional and state level
- Strategic scheduling of courses to accommodate student needs, such as late start courses
- Increased online courses and creation of online programs
- Partnership between credit and noncredit programs in offering credentials (Guided Pathways)
- State-wide marketing campaign to raise the visibility for all community colleges
- Demographic growth in sectors traditionally well-served by community colleges (e.g. first generation college students, Pell-eligible students)
- The availability of new technologies and platforms to reach potential prospective students (e.g. CRM Recruit)
- Statewide availability of institutional aid to support enrollment, retention and completion
- Open access mission

Threats/Challenges:

- Forecasted decline in graduating high school class size in the local, state and national levels
- Trending decline in new student enrollment
- UCONN's satellite campus structure which essentially operates as a "shadow" community college system within the state
- Competitors (e.g. Goodwin) who offer a more robust schedule of day and evening classes 7 days a week
- Decline in students taking full course load
- Ongoing trend of delayed and late registration
- Increasing regulatory environment with growing demands on resources
- More challenging transfer environment for students not in TAP programs
- National decline in community college enrollment
- Aging state population
- Operating hours that do not align with competitors (i.e., no standard evening and weekend hours)
- Absence of data & analytics to inform schedule building

Enrollment Management Plan FY2020–2023

In lieu of a single statewide strategic plan for the community colleges, the following goals are stand-alone goals for the enrollment management plan. Once a common strategic plan is completed, the goals of this plan will be mapped to the single strategic plan.

| EM Goal | FY Launch | Lead | Action Plans | Connection to Other Plans or Initiatives | Results/Status Update as of: April 2022 |
|---|-----------|--|---|--|---|
| Goal 1: Achieve statewide community college enrollment of 26,164 FTE by FY 2024. | | | | | |
| 1.1 | FY20 | Individual Colleges/ Regional Focus | Develop and implement a regional outreach plan, including FAFSA awareness month, to increase the number of FAFSA applications for Connecticut community colleges by 5% a year. | PACT | In accordance with the legislation launching the PACT program, all CT community colleges reported hosting FAFSA completion events in December 2019. |
| 1.2 | FY 20 | SO | Implement CRM Recruit. Assess and monitor the admissions funnel in order to recommend future strategies for yield. | | Completed May 2020. |
| 1.3 | FY 20 | Admissions Council/ Regional focus | Develop a regional outreach calendar to integrate information sessions, open houses, college fairs, high school visits and other activities designed to expand the admissions funnel. | | Underway |
| 1.4 | FY 21 | SO | Establish statewide benchmarks for application cycle time to increase yield rates. | | Underway. |
| 1.5 | FY 21 | Individual Colleges | Each college shall develop an admissions program specifically designed for population demographics that are expected to grow by 2027 (e.g. Hispanic students, first generation college students). | Guided Pathways | |
| 1.6 | FY 20 | SO | Launch a statewide marketing and communication plan that articulates the value of a community college education (e.g. including outcomes) and strengthens the community college brand. | | Begun in August 2019 with the support of outside marketing services (i.e. Odonnell and Company) and enhanced with the campaign to |

| | | | | | |
|---|--|--|--|---------------------------------------|----------------------|
| CT State Community College | | | | launch and support the PAOT campaign. | PAOT Progress Report |
| Metrics | | | | | |
| <ul style="list-style-type: none"> • Admissions funnel (conversion rates for prospect through enrolled) • Inquiries (prospects) • Market share • Number of financial aid applicants • Percentage of credit students receiving Pell grants • Percentage of credit students receiving loans, scholarships and/or need-based aid • Application Cycle time: Number of days from application to admission | | | | | |

| EM Goal | FY Launch | Lead | Action Plans | Connection to Other Plans or Initiatives | Annual Results |
|---|-----------|---------------------|---|--|----------------------------------|
| Goal 2: Increase headcount of students between the ages of 25 and 50 by 1% annually. | | | | | |
| 2.1 | FY 21 | Individual colleges | Each college shall grow veteran student enrollment by developing and implementing specific outreach plans (events, activities) targeted to veteran students. Enhance visibility and support for veterans and members of the military community. Continue to scan the environment to develop appropriate services. Partner with veterans organizations (e.g. VFW) to enhance visibility. | Guided Pathways | |
| 2.2 | FY 22 | Individual Colleges | Explore and pilot specific strategies to increase adult learner enrollment including online information sessions, launch of virtual academic advising, virtual office hours, and related technology-enabled strategies. | Guided Pathways | Accelerated term pilot underway. |

| 2.3 | FY 2021 | Academic Affairs | Course schedule adjustments: Through a college-wide collaboration, each college shall develop a strategy to launch and promote high-need late start classes in order to ensure full-time schedules for students registering in the month prior to the start of classes. In addition, each college will ensure that there are sufficient offerings to support PACT and other initiatives whereby students with developmental placement can enroll full-time in courses applicable to their area of study. | Guided Pathways PACT | September Progress Report |
|-----|---------|---------------------|--|----------------------------|--|
| 2.4 | FY 2021 | Individual colleges | Develop a staffing plan to ensure that college operations support adult learner enrollment with minimal disruption to student and prospective student schedules. (E.g. year-round evening hours, monthly Saturday hours, "Enroll in a Day" enrollment events). | | Evening hours coming online with the hiring of the GP advising staff. |
| 2.5 | FY 2021 | Individual colleges | Explore online and hybrid program options to increase adult enrollments. | Online Learning Initiative | Accelerated Term pilots underway. |
| 2.6 | FY 2021 | Individual Colleges | Design and implement communication plans to engage and enroll adult learners leveraging CRM Recruit. | Guided Pathways | Underway. |
| 2.7 | FY 2020 | SO | Review current institutional scholarship awarding practices in light of the needs of adult learners and recommend changes to better support adults with high need (e.g. students with a 0 EFC and a bachelor's degree). | Lumina Grant PACT | Standardized Financial Aid manual. Ensured that all students, with financial need as demonstrated by the EFC remain eligible for institutional grants regardless of previous degree attainment. (e.g. BA) Established a committee to make recommendations to BOR on institutional awards. |
| 2.8 | FY 2023 | Academic Affairs | Establish standards for the review and awarding of credit for prior learning to enable transitions from non-credit to credit programs. | | |

| | | | | | |
|--|---------|--|---|--|--|
| 2020 | FY 2022 | | Establish formal partnerships with adult education centers to allow for seamless transition to workforce and career programs. | | |
| <p style="text-align: center;">Metrics</p> <ul style="list-style-type: none"> • Credit headcount, full-time equivalent (FTE): fall census & fall last day of term • Credit headcount, State-funded FTE: fiscal year • Enrollment by Age/adult learners • Percentage of credit students receiving loans, scholarships and/or need-based aid • Veteran enrollment | | | | | |

| EM Goal | FY Launch | Lead | Action Plans | Connection to Other Plans or Initiatives | Annual Results |
|---|-----------|---------------------|---|--|--|
| <p>Goal 3: Increase the number of Connecticut high school graduates who choose to first enroll in community college after graduation from 16.37% (class of 2018) to 24% for the graduating class 2023.</p> | | | | | |
| 3.1 | FY 2020 | Individual colleges | Build robust communications plans for traditional age students and stakeholders (i.e. guidance counselors and parents). Leverage technology (e.g. CRM Recruit, NAVIANCE) to enhance communications with prospective traditional-age students. | Guided Pathways | Completed with CRM recruit. Plans will be assessed and revised each enrollment cycle. |
| 3.2 | FY 2021 | SO | Research and recommend adjustments to the high school partnership and dual enrollment tuition structure to provide a solid foundation for program growth. | | Underway, supported by CT's engagement with ATD. Report on the landscape expected August, 2021. |
| 3.3 | FY 2022 | Individual Colleges | Grow the number of dually enrolled students in dual enrollment at the state's community colleges. | | |
| 3.4 | FY 2020 | SO | Successfully launch the PACT Program. | | <p>Program launched December 2019 for Fall 2020 enrollment.</p> <p>2021 legislative session provided funding and a long-term revenue source (i.e., iLottery)</p> |

| | | | | | |
|--|---------|---------------------|--|--|---|
| 3.5 | FY 2020 | College Staff | Research and propose strategies to expand early college or middle college programs at Connecticut's community colleges. | | |
| 3.6 | FY 2021 | Individual Colleges | Develop and implement a regional program to engage high school counselors and share the value of Connecticut's community colleges. | | As part of the PACT program, began increased outreach to CT high school stakeholders but this work was slowed due to COVID. |
| Metrics | | | | | |
| <ul style="list-style-type: none"> • Admissions funnel (conversion rates for prospect through enrolled) • Inquiries (prospects) • Market share of recent high school graduates • Dual/Concurrent HS enrollment • Application Cycle time: Number of days from application to admission | | | | | |

| EM Goal | FY Launch | Lead | Action Plans | Connection to Other Plans or Initiatives | Annual Results |
|--|-----------|---------------------------|--|--|--|
| Goal 4: Increase student successful-persistence rate after 4 years for all students (part-time students) and increase number of students graduating annually. | | | | | |
| 4.1 | FY 2022 | Individual Colleges | Implement the a holistic student support model including case-management of academic advising in order to increase graduation, transfer and retention rates and close the achievement gap. | Guided Pathways | Implementation of Guided Pathways advising in underway with advisors hired at MXCC, NCCC, HCC. All colleges will be on board by FY 2022. |
| 4.2 | FY 2022 | Individual Colleges SO | Implement technology to support student advising and retention. | Guided Pathways | CRM Advise implementation underway with first modules scheduled to go live in January 2022. |

| | | | | | |
|---|---------|--------------------------|--|-----------------------------------|---|
| 4.3 | FY 2022 | Individual Colleges | Investigate best practices to re-engage at-risk students, including the “stop-out” students, to increase enrollment. | Guided Pathways | |
| 4.4 | FY 2021 | SO | With the implementation of Banner 9, implement waiting lists for classes to better forecast student demand. | | Limited spring 2020 pilot did not produce strong data on demand due to limited enrollments. A second pilot will be launched in Summer 2022 with a wider range of classes to assess feasibility of all-campus rollout. |
| 4.5 | FY 2020 | Individual Colleges | Leverage available resources (e.g. call center) to develop communication strategies for current students to drive full-time registrations. | Guided Pathways PACT | Ongoing |
| 4.6 | FY 2021 | SO & Individual Colleges | With the implementation of Banner 9, launch communications management to support student communications. | Guided Pathways | Pilot was postponed due to the improved functionality with CRM Advise that will be live in January 2022. |
| 4.7 | FY 2022 | SO | Standardize the registration, billing and drop for non-payment calendar across the state to reduce end of term receivables and financial barriers to enrollment. | PACT | Scheduled to be brought to leadership in FY 2022 Add/Drop/Withdrawal policies were revised in Spring 2021 in preparation. |
| 4.8 | FY 2021 | SO | Review institutional aid policies procedures to recommend changes to support retention and completion. | Lumina Guided Pathways PACT | BOR directed SO to launch an evaluation of institutional awarding practices as part of the launch of the PACT program. Work is underway. |
| 4.9 | FY 2023 | SO | Launch a statewide Reverse Transfer Program | | |
| Metrics | | | | | |
| <ul style="list-style-type: none"> Credit headcount, full-time equivalent (FTE): fall census & fall last day of term | | | | | |

● Student receivables at end of term

- Academic success rates: Percentage of students with a 2.0 or above each major semester
- Retention: fall-to-fall
- Retention: fall-to-spring
- Successful persister rates after four years: All students and by race/ethnicity
- Number of degrees and certificates awarded
- Graduation-transfer rates after four years: All students and by race/ethnicity

| EM Goal | FY Launch | Lead | Action Plans | Connection to Other Plans or Initiatives | Annual Results |
|--|-----------|------------------|--|--|--|
| Goal 5: Ensure enrollment goals are met within an environment fully compliant with all federal and state regulatory requirements. | | | | | |
| 5.1 | FY 2020 | SO | Review and standardize the financial aid policy and office procedure manuals to ensure consistent, fair and equitable awarding practices for all students regardless of location. | Lumina PACT | Completed. Standard practices in place for AY 2021-2022. |
| 5.2 | FY 2020 | SO | Review current BOR policies for internal contradictions with regulatory requirements. | Students First | Initial review completed. First round of recommended changes brought to the BOR in Spring 2020. |
| 5.3 | FY 2020 | SO | Standardize federal enrollment reporting procedures and schedules across all colleges. Ensure errors are resolved in a timely fashion. | | Internal training completed, December 2019. National Student Clearinghouse training to be completed in late January/early February 2020. |
| 5.4 | FY 2022 | Ind. Colleges | With the implementation of Banner 9, each college shall ensure minimal negative impact on enrollment of the federally required Title IV flag functionality whereby classes outside of a declared area of study are ineligible for federal aid and excluded from enrollment status. | | Implementation to start in Summer 2023. Pilot currently underway at 3 campuses. |
| Metrics | | | | | |

- Amount of annual audit findings

| EM Goal | | Lead | Action Plans | Connection to Other Plans or Initiatives | Annual Results |
|---|---------|------|--|--|---|
| Goal 6: Continue to develop world-class enrollment management capabilities | | | | | |
| 6.1 | FY 2020 | SO | Implement a statewide enrollment management “Best Practices” Conference to share innovations and collaborations that positively affected college enrollment. | | Completed November 2019. |
| 6.2 | FY 2022 | SO | Develop an inventory of KSAs (knowledge, skills, abilities) required of positions at all levels of the organization with a professional development plan for each. | | |
| 6.3 | FY 2021 | SO | Pursue statewide membership in relevant professional organizations (e.g. AACRAO, NASFAA, NACAC) to enhance professional development opportunities. | | Underway as part of the EMSA alignment. |
| 6.4 | FY 2021 | SO | Develop a curriculum for an enrollment management “institute” to enhance professional development opportunities for college staff | | |
| 6.5 | FY 2020 | SO | Maintain an inventory of data-informed best practices that can be implemented statewide. | | Underway/ |
| Metrics | | | | | |
| <ul style="list-style-type: none"> • Overall achievement of enrollment management goals • Increased retention rates for staff | | | | | |

Appendix B: Enrollment Projections

| Enrollment Goals | | | | | | | | | | | | | | |
|--------------------------------|-------------|--------------|--------------|--------------|--------------|--------------|------------------|-----------------|--------------|------------------|--------------|--------------|--------|--|
| FALL 2022 | | | | | | | | | | | | | | |
| Community Colleges | | | | | | | | | | | | | | |
| | Asnuntuck | Capital | Gateway | Housatonic | Manchester | Middlesex | Naugatuck Valley | Northwestern CT | Norwalk | Quinebaug Valley | Three Rivers | Tunxis | Total | |
| Fall 2022-HC | | | | | | | | | | | | | | |
| Baseline | 1204 | 2614 | 5980 | 3881 | 4446 | 2032 | 5077 | 1146 | 4426 | 1120 | 3058 | 3219 | 38203 | |
| PACT | 54 | 38 | 148 | 106 | 326 | 111 | 248 | 109 | 97 | 86 | 156 | 186 | 1665 | |
| Retention Rate Increase | 49 | 139 | 298 | 191 | 217 | 93 | 262 | 53 | 238 | 51 | 162 | 164 | | |
| TOTAL HC | 1307 | 2791 | 6426 | 4178 | 4989 | 2236 | 5587 | 1308 | 4761 | 1257 | 3376 | 3569 | | |
| FT HC | 497 | 642 | 2120 | 1588 | 1746 | 894 | 2123 | 523 | 1571 | 528 | 1181 | 1463 | | |
| PT HC | 810 | 2149 | 4306 | 2590 | 3243 | 1342 | 3464 | 785 | 3190 | 729 | 2195 | 2106 | | |
| FALL 2022 - FTE | | | | | | | | | | | | | | |
| Baseline | 728 | 1,444 | 3481 | 2,315 | 2,623 | 1,232 | 3,107 | 697 | 2,662 | 684 | 1,827 | 1,978 | 22,778 | |
| PACT | 49 | 33 | 116 | 87 | 248 | 103 | 210 | 95 | 80 | 70 | 134 | 164 | 1,389 | |
| Retention Rate Increase | 36 | 106 | 169 | 113 | 135 | 63 | 156 | 37 | 129 | 35 | 92 | 100 | 1,171 | |
| TOTAL FTE | 813 | 1,583 | 3,766 | 2,515 | 3,006 | 1,398 | 3,473 | 829 | 2,871 | 789 | 2,053 | 2,242 | 25,338 | |
| FT FTE | 300 | 348 | 1,242 | 955 | 1,052 | 559 | 1,319 | 331 | 976 | 331 | 718 | 942 | | |
| PT FTE | 513 | 1,235 | 2,524 | 1,560 | 1,954 | 839 | 2,154 | 498 | 1,895 | 458 | 1,335 | 1,300 | | |

Appendix B: Enrollment Projections

| | ACC | CCC | GCC | HCC | MCC | MXCC | NVCC | NWCC | NCC | QVCC | TRCC | TXCC | |
|-----------------------------|------|-------|-------|-------|-------|-------|-------|------|-------|------|-------|-------|--------|
| Fall 2021 FTE | 725 | 1318 | 3244 | 1976 | 2559 | 1202 | 2849 | 689 | 2340 | 647 | 1789 | 1974 | 21312 |
| Fall 2021 HC | 1326 | 2474 | 5703 | 3604 | 4494 | 1988 | 4804 | 1128 | 4106 | 1131 | 3038 | 3320 | 37116 |
| Fall 2022 FTE | 813 | 1,583 | 3,766 | 2,515 | 3,006 | 1,398 | 3,473 | 829 | 2,871 | 789 | 2,053 | 2,242 | 25,338 |
| Fall 2022 HC | 1307 | 2791 | 6426 | 4178 | 4989 | 2236 | 5587 | 1308 | 4761 | 1257 | 3376 | 3569 | |
| Returning (+readmit) | 713 | 2007 | 4318 | 2821 | 3127 | 1355 | 3844 | 771 | 3395 | 760 | 2337 | 2386 | |
| New | 260 | 348 | 1251 | 859 | 1043 | 507 | 1211 | 323 | 936 | 347 | 693 | 707 | |
| Transfer | 228 | 395 | 701 | 356 | 754 | 328 | 493 | 133 | 384 | 105 | 266 | 459 | |
| Secondary + CCP | 106 | 41 | 156 | 142 | 65 | 46 | 39 | 81 | 46 | 45 | 80 | 17 | |
| Adult (25-50) HC* | 360 | 1362 | 2106 | 1238 | 1352 | 616 | 1621 | 323 | 1316 | 358 | 1067 | 1034 | |
| % FTE | 12 | 20 | 16 | | | | | | | | | | |
| %HC | -1 | 13 | 11 | | | | | | | | | | |
| Spring 2022 FTE | 651 | 1164 | 2679 | 1651 | 2124 | 1075 | 2281 | 655 | 1985 | 552 | 1516 | 1578 | |
| Spring 2022 HC | 1202 | 2273 | 4827 | 3024 | 3788 | 1794 | 4056 | 1219 | 3592 | 1035 | 2654 | 2729 | |
| Returning (include readmit) | 820 | 1772 | 3961 | 2403 | 3121 | 1429 | 3416 | 829 | 3004 | 780 | 2214 | 2280 | |
| New | 125 | 146 | 273 | 211 | 221 | 99 | 173 | 45 | 160 | 63 | 144 | 151 | |
| Transfer | 161 | 323 | 400 | 231 | 343 | 225 | 318 | 117 | 292 | 69 | 212 | 235 | |
| Total HC (R+N+T) | 1106 | 2241 | 4634 | 2845 | 3685 | 1753 | 3907 | 991 | 3456 | 912 | 2570 | 2666 | |
| Adult (25-50) HC* PACT* | 445 | 1166 | 1729 | 1064 | 1162 | 568 | 1432 | 335 | 1112 | 334 | 933 | 789 | |
| Spring 2023 FTE | | | | | | | | | | | | | |
| Spring 2023 HC | | | | | | | | | | | | | |
| Returning | 886 | 1914 | 4278 | 2596 | 3371 | 1544 | 3690 | 896 | 3244 | 842 | 2391 | 2462 | |
| New | | | | | | | | | | | | | |
| Transfer | | | | | | | | | | | | | |
| Total HC (R+N+T) | | | | | | | | | | | | | |
| Adult (25-50) HC* PACT* | 450 | 1178 | 1747 | 1074 | 1174 | 573 | 1447 | 340 | 1124 | 339 | 943 | 797 | |
| F2S RR | 63 | 64 | 63 | 62 | 65 | 67 | 65 | 70 | 65 | 67 | 67 | 64 | |
| F2F RR | 42 | 46 | 49 | 45 | 49 | 46 | 51 | 49 | 52 | 47 | 51 | 50 | |
| | 8% | | | | | | | | | | | | |

Connecticut State Colleges and Universities (CSCU) - Preliminary Early Enrollment, Same-Time Comparison

Fall 2022 Preliminary Enrollment as of August 12, 2022

Compared to Fall 2021 Enrollment as recorded on August 13, 2021

| Start Date -> Census Date -> | Community Colleges | | | | | | | | | | | | Charter Oak State College | State Universities | | | | | Grand Total | |
|---------------------------------|--------------------|---------|---------|------------|------------|-----------|------------------|-----------------|---------|------------------|--------------|---------|---------------------------|--------------------|---------|---------|----------|---------|-------------|---------|
| | Asnuntuck | Capital | Gateway | Housatonic | Manchester | Middlesex | Naugatuck Valley | Northwestern CT | Norwalk | Quinebaug Valley | Three Rivers | Tunxis | | Total | Central | Eastern | Southern | Western | | Total |
| | 8/29/22 | 8/29/22 | 8/29/22 | 8/29/22 | 8/29/22 | 8/29/22 | 8/29/22 | 8/29/22 | 8/29/22 | 8/29/22 | 8/29/22 | 8/29/22 | | 8/29/22 | 8/22/22 | 8/29/22 | 8/29/22 | 8/29/22 | | 8/29/22 |
| | 9/19/22 | 9/19/22 | 9/19/22 | 9/19/22 | 9/19/22 | 9/19/22 | 9/19/22 | 9/19/22 | 9/19/22 | 9/19/22 | 9/19/22 | 9/19/22 | 9/19/22 | 10/30/22 | 9/19/22 | 9/19/22 | 9/19/22 | 9/19/22 | | |
| August 12, 2022 | | | | | | | | | | | | | | | | | | | | |
| Headcount FT | 398 | 539 | 1,455 | 1,023 | 1,352 | 624 | 1,576 | 441 | 1,182 | 427 | 999 | 1,225 | 11,241 | 365 | 6,202 | 3,172 | 5,824 | 3,062 | 18,260 | 29,866 |
| PT | 509 | 1,371 | 3,022 | 1,613 | 2,228 | 850 | 2,397 | 519 | 1,818 | 601 | 1,467 | 1,451 | 17,846 | 948 | 2,739 | 392 | 1,812 | 1,113 | 6,056 | 24,850 |
| Total | 907 | 1,910 | 4,477 | 2,636 | 3,580 | 1,474 | 3,973 | 960 | 3,000 | 1,028 | 2,466 | 2,676 | 29,087 | 1,313 | 8,941 | 3,564 | 7,636 | 4,175 | 24,316 | 54,716 |
| Credit Hours FT | 5,535 | 7,071 | 19,211 | 13,434 | 18,294 | 8,429 | 21,222 | 6,120 | 15,871 | 5,776 | 13,611 | 16,201 | 150,775 | 4,581 | 88,706 | 46,763 | 81,844 | 44,107 | 261,419 | 416,775 |
| PT | 3,239 | 9,650 | 20,462 | 10,143 | 14,584 | 5,741 | 16,511 | 3,551 | 12,618 | 3,874 | 9,911 | 9,250 | 119,533 | 5,615 | 16,673 | 2,657 | 10,770 | 7,161 | 37,260 | 162,408 |
| Total | 8,774 | 16,721 | 39,673 | 23,577 | 32,878 | 14,170 | 37,733 | 9,671 | 28,489 | 9,650 | 23,522 | 25,451 | 270,308 | 10,196 | 105,378 | 49,420 | 92,614 | 51,268 | 298,679 | 579,183 |
| FTE FT | 369 | 471 | 1,281 | 896 | 1,220 | 562 | 1,415 | 408 | 1,058 | 385 | 907 | 1,080 | 10,052 | 307 | 5,990 | 3,128 | 5,597 | 2,953 | 17,669 | 28,028 |
| PT | 216 | 643 | 1,364 | 676 | 972 | 383 | 1,101 | 237 | 841 | 258 | 661 | 617 | 7,969 | 382 | 1,208 | 183 | 798 | 526 | 2,716 | 11,067 |
| Total | 585 | 1,115 | 2,645 | 1,572 | 2,192 | 945 | 2,516 | 645 | 1,899 | 643 | 1,568 | 1,697 | 18,020 | 689 | 7,199 | 3,312 | 6,395 | 3,479 | 20,385 | 39,094 |
| August 13, 2021 | | | | | | | | | | | | | | | | | | | | |
| Headcount FT | 340 | 502 | 1,572 | 1,037 | 1,428 | 721 | 1,556 | 459 | 1,071 | 414 | 913 | 1,258 | 11,271 | 335 | 6,232 | 3,356 | 6,171 | 3,396 | 19,155 | 30,761 |
| PT | 436 | 1,567 | 3,011 | 1,773 | 2,408 | 902 | 2,394 | 534 | 2,068 | 571 | 1,609 | 1,457 | 18,730 | 934 | 2,860 | 482 | 1,928 | 1,150 | 6,420 | 26,084 |
| Total | 776 | 2,069 | 4,583 | 2,810 | 3,836 | 1,623 | 3,950 | 993 | 3,139 | 985 | 2,522 | 2,715 | 30,001 | 1,269 | 9,092 | 3,838 | 8,099 | 4,546 | 25,575 | 56,845 |
| Credit Hours FT | 4,771 | 6,639 | 21,044 | 13,763 | 19,468 | 9,839 | 20,836 | 6,233 | 14,355 | 5,642 | 12,464 | 16,451 | 151,505 | 4,206 | 88,565 | 49,478 | 87,223 | 49,457 | 274,722 | 430,433 |
| PT | 2,624 | 10,661 | 19,916 | 10,896 | 15,599 | 5,967 | 16,240 | 3,529 | 13,920 | 3,500 | 10,538 | 9,449 | 122,839 | 5,523 | 17,744 | 3,279 | 11,563 | 7,466 | 40,051 | 168,413 |
| Total | 7,395 | 17,300 | 40,960 | 24,659 | 35,067 | 15,806 | 37,076 | 9,762 | 28,275 | 9,142 | 23,002 | 25,900 | 274,344 | 9,729 | 106,309 | 52,757 | 98,786 | 56,923 | 314,773 | 598,846 |
| FTE FT | 318 | 443 | 1,403 | 918 | 1,298 | 656 | 1,389 | 416 | 957 | 376 | 831 | 1,097 | 10,100 | 281 | 5,986 | 3,310 | 5,955 | 3,313 | 18,564 | 28,945 |
| PT | 175 | 711 | 1,328 | 726 | 1,040 | 398 | 1,083 | 235 | 928 | 233 | 703 | 630 | 8,189 | 375 | 1,284 | 225 | 856 | 546 | 2,912 | 11,476 |
| Total | 493 | 1,153 | 2,731 | 1,644 | 2,338 | 1,054 | 2,472 | 651 | 1,885 | 609 | 1,533 | 1,727 | 18,290 | 656 | 7,270 | 3,535 | 6,811 | 3,859 | 21,476 | 40,421 |
| Difference | | | | | | | | | | | | | | | | | | | | |
| Headcount FT | 17.1% | 7.4% | -7.4% | -1.4% | -5.3% | -13.5% | 1.3% | -3.9% | 10.4% | 3.1% | 9.4% | -2.6% | -0.3% | 9.0% | -0.5% | -5.5% | -5.6% | -9.8% | -4.7% | -2.9% |
| PT | 16.7% | -12.5% | 0.4% | -9.0% | -7.5% | -5.8% | 0.1% | -2.8% | -12.1% | 5.3% | -8.8% | -0.4% | -4.7% | 1.5% | -4.2% | -18.7% | -6.0% | -3.2% | -5.7% | -4.7% |
| Total | 16.9% | -7.7% | -2.3% | -6.2% | -6.7% | -9.2% | 0.6% | -3.3% | -4.4% | 4.4% | -2.2% | -1.4% | -3.0% | 3.5% | -1.7% | -7.1% | -5.7% | -8.2% | -4.9% | -3.7% |
| Credit Hours FT | 16.0% | 6.5% | -8.7% | -2.4% | -6.0% | -14.3% | 1.9% | -1.8% | 10.6% | 2.4% | 9.2% | -1.5% | -0.5% | 8.9% | 0.2% | -5.5% | -6.2% | -10.8% | -4.8% | -3.2% |
| PT | 23.4% | -9.5% | 2.7% | -6.9% | -6.5% | -3.8% | 1.7% | 0.6% | -9.4% | 10.7% | -5.9% | -2.1% | -2.7% | 1.7% | -6.0% | -19.0% | -6.9% | -4.1% | -7.0% | -3.6% |
| Total | 18.6% | -3.3% | -3.1% | -4.4% | -6.2% | -10.4% | 1.8% | -0.9% | 0.8% | 5.6% | 2.3% | -1.7% | -1.5% | 4.8% | -0.9% | -6.3% | -6.2% | -9.9% | -5.1% | -3.3% |
| FTE FT | 16.0% | 6.5% | -8.7% | -2.4% | -6.0% | -14.3% | 1.9% | -1.8% | 10.6% | 2.4% | 9.2% | -1.5% | -0.5% | 9.1% | 0.1% | -5.5% | -6.0% | -10.9% | -4.8% | -3.2% |
| PT | 23.4% | -9.5% | 2.7% | -6.9% | -6.5% | -3.8% | 1.7% | 0.6% | -9.4% | 10.7% | -5.9% | -2.1% | -2.7% | 1.9% | -5.9% | -18.6% | -6.8% | -3.7% | -6.7% | -3.6% |
| Total | 18.6% | -3.3% | -3.1% | -4.4% | -6.2% | -10.4% | 1.8% | -0.9% | 0.8% | 5.6% | 2.3% | -1.7% | -1.5% | 5.0% | -1.0% | -6.3% | -6.1% | -9.9% | -5.1% | -3.3% |

Notes

Full-time equivalent enrollment is calculated in this worksheet as 15 undergraduate credit hours = 1 FTE, 12 graduate credit hours = 1 FTE. This figure will be lower than official FTE reports based on credit hours, which include a full 12 months of instructional activity as well as official FTE reports based on the NCES fall headcount conversion formula.

Data Sources: CSU/COSC IR Offices, CC System Banner SWRXF03 Report (Reg-FTE Enrollment)

Prepared by the Connecticut State Colleges and Universities, Office of Research and System Effectiveness, August 12, 2022

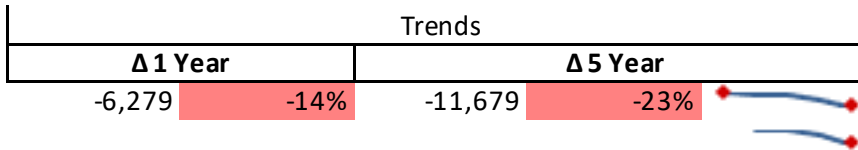
Appendix D: 2016 - 2020 Enrollment, Retention, Graduation, and Transfer Rates

Metric(s):

Fall Undergraduate Enrollment

School(s): All Community Colleges

| | Fall Term | | | | |
|-----------------|-----------|--------|--------|--------|--------|
| | 2016 | 2017 | 2018 | 2019 | 2020 |
| AY Total | 50,548 | 49,380 | 47,909 | 45,148 | 38,869 |
| Δ 1 Year | | -1,168 | -1,471 | -2,761 | -6,279 |
| % | | -2% | -3% | -6% | -14% |



Metric(s):

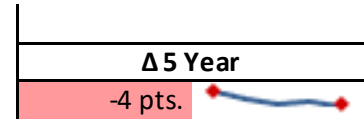
Retention, Graduation and Transfer Rates

School(s): All Community Colleges

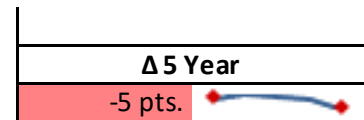
| | Academic Year Ending | | | | |
|-----------------------------------|----------------------|------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 |
| Three-year Graduation Rate | 16% | 16% | 16% | 16% | 16% |
| Δ 1 Year | | - | - | - | - |



| | Academic Year Ending | | | | |
|--------------------------------------|----------------------|---------|---------|------|---------|
| | 2016 | 2017 | 2018 | 2019 | 2020 |
| Three-year Transfer-out Rate* | 21% | 19% | 18% | 18% | 17% |
| Δ 1 Year | | -2 pts. | -1 pts. | - | -1 pts. |



| | First Fall Term | | | | |
|---|-----------------|---------|---------|---------|---------|
| | 2016 | 2017 | 2018 | 2019 | 2020 |
| FTFT Fall-to-fall Retention Rate | 58% | 61% | 60% | 58% | 53% |
| Δ 1 Year | | +3 pts. | -1 pts. | -2 pts. | -5 pts. |



*Students transferring out to four-year colleges and universities

Produced by the Office of Research and System Effectiveness, Connecticut State Colleges and Universities System Office, June 2021

Sources: IPEDS Data Center and Institutional Submissions to IPEDS

Appendix D: Fall 2020 and 2021 Headcount Enrollment by Race/Ethnicity for CT Community Colleges

Fall 2020 Headcount Enrollment by Race/Ethnicity for Connecticut State Colleges & Universities

Percentages are calculated to EXCLUDE students categorized as Non-Resident Alien or Race/Ethnicity Unknown; resulting figures can be compared to U.S. Census counts

| | American Indian or Alaskan Native | | Asian | | African American or Black | | Hispanic or Latino | | Native Hawaiian or other Pacific Islander | | White | | Two or more races | | Non-Resident Alien | Race/ Ethnicity Unknown | Grand Total |
|-------------------------------|-----------------------------------|----|-------|----|---------------------------|-----|--------------------|-----|---|----|--------|-----|-------------------|----|--------------------|-------------------------|-------------|
| All Community Colleges | 102 | 0% | 1,569 | 4% | 6,537 | 17% | 10,286 | 27% | 55 | 0% | 17,496 | 47% | 1,469 | 4% | 342 -- | 958 -- | 38,814 |
| Asnuntuck | 3 | 0% | 51 | 4% | 164 | 13% | 158 | 12% | 4 | 0% | 832 | 65% | 65 | 5% | 2 -- | 25 -- | 1,304 |
| Capital | 6 | 0% | 124 | 5% | 949 | 38% | 794 | 31% | 1 | 0% | 569 | 23% | 79 | 3% | 5 -- | 188 -- | 2,715 |
| Gateway | 16 | 0% | 264 | 5% | 1,420 | 24% | 1,703 | 29% | 11 | 0% | 2,233 | 38% | 184 | 3% | 36 -- | 136 -- | 6,003 |
| Housatonic | 3 | 0% | 118 | 3% | 1,154 | 31% | 1,374 | 37% | 5 | 0% | 980 | 26% | 107 | 3% | 8 -- | 72 -- | 3,821 |
| Manchester | 9 | 0% | 246 | 6% | 811 | 19% | 945 | 22% | 3 | 0% | 2,169 | 50% | 144 | 3% | 19 -- | 102 -- | 4,448 |
| Middlesex | 4 | 0% | 69 | 3% | 199 | 10% | 386 | 19% | 3 | 0% | 1,325 | 64% | 84 | 4% | 2 -- | 34 -- | 2,106 |
| Naugatuck Valley | 18 | 0% | 157 | 3% | 531 | 11% | 1,471 | 31% | 8 | 0% | 2,372 | 49% | 244 | 5% | 136 -- | 146 -- | 5,083 |
| Northwestern Connecticut | 0 | 0% | 16 | 1% | 38 | 3% | 197 | 16% | 0 | 0% | 922 | 77% | 30 | 2% | 2 -- | 23 -- | 1,228 |
| Norwalk | 9 | 0% | 221 | 5% | 695 | 16% | 1,687 | 40% | 12 | 0% | 1,486 | 35% | 106 | 3% | 102 -- | 102 -- | 4,420 |
| Quinebaug Valley | 7 | 1% | 21 | 2% | 27 | 2% | 139 | 12% | 0 | 0% | 903 | 79% | 47 | 4% | 0 -- | 17 -- | 1,161 |
| Three Rivers | 21 | 1% | 141 | 5% | 271 | 9% | 606 | 20% | 7 | 0% | 1,840 | 59% | 218 | 7% | 9 -- | 47 -- | 3,160 |
| Tunxis | 6 | 0% | 141 | 4% | 278 | 8% | 826 | 25% | 1 | 0% | 1,865 | 57% | 161 | 5% | 21 -- | 66 -- | 3,365 |

Fall 2021 Headcount Enrollment by Race/Ethnicity for Connecticut State Colleges & Universities

Percentages are calculated to EXCLUDE students categorized as Non-Resident Alien or Race/Ethnicity Unknown; resulting figures can be compared to U.S. Census counts

| | American Indian or Alaskan Native | | Asian | | African American or Black | | Hispanic or Latino | | Native Hawaiian or other Pacific Islander | | White | | Two or more races | | Non-Resident Alien | Race/ Ethnicity Unknown | Grand Total |
|-------------------------------|-----------------------------------|----|-------|----|---------------------------|-----|--------------------|-----|---|----|--------|-----|-------------------|----|--------------------|-------------------------|-------------|
| All Community Colleges | 88 | 0% | 1,573 | 4% | 6,249 | 17% | 10,474 | 29% | 59 | 0% | 16,309 | 45% | 1,300 | 4% | 270 -- | 794 -- | 37,116 |
| Asnuntuck | 1 | 0% | 44 | 3% | 192 | 15% | 206 | 16% | 1 | 0% | 805 | 62% | 47 | 4% | 0 -- | 30 -- | 1,326 |
| Capital | 5 | 0% | 127 | 5% | 887 | 37% | 782 | 33% | 3 | 0% | 513 | 22% | 67 | 3% | 12 -- | 78 -- | 2,474 |
| Gateway | 9 | 0% | 248 | 4% | 1,311 | 24% | 1,670 | 30% | 10 | 0% | 2,133 | 38% | 180 | 3% | 40 -- | 102 -- | 5,703 |
| Housatonic | 6 | 0% | 108 | 3% | 1,092 | 31% | 1,313 | 37% | 5 | 0% | 878 | 25% | 109 | 3% | 10 -- | 83 -- | 3,604 |
| Manchester | 9 | 0% | 275 | 6% | 780 | 18% | 1,068 | 24% | 6 | 0% | 2,081 | 48% | 161 | 4% | 11 -- | 103 -- | 4,494 |
| Middlesex | 1 | 0% | 75 | 4% | 183 | 9% | 416 | 21% | 1 | 0% | 1,205 | 62% | 67 | 3% | 8 -- | 32 -- | 1,988 |
| Naugatuck Valley | 20 | 0% | 185 | 4% | 500 | 11% | 1,586 | 34% | 10 | 0% | 2,171 | 47% | 164 | 4% | 40 -- | 128 -- | 4,804 |
| Northwestern Connecticut | 4 | 0% | 25 | 2% | 45 | 4% | 181 | 16% | 3 | 0% | 816 | 74% | 30 | 3% | 6 -- | 18 -- | 1,128 |
| Norwalk | 7 | 0% | 182 | 5% | 669 | 17% | 1,656 | 42% | 8 | 0% | 1,293 | 33% | 95 | 2% | 109 -- | 87 -- | 4,106 |
| Quinebaug Valley | 3 | 0% | 21 | 2% | 38 | 3% | 155 | 14% | 1 | 0% | 840 | 76% | 46 | 4% | 1 -- | 26 -- | 1,131 |
| Three Rivers | 15 | 1% | 144 | 5% | 283 | 9% | 571 | 19% | 9 | 0% | 1,789 | 60% | 174 | 6% | 7 -- | 46 -- | 3,038 |
| Tunxis | 8 | 0% | 139 | 4% | 269 | 8% | 870 | 27% | 2 | 0% | 1,785 | 55% | 160 | 5% | 26 -- | 61 -- | 3,320 |

Appendix D: Fall 2020 to Spring 2021 and Fall 2021 to Spring 2022 Retention by Race/Ethnicity for CT Community Colleges

Fall 20 to Spr 21 Retention

Fall 20 to Spr 21 Retention*

| Row Labels | Race and ethnicity | | | | | | | | | Grand Total | |
|--------------------|--------------------|-----------------|----------------------------------|------------|---------------------------|--------------------------------------|------------|-------------------|------------|-------------|------------|
| | Nonresident alien | Hispanic/Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian or Other Pacific Isl | White | Two or more races | unknown | | |
| Asnuntuck | | 59% | | 50% | 58% | | 76% | 90% | 100% | 72% | |
| Capital | 50% | 63% | 100% | 79% | 61% | | 64% | 63% | 71% | 63% | |
| Gateway | 100% | 62% | 60% | 67% | 52% | 50% | 71% | 59% | 79% | 63% | |
| Housatonic | 33% | 55% | 100% | 56% | 61% | 0% | 72% | 65% | 57% | 61% | |
| Manchester | | 68% | 50% | 83% | 63% | | 73% | 71% | 55% | 70% | |
| Middlesex | 100% | 58% | 100% | 63% | 69% | | 70% | 68% | 83% | 67% | |
| Naugatuck Valley | 80% | 60% | 67% | 80% | 59% | 0% | 69% | 68% | 63% | 65% | |
| Northwestern CT | | 55% | | 50% | 88% | | 67% | 40% | 100% | 64% | |
| Norwalk | 83% | 64% | 0% | 80% | 59% | 0% | 64% | 67% | 47% | 64% | |
| Quinebaug Valley | | 62% | 67% | 100% | 71% | | 66% | 77% | 100% | 67% | |
| Three Rivers | | 64% | 60% | 84% | 69% | 0% | 64% | 67% | 67% | 65% | |
| Tunxis | 0% | 68% | 100% | 75% | 65% | | 75% | 64% | 45% | 71% | |
| Grand Total | #DIV/0! | 75% | 62% | 67% | 75% | 60% | 14% | 70% | 67% | 64% | 66% |

Fall 21 to Spr 22 Retention*

| Row Labels | Race and ethnicity | | | | | | | | | Grand Total |
|--------------------|--------------------|-----------------|----------------------------------|------------|---------------------------|--------------------------------------|------------|-------------------|------------|-------------|
| | Nonresident alien | Hispanic/Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian or Other Pacific Isl | White | Two or more races | unknown | |
| Asnuntuck | | 67% | | 70% | 68% | | 82% | 78% | 40% | 76% |
| Capital | 100% | 75% | | 86% | 76% | 100% | 70% | 83% | 80% | 76% |
| Gateway | 67% | 69% | | 93% | 62% | | 78% | 71% | 67% | 72% |
| Housatonic | 100% | 67% | 100% | 84% | 70% | 100% | 65% | 71% | 100% | 69% |
| Manchester | | 63% | | 73% | 56% | 100% | 75% | 66% | 69% | 68% |
| Middlesex | 50% | 73% | | 79% | 61% | | 77% | 83% | 43% | 74% |
| Naugatuck Valley | 87% | 72% | 67% | 86% | 74% | 100% | 73% | 74% | 73% | 74% |
| Northwestern | | 70% | 100% | 63% | 60% | 0% | 74% | 86% | 50% | 72% |
| Norwalk | 75% | 75% | | 80% | 68% | | 73% | 88% | 69% | 74% |
| Quinebaug Valley | | 70% | | 100% | 67% | | 70% | 62% | 100% | 71% |
| Three Rivers | 100% | 67% | 80% | 95% | 68% | 75% | 72% | 60% | 71% | 70% |
| Tunxis | 90% | 66% | 100% | 91% | 61% | 100% | 77% | 54% | 78% | 73% |
| Grand Total | 81% | 70% | 85% | 84% | 66% | 85% | 75% | 69% | 71% | 72% |

Appendix D: 2020 and 2021 DFWI Rate by Race/Ethnicity for CT Community Colleges

| DFWI Rate Year / Race-Ethnicity | Campus | | | | | | | | | | | | |
|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| | MCC | NWCC | NCC | HCC | MxCC | CCC | NVCC | GCC | TxCC | TRCC | QVCC | ACC | Grand Total |
| 2020 | 27% | 27% | 31% | 34% | 27% | 26% | 30% | 30% | 31% | 31% | 27% | 24% | 30% |
| Nonresident Alien | 29% | 0% | 12% | 23% | 15% | 50% | 17% | 22% | 16% | 7% | 50% | 29% | 18% |
| Hispanic/Latino | 33% | 36% | 35% | 37% | 32% | 29% | 35% | 34% | 37% | 38% | 31% | 35% | 35% |
| American Indian or Alaska Native | 38% | 0% | 35% | 42% | 8% | 33% | 44% | 40% | 24% | 57% | 39% | 36% | 39% |
| Asian | 22% | 32% | 23% | 29% | 17% | 15% | 24% | 21% | 26% | 21% | 13% | 15% | 22% |
| Black or African American | 37% | 34% | 41% | 39% | 41% | 31% | 40% | 40% | 35% | 35% | 29% | 32% | 38% |
| Native Hawaiian or Other Pacific Islander | 13% | | 43% | 50% | 20% | 50% | 32% | 31% | 15% | 38% | | 0% | 32% |
| White | 22% | 25% | 26% | 25% | 24% | 15% | 25% | 23% | 28% | 29% | 27% | 21% | 25% |
| Two or more races | 27% | 43% | 33% | 40% | 32% | 28% | 39% | 30% | 35% | 32% | 31% | 28% | 33% |
| Race and ethnicity unknown | 17% | 25% | 24% | 36% | 30% | 32% | 26% | 32% | 33% | 25% | 15% | 20% | 27% |
| 2021 | 31% | 30% | 33% | 36% | 26% | 29% | 33% | 32% | 33% | 32% | 30% | 26% | 32% |
| Nonresident Alien | 22% | 50% | 22% | 28% | 22% | 23% | 11% | 28% | 18% | 7% | 0% | | 22% |
| Hispanic/Latino | 37% | 43% | 36% | 38% | 33% | 31% | 37% | 36% | 40% | 42% | 36% | 36% | 37% |
| American Indian or Alaska Native | 25% | 50% | 40% | 43% | 27% | 48% | 34% | 43% | 38% | 43% | 22% | 0% | 37% |
| Asian | 23% | 35% | 31% | 32% | 21% | 23% | 25% | 24% | 24% | 25% | 21% | 29% | 25% |
| Black or African American | 42% | 44% | 41% | 39% | 37% | 34% | 43% | 40% | 43% | 41% | 27% | 36% | 40% |
| Native Hawaiian or Other Pacific Islander | 8% | 75% | 67% | 50% | 0% | 43% | 15% | 11% | 14% | 17% | 0% | 0% | 23% |
| White | 25% | 26% | 28% | 31% | 22% | 15% | 29% | 25% | 28% | 27% | 29% | 22% | 26% |
| Two or more races | 44% | 34% | 44% | 42% | 29% | 42% | 36% | 30% | 39% | 40% | 42% | 27% | 38% |
| Race and ethnicity unknown | 32% | 60% | 25% | 25% | 28% | 21% | 30% | 30% | 34% | 32% | 18% | 37% | 29% |
| Grand Total | 29% | 29% | 32% | 35% | 27% | 28% | 31% | 31% | 32% | 31% | 29% | 25% | 31% |

Appendix D: 2021 and 2022 Completions by Race/Ethnicity for CT Community

Colleges 2021 Completions

| | Asian | | Black or African-American | | Hispanic or Latino | | Multiple Races | | White | | Unknown/Other | | Total |
|------------------|--------|---------|---------------------------|---------|--------------------|---------|----------------|---------|--------|---------|---------------|---------|--------|
| | Number | % Total | Number | % Total | Number | % Total | Number | % Total | Number | % Total | Number | % Total | Number |
| Asnuntuck | 6 | 2% | 37 | 12% | 43 | 14% | 28 | 9% | 185 | 61% | 6 | 2% | 305 |
| Capital | 21 | 6% | 102 | 28% | 84 | 23% | 23 | 6% | 116 | 32% | 14 | 4% | 360 |
| Gateway | 42 | 6% | 125 | 17% | 171 | 24% | 36 | 5% | 346 | 48% | 6 | 1% | 726 |
| Housatonic | 22 | 5% | 143 | 29% | 179 | 37% | 17 | 4% | 122 | 25% | 2 | 0% | 485 |
| Manchester | 28 | 4% | 93 | 13% | 124 | 18% | 49 | 7% | 393 | 56% | 21 | 3% | 708 |
| Middlesex | 15 | 4% | 26 | 7% | 69 | 18% | 24 | 6% | 242 | 64% | 4 | 1% | 380 |
| Naugatuck Valley | 39 | 4% | 71 | 8% | 228 | 25% | 43 | 5% | 484 | 54% | 36 | 4% | 901 |
| Northwestern | 2 | 1% | 4 | 2% | 26 | 15% | 2 | 1% | 140 | 79% | 3 | 2% | 177 |
| Norwalk | 42 | 7% | 73 | 11% | 235 | 36% | 19 | 3% | 257 | 40% | 19 | 3% | 645 |
| Quinebaug Valley | 6 | 2% | 6 | 2% | 24 | 9% | 18 | 7% | 204 | 77% | 6 | 2% | 264 |
| Three Rivers | 18 | 4% | 28 | 6% | 73 | 16% | 34 | 7% | 288 | 63% | 13 | 3% | 454 |
| Tunxis | 13 | 2% | 46 | 8% | 139 | 24% | 37 | 6% | 333 | 57% | 12 | 2% | 580 |
| TOTAL | 254 | 4% | 754 | 13% | 1395 | 23% | 330 | 6% | 3110 | 52% | 142 | 2% | 5985 |

2022 Completions

| | Asian | | Black or African-American | | Hispanic or Latino | | Multiple Races | | White | | Unknown/Other | | Total |
|------------------|--------|---------|---------------------------|---------|--------------------|---------|----------------|---------|--------|---------|---------------|---------|--------|
| | Number | % Total | Number | % Total | Number | % Total | Number | % Total | Number | % Total | Number | % Total | Number |
| Asnuntuck | 9 | 3% | 30 | 10% | 28 | 10% | 18 | 6% | 196 | 68% | 7 | 2% | 288 |
| Capital | 7 | 3% | 92 | 36% | 59 | 23% | 13 | 5% | 78 | 30% | 10 | 4% | 259 |
| Gateway | 44 | 6% | 138 | 18% | 193 | 25% | 38 | 5% | 334 | 44% | 11 | 1% | 758 |
| Housatonic | 10 | 2% | 117 | 27% | 162 | 37% | 18 | 4% | 127 | 29% | | 0% | 434 |
| Manchester | 57 | 8% | 88 | 12% | 146 | 20% | 20 | 3% | 394 | 54% | 24 | 3% | 729 |
| Middlesex | 20 | 6% | 26 | 8% | 58 | 18% | 20 | 6% | 204 | 62% | 3 | 1% | 331 |
| Naugatuck Valley | 42 | 5% | 65 | 8% | 236 | 29% | 26 | 3% | 414 | 51% | 31 | 4% | 814 |
| Northwestern | 3 | 2% | 4 | 2% | 25 | 14% | 4 | 2% | 143 | 79% | 2 | 1% | 181 |
| Norwalk | 41 | 8% | 61 | 12% | 193 | 37% | 19 | 4% | 190 | 37% | 14 | 3% | 518 |
| Quinebaug Valley | 8 | 4% | 4 | 2% | 26 | 13% | 7 | 3% | 159 | 77% | 3 | 1% | 207 |
| Three Rivers | 26 | 7% | 27 | 7% | 49 | 13% | 30 | 8% | 253 | 65% | 5 | 1% | 390 |
| Tunxis | 26 | 4% | 39 | 7% | 128 | 22% | 43 | 7% | 345 | 59% | 8 | 1% | 589 |
| TOTAL | 293 | 5% | 691 | 13% | 1303 | 24% | 256 | 5% | 2837 | 52% | 118 | 2% | 5498 |

Appendix E: FY 19-28 Impact of Merger on Baseline Forecast

| Baseline Forecast | | \$ millions | | | | | | | | | |
|---|----------------|----------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | ACTUAL | ACTUAL | Estimated | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected |
| Revenue | FY2019 | FY2020 | FY2021 | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | FY2027 | FY2028 | |
| Tuition and Fees (Gross) | 183.75 | 177.75 | 139.71 | 125.36 | 150.17 | 154.58 | 167.97 | 173.88 | 180.03 | 186.41 | |
| State Appropriations (includes Dev. Ed and OBF) | 148.61 | 149.26 | 157.04 | 158.71 | 159.03 | 161.12 | 164.17 | 167.28 | 170.46 | 173.69 | |
| State Approp RSA | 0.00 | 0.00 | 0.00 | 15.01 | 108.33 | 23.61 | 23.61 | 23.61 | 23.61 | 23.61 | |
| Fringe Benefits Paid by State | 140.95 | 148.09 | 171.36 | 173.69 | 181.83 | 201.35 | 203.49 | 208.96 | 212.39 | 215.89 | |
| All Other Revenue | 3.02 | 1.00 | 4.95 | 3.19 | 3.62 | 3.04 | 3.04 | 3.04 | 3.04 | 3.04 | |
| Less: Contra Revenue | (2.73) | (2.15) | (1.74) | (1.27) | (1.94) | (1.96) | (2.17) | (2.22) | (2.29) | (2.35) | |
| Total Revenue | 473.61 | 473.95 | 471.32 | 474.69 | 601.04 | 541.75 | 560.11 | 574.55 | 587.24 | 600.29 | |
| Expenditures | | | | | | | | | | | |
| Wages and Salaries | 250.35 | 253.46 | 254.34 | 260.03 | 278.08 | 271.24 | 271.24 | 271.24 | 271.24 | 271.24 | |
| Fringe Benefits | 169.37 | 170.82 | 179.52 | 190.47 | 201.35 | 219.84 | 222.54 | 225.37 | 228.35 | 231.47 | |
| Institutional Aid and Waivers | 20.48 | 19.70 | 22.23 | 16.78 | 19.89 | 22.01 | 25.65 | 26.52 | 27.43 | 28.38 | |
| All Other Expenses (includes utilities) | 51.96 | 48.87 | 44.83 | 68.46 | 70.45 | 79.45 | 80.93 | 82.44 | 83.99 | 85.56 | |
| Total Expenditures | 492.17 | 492.85 | 500.92 | 535.75 | 569.78 | 592.53 | 600.36 | 605.57 | 611.00 | 616.64 | |
| Net Results from Operations | (18.56) | (18.90) | (29.60) | (61.06) | 31.26 | (50.78) | (40.25) | (31.02) | (23.76) | (16.35) | |

| PACT | | \$ millions | | | | | | | | | |
|---|---------------|---------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--|
| | ACTUAL | ACTUAL | Estimated | Projected | Projected | Projected | Projected | Projected | Projected | Projected | |
| Revenue | FY2019 | FY2020 | FY2021 | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | FY2027 | FY2028 | |
| Tuition and Fees (Gross) | 0.00 | 0.00 | 11.95 | 17.77 | 5.95 | 7.37 | 9.33 | 11.05 | 12.91 | 14.93 | |
| 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 | 17.77 | 5.95 | 7.37 | 9.33 | 11.05 | 12.91 | 14.93 | |
| 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 | 17.52 | 5.70 | 7.12 | 9.08 | 10.80 | 12.66 | 14.68 | |

Appendix E: FY 19-28 Impact of Merger on Baseline Forecast

| Students First: Administrative Savings/ Attritio | | \$ millions | | | | | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|---------------|---------------|---------------|---------------|---------------|-------------|
| Revenue | ACTUAL | ACTUAL | Estimated | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected |
| | <u>FY2019</u> | <u>FY2020</u> | <u>FY2021</u> | <u>FY2022</u> | <u>FY2023</u> | <u>FY2024</u> | <u>FY2025</u> | <u>FY2026</u> | <u>FY2027</u> | <u>FY2028</u> | |
| Tuition and Fees (Gross) | 0.00 | 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 | 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 | 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 | 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 | 0.00 |
| Total Revenue | 0.00 | 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 | 0.00 |
| Fringe Benefits | (4.69) | (6.72) | (9.29) | (11.97) | (14.94) | 0.00 | 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 | 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 | 0.00 |
| Total Expenditures | (11.60) | (17.18) | (23.09) | (28.65) | (34.57) | 0.00 | 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 | 0.00 |

| Students First: One College & Regions | | \$ millions | | | | | | | | | |
|--|---------------|---------------|---------------|----------------|----------------|---------------|---------------|---------------|---------------|---------------|-------------|
| Revenue | ACTUAL | ACTUAL | Estimated | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected |
| | <u>FY2019</u> | <u>FY2020</u> | <u>FY2021</u> | <u>FY2022</u> | <u>FY2023</u> | <u>FY2024</u> | <u>FY2025</u> | <u>FY2026</u> | <u>FY2027</u> | <u>FY2028</u> | |
| Tuition and Fees (Gross) | 0.00 | 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 | 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 | 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 | 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 | 0.00 |
| Total Revenue | 0.00 | 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 | 42.89 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Fringe Benefits | 0.12 | 0.12 | 1.86 | 3.58 | 23.76 | 0.00 | 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 | 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 | 0.00 |
| Total Expenditures | 0.46 | 1.70 | 7.99 | 14.22 | 74.19 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Transfers | | | | | | | | | | | |
| Net Results from Operations | (0.46) | (1.70) | (7.99) | (14.22) | (74.19) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

Appendix E: FY 19-28 Impact of Merger on Baseline Forecast

| Students First: Advising | | \$ millions | | | | | | | | | |
|--|---------------|---------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | ACTUAL | ACTUAL | Estimated | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected |
| Revenue | FY2019 | FY2020 | FY2021 | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | FY2027 | FY2028 | |
| Tuition and Fees (Gross) | 0.00 | 0.00 | 0.00 | 0.00 | 4.76 | 9.78 | 18.96 | 19.47 | 19.99 | 20.53 | |
| 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 | 4.76 | 9.78 | 18.96 | 19.47 | 19.99 | 20.53 | |
| Transfers, Additional Funds & Commitments | | | | | | | | | | | |
| Use of State ARPA funds | 0.00 | 0.00 | 0.00 | 6.50 | 5.00 | 8.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| HEERF Institutional | 0.00 | 0.00 | 0.00 | 3.82 | 13.70 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Total Transfers | 0.00 | 0.00 | 0.00 | 10.32 | 18.69 | 8.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Expenditures | | | | | | | | | | | |
| Wages and Salaries | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 5.53 | 9.98 | 9.98 | 9.98 | 9.98 | |
| Fringe Benefits | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 4.42 | 8.18 | 8.29 | 8.40 | 8.51 | |
| 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 | 0.32 | 0.33 | 0.33 | 0.34 | 0.34 | |
| Total Expenditures | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 10.27 | 18.49 | 18.60 | 18.71 | 18.83 | |
| Restricted Expenditures | | | | | | | | | | | |
| Wages and Salaries | 0.00 | 0.00 | 0.00 | 5.44 | 10.21 | 4.45 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Fringe Benefits | 0.00 | 0.00 | 0.00 | 4.35 | 8.17 | 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 | 0.53 | 0.32 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Total Expenditures | 0.00 | 0.00 | 0.00 | 10.32 | 18.69 | 8.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Net Results from Operations | 0.00 | 0.00 | 0.00 | 0.00 | 4.76 | (0.50) | 0.47 | 0.87 | 1.28 | 1.70 | |

Appendix E: FY 19-28 Impact of Merger on Baseline Forecast

| CT Community College 5-Year Projection | | \$ millions | | | | | | | | | |
|--|---------------|---------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | Actual | Actual | Estimated | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected |
| Revenue | FY2019 | FY2020 | FY2021 | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | FY2027 | FY2028 | |
| Tuition and Fees (Gross) | 183.75 | 177.75 | 151.67 | 143.13 | 160.88 | 171.74 | 196.25 | 204.40 | 212.93 | 221.88 | |
| State Appropriations (includes Dev. Ed and OBF) | 148.61 | 149.26 | 157.04 | 158.71 | 159.03 | 161.12 | 164.17 | 167.28 | 170.46 | 173.69 | |
| State Approp: RSA | 0.00 | 0.00 | 0.00 | 15.01 | 108.33 | 23.61 | 23.61 | 23.61 | 23.61 | 23.61 | |
| Fringe Benefits Paid by State | 140.95 | 148.09 | 171.36 | 173.69 | 181.83 | 201.35 | 203.49 | 208.96 | 212.39 | 215.89 | |
| All Other Revenue | 3.02 | 1.00 | 4.95 | 3.19 | 3.62 | 3.04 | 3.04 | 3.04 | 3.04 | 3.04 | |
| Less: Contra Revenue | (2.73) | (2.15) | (1.74) | (1.27) | (1.94) | (1.96) | (2.17) | (2.22) | (2.29) | (2.35) | |
| Total Revenue | 473.61 | 473.95 | 483.28 | 492.46 | 611.75 | 558.90 | 588.40 | 605.06 | 620.14 | 635.76 | |
| Expenditures | | | | | | | | | | | |
| Wages and Salaries | 243.61 | 243.18 | 243.76 | 249.10 | 301.49 | 276.91 | 281.36 | 281.36 | 281.36 | 281.36 | |
| Fringe Benefits | 164.79 | 164.22 | 172.19 | 182.18 | 210.27 | 224.37 | 230.83 | 233.76 | 236.85 | 240.09 | |
| Institutional Aid and Waivers | 20.48 | 19.70 | 22.23 | 16.78 | 19.89 | 22.01 | 25.65 | 26.52 | 27.43 | 28.38 | |
| All Other Expenses (includes utilities) | 52.13 | 50.26 | 47.90 | 73.51 | 77.99 | 79.77 | 81.26 | 82.78 | 84.32 | 85.90 | |
| Total Expenditures | 481.02 | 477.36 | 486.08 | 521.57 | 609.65 | 603.06 | 619.10 | 624.42 | 629.96 | 635.73 | |
| Addition to (Use of) Funds Before Transfers | (7.41) | (3.41) | (2.80) | (29.11) | 2.10 | (44.15) | (30.70) | (19.36) | (9.82) | 0.03 | |
| Transfers, Additional Funds & Commitments | | | | | | | | | | | |
| Transfer In | 15.90 | 19.34 | 32.65 | 59.96 | 20.46 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Transfer Out | (15.90) | (19.34) | (32.65) | (59.96) | (20.46) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| HEERF Institutional:Lost Revenue | 0.00 | 0.00 | 35.57 | 32.29 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| HEERF Institutional: Guided Pathways | 0.00 | 0.00 | 0.00 | 3.82 | 13.70 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| State ARPA | 0.00 | 0.00 | 0.00 | 11.37 | 7.43 | 8.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Total Transfers Etc | 0.00 | 0.00 | 35.56 | 47.47 | 21.13 | 8.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Restricted Expenditures | | | | | | | | | | | |
| Wages and Salaries | 0.00 | 0.00 | 0.00 | 5.44 | 10.21 | 4.45 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Fringe Benefits | 0.00 | 0.00 | 0.00 | 4.35 | 8.17 | 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 | 0.53 | 0.32 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Total Expenditures | 0.00 | 0.00 | 0.00 | 10.32 | 18.69 | 8.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Net Results from Operations | (7.41) | (3.41) | 32.76 | 8.04 | 4.54 | (44.15) | (30.70) | (19.36) | (9.82) | 0.03 | |

Appendix F: FY 23-28 Budget Assumptions

FY 23-28 Budget Assumptions

| Revenue | FY 22 Estimated | FY 23 Budgeted | FY 24 Projected | FY 25 Projected | FY 26 Projected | FY 27 Projected | FY 28 Projected |
|---|---|---|---|---|---|---|---|
| State Appropriations: Block Grant | Reflects actuals | Assumes 2% increase | Assumes 2% increase | Assumes 2% increase | Assumes 2% increase | Assumes 2% increase | Assumes 2% increase |
| State Appropriations: Developmental Education; & Outcomes Based Funding | Reflects actuals | Reflects Actuals | Flat fund at FY 22 levels | Flat fund at FY 22 levels | Flat fund at FY 22 levels | Flat fund at FY 22 levels | Flat fund at FY 22 levels |
| State Appropriations: Reserve for Salary Adjustment | Anticipated support for General Fund portion of collective bargaining increases | Anticipated support for General Fund portion of collective bargaining increases | Anticipated support for General Fund portion of collective bargaining increases | Anticipated support for General Fund portion of collective bargaining increases | Anticipated support for General Fund portion of collective bargaining increases | Anticipated support for General Fund portion of collective bargaining increases | Anticipated support for General Fund portion of collective bargaining increases |
| General Fund Fringe Benefits | Reflects actuals | Projects rates based on growth in individual fringe components | Projects rates based on growth in individual fringe components | Projects rates based on growth in individual fringe components | Projects rates based on growth in individual fringe components | Projects rates based on growth in individual fringe components | Projects rates based on growth in individual fringe components |
| Other Funds Fringe Benefits Paid by the State | Reflects actuals | Reflects Actuals | Flat fund at FY 22 levels | Flat fund at FY 22 levels | Flat fund at FY 22 levels | Flat fund at FY 22 levels | Flat fund at FY 22 levels |
| Private Gifts, Grants, Contracts | Reflects actuals | Reflects Actuals | Flat fund at FY 22 levels | Flat fund at FY 22 levels | Flat fund at FY 22 levels | Flat fund at FY 22 levels | Flat fund at FY 22 levels |
| Contra Revenue | Reflects actuals | Assumes 2% of tuition & fee revenue | Assumes 2% of tuition & fee revenue | Assumes 2% of tuition & fee revenue | Assumes 2% of tuition & fee revenue | Assumes 2% of tuition & fee revenue | Assumes 2% of tuition & fee revenue |

Appendix F: FY 23-28 Budget Assumptions

FY 23-28 Budget Assumptions

| Expenditures | FY 22 Estimated | FY 23 Budgeted | FY 24 Projected | FY 25 Projected | FY 26 Projected | FY 27 Projected | FY 28 Projected |
|-----------------------------------|---|--|--|--|--|--|--|
| Personnel Services | Assumes 1st year of collective bargaining increases | Assumes 2nd year of collective bargaining increases | Assumes 3rd year of collective bargaining increases | Annualizes collective bargaining increases | Annualizes collective bargaining increases | Annualizes collective bargaining increases | Annualizes collective bargaining increases |
| Fringe Benefits | Reflects actuals | Projects rates based on growth in individual fringe components | Projects rates based on growth in individual fringe components | Projects rates based on growth in individual fringe components | Projects rates based on growth in individual fringe components | Projects rates based on growth in individual fringe components | Projects rates based on growth in individual fringe components |
| Other Expenses: Institutional Aid | Assumes 15% of tuition & fee revenue | Assumes 17% of tuition & fee revenue | Assumes 17% of tuition & fee revenue | Assumes 17% of tuition & fee revenue | Assumes 17% of tuition & fee revenue | Assumes 17% of tuition & fee revenue | Assumes 1% of tuition & fee revenue |
| Other Expenses: Waivers | Reflects actuals | Reflects Actuals | Flat fund at FY 22 levels | Flat fund at FY 22 levels | Flat fund at FY 22 levels | Flat fund at FY 22 levels | Flat fund at FY 22 levels |
| Other Expenses: Utilities | Reflects actuals | Reflects Actuals | Assumes 1% increase | Assumes 1% increase | Assumes 1% increase | Assumes 1% increase | Assumes 1% increase |
| Other Expenses: All Other | Reflects actuals | Reflects Actuals | Assumes 2% increase | Assumes 2% increase | Assumes 2% increase | Assumes 2% increase | Assumes 2% increase |

CT STATE

COMMUNITY COLLEGE

DRAFT Strategic Plan through Academic Years 2023-2025

Introduction

The leadership of Connecticut State Community College (CT State) is pleased to share this first complete draft of its inaugural Strategic Plan with the Board of Regents, the institutions of the Connecticut State Community Colleges and University community, our students and communities, and our partners and other stakeholders.

The process of developing the Strategic Plan began in earnest in Spring 2021 with the formation of the CT State Executive Strategic Planning Council. The Council used the strategic plans of the twelve Connecticut Community colleges and CSCU as the basis of developing the Strategic Plan, but geared its deliberations, discussions—and even debates—to answering the question of what were the critical goals, activities, and outcomes necessary to begin the operations of new institution.

The Strategic Plan for CT State is not designed to be the operational plan for the college. Every unit, every department, every office, and every individual will still need to organize themselves and their work in CT State to fulfill our mission. We are also aware that there were numerous plans already developed and work that is underway. Ultimately, we will need to develop a comprehensive set of planning, operational, and assessment processes that will be aligned with the Strategic Plan.

The inclusiveness of this process cannot be overstated or underestimated. More than 50 people have served on the Council, and membership consisted of faculty, staff, and administrators, with representatives from all the campuses and CT State. Importantly, students have also served as council members. We are thankful to all the Council members, as well as to all the individuals who provided feedback to council members. We want to also express our deep appreciation to the Faculty Advisory Council to the Board of Regents, who provided honest and earnest feedback during the development of the plan. Each time we engaged the FAC, we got useful feedback from them, and the Council subsequently incorporated their comments into our planning work.

Although there is consensus on numerous critical components, we acknowledge that CT State is still in development. Consequently, the Strategic Plan will need ongoing review and continued development. We decided to make the timeframe for this plan relatively short, through 2025, in recognition of the fact that our context, challenges, and opportunities are changing rapidly. In addition, and perhaps more importantly, we wanted to hold ourselves to revisiting our Strategic Plan sooner rather than later, and to use it as an opportunity to deepen engagement between the constituents and stakeholders of our college, and to harness all our perspectives and experiences to chart the way forward.

We look forward to your perspective and feedback.

CT-State Strategic Plan DRAFT, May 2022 2

Appendix G: Strategic Plan Draft May 31, 2022

Background and Process

The Connecticut Board of Regents for Higher Education (BOR) and the Connecticut State Colleges and Universities (CSCU) administration submitted the first substantive change proposal to our accreditor in April 2018. Through leadership and organizational changes and in the face of a once in-a-lifetime pandemic, the nascent Connecticut State Community College (CT State) worked diligently to stand up a single institution that meets the needs of students, is efficient through leveraging economies of scale, and is on a pathway to fiscal sustainability.

In Spring 2021, the CT State Executive Strategic Planning Council (ESPC) was formed to develop a strategic plan for the single college. Composed of 50 individuals representing constituents (faculty, staff, students, and external stakeholders) from 11 of the 12 colleges, the ESPC developed a plan to implement and assess the plan's goals and objectives and gather feedback from all constituencies. Initially, the 11 priority areas that were identified in Spring 2021 focused on the following: excellence, mobility, accessibility, orientation, support, user-friendliness, common core, transferability, workforce development, efficiency, and savings.

In January 2022, an ESPC sub-committee consolidated the 11 priorities into three meta-priorities: effectiveness, equity, and community. A parallel subcommittee elucidated the values that CT State should embody. In Spring 2022, the sub-committees worked to incorporate the plans, goals, and benchmarks of major college-wide initiatives.

The work below is the product of the labor of the ESPC and its subcommittees. The plan identifies major goals and reflects the meta-priorities identified by the ESPC. Priorities are derived from the ongoing work of CT State's many initiatives. Benchmarks are designed to measure the single college's progress towards reaching our major goals, executing our priorities, and realizing our values.

The whole of this document represents the hard work of the members of the Executive Strategic Planning Council:

| | | |
|--|---------------------|----------------------------------|
| Tracy Ariel | Kimberly Dragan | <u>JD Mathewson, Co-Chair</u> |
| Robin Avant | Lisa Dresdner | Kim McGinnis |
| Carrie Bernier | Jill Flanigan | <u>Tanya Millner, Past Chair</u> |
| Mary Bidwell | Teresa Foley | Alese Mulvihill |
| Caitlin Boger-Hawkins | Sarah Gager | Kaylee Naumowicz |
| Travis Brown | Coleen Joi Gaydowen | David Nielsen |
| <u>William (Terry) Brown, Co-Chair</u> | Lacey Hall | Antonia Oglesby |
| Kellie Byrd-Danso | Sara Hanson | Victoria Orifice |
| Lisa Calabrese | Susan Houlihan | Mario Pierce |
| Michelle Coach | Karen Hynick | Michael Rooke |
| Thomas Coley | Kimberly James | Lawrence Salay |
| Richard Coutant | Brian Kennedy | Angelo Simoni Jr |
| Claudia Cupe | David Levinson | Dwayne Smith |
| Joseph Danajovits | Carrie McGee-Yurof | Timothy St. James |
| Jaylen Daniels | Amanda MacTaggart | Robert Steinmetz III |
| Alfredo DiMauro Jr | Qing Mack | Kristina Testa-Buzzee |

Vincent Tong

Debra Zavatkay

Mission and Vision

CSCU Vision

The Connecticut State Colleges & Universities will continually increase the number of students completing personally and professionally rewarding academic programs.

CSCU Mission

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.

CT State 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

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 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.

CT State Institutional Values

The CT State Strategic Plan is informed by the CSCU and CT State missions and visions, CT State's equity pillars and these seven institutional values:

Appendix G: Strategic Plan Draft May 31, 2022

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, and to organizing ourselves and allocating our institutional and professional resources to deploying the most effective and relevant academic program, the most engaging teaching pedagogy, and the most impactful professional and organizational development of which we are capable.

Service and the Holistic Development of our Students and Communities

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. We are committed to organizing ourselves and allocating our institutional and professional resources to serve our students individually and to serve our surrounding communities toward the greater and collective good.

Equity

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. Connecticut 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 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 commit to taking the time to consider 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.

Shared Governance

Shared governance reflects our reality that the collective effort of the college community is required to serve our students, communities, and stakeholders effectively, 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 college community.

Stewardship, Effectiveness and Accountability

Connecticut State Community College represents an incalculable investment by our fellow-citizens and communities, businesses and employers, the governments of the State of Connecticut and the United States of America, and by our students themselves. Out of respect for our constituents and stakeholders, we commit to making the wisest and most impactful use of all the resources entrusted to us, whatever form they take. 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.

Major Goals: Effectiveness, Equity and Community

To actualize the above values, CT State resolves to achieve three major goals, defined by their attendant institutional priorities and measured by objective benchmarks.

Goal I: Providing an effective, exceptional, affordable educational experience

CT State commits to improving user-friendliness and universal access for enrollment, financial aid, and registration processes.

CT State will strive to implement all Guided Pathways initiatives, included 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, and that every student has an advisor who is an advocate and champion to provide support from start to finish.

CT State will aim to align all vital licensures, accreditations, 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. CT State will continue to engage with relevant advisory boards (in compliance with specialized accreditation). CT State will establish reverse transfer programs to allow students who face barriers in obtaining a baccalaureate degree to earn an associate degree through CT State.

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.

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.

Appendix G: Strategic Plan Draft May 31, 2022

The following benchmarks will measure CT State's progress towards providing an exceptional, affordable educational experience by AY2425:

- Achieving a student-to-advisor ratio of 250:1
- Improvement in rates of passage in first-year Math and English (Guided Pathways KPIs 4, 5 and 6) by 25% relative to Fall 2020
- At least one percentage point improvement in student success rate (graduation rates plus four-year transfer-out rates) without a decline in either transfer-out or graduation rate
- Increase the headcount of credit-level adult learners in the CT State student population by three percentage points relative to Fall 2020
- All extant transfer articulation agreements are preserved, consolidated, or expanded
- Successful adoption of accelerated learning schedules for some programs at all 12 campuses
- All twelve campuses remain open and operating with no plans to close locations
- All departments and campuses at CT State have aligned their own strategic plans with the single college's strategic plan in the realm of educational experience, including, but not limited to:
 - Enrollment Management & Student Affairs and Academic Affairs setting goals to improve user-friendliness and universal access for enrollment, financial aid, and registration processes
 - Academic Affairs and Enrollment Management & Student Affairs will set goals for alignment of all transfer articulation agreements and relevant external agreements
 - Academic Affairs and Enrollment Management & Student Affairs will set goals to effectuate a reverse transfer program
 - Workforce Development will set goals for building a bridge from non-credit to credit programs and aligning external agreements in all regions.

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

The central aim of CT State is to address systemic inequities, both between students, faculty, and staff of different socioeconomic backgrounds and between institutions.

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, empowering students to engage in, operate within, and effect positive change in our multicultural democratic republic.

CT State is committed to using equity as a lens when examining policies, budget priorities, and academic programming. CT State will continue building a data-informed student success and equity framework.

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.

The ACME placement policy commits CT State to ensuring that all policies, practices, and procedures related to placement and student success in gateway English and mathematics courses are designed to

be anti-racist, eliminate structural inequities, recognize, and address implicit bias, and promote equitable course completion.

CT state will offer wraparound services and provide other resources to address household, transportation, and food insecurity at all main campuses.

CT State will expand outreach, recruitment, and services to non-traditional and/or underserved populations, including but not limited to the incarcerated and post-incarcerated, regarding opportunities in both non-credit and credit bearing certificate and degree programs.

CT State will reduce financial friction throughout the student experience by reducing or eliminating small payments that act as barriers to basic participation in the college experience from application through completion.

The following benchmarks will measure CT State's progress towards equity by AY2425:

- Narrow 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) by 50% relative to Fall 2020.
- Narrow gaps between White students and Black, Hispanic/Latino and non-White student populations in student success rate (graduation rates plus four-year transfer-out rates) by at least one percentage point relative to Fall 2020 without declines in either transfer-out or graduation rates.
- 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.
- All departments and campuses at CT State have aligned their own strategic plans with the single college's strategic plan in the realm of equity, including, but not limited to:
 - Academic Affairs, Enrollment Management & Student Affairs and Finance will set specific equity goals in their respective plans
 - 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
 - Enrollment Management & Student Affairs will plan to offer wraparound services at all main campuses to address insecurities that hinder student success and set attendant goals
 - Academic Affairs will detail plans to improve learning opportunities for the incarcerated and post-incarcerated
 - Enrollment Management & Student Affairs will identify examples of financial barriers to completion over the course of the entire student career from admission to graduation or transfer-out and detail plans to eliminate said barriers, setting attendant goals
 - 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 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.

Goal III: Stronger Internal Community and External Community Relationships

CT State commits to building and growing a community of mutual respect that meets the needs of its local constituents. CT State will deepen bonds between the single college, students, faculty, foundations, and local external constituencies.

CT State commits to ensuring the continuance of shared governance structures in the transition to a single college.

CT State commits to working with all campus foundations to maintain connections to local constituencies and 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.

CT State will expand personal enrichment and lifelong learning programs, 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.

The following benchmarks will measure CT State's progress towards stronger internal community and external community relationships by AY2425:

- Implementation of the CT State Shared Governance plan
- Full availability of all administrative, career, and student support services at main campus locations.
- Professional development services rolled out for entire CT State faculty and staff population.
- Review of all clinical in-service partnerships and continuation of all partnerships deemed academically necessary.
- All consortium agreements and contractual arrangements will be rewritten to name the new college as CT State prior to July 1, 2023. All agreements will be reviewed to ensure consistency with other similar arrangements in other parts of the state.
- Alignment across the CT State campuses of the personal enrichment and lifelong learning programs.
- All departments and campuses at CT State have aligned their own strategic plans with the single college's strategic plan in the realm of community connections, including, but not limited to:
 - All campuses and relevant departments develop strategic plans with goals and benchmarks for continuing relationships with local foundations
 - Enrollment Management & Student Affairs will set goals and benchmarks for providing the broadest possible range of wraparound services to address student insecurities and outline priorities to ensure services are sensitive to the needs of local communities
 - Workforce Development will plan for continuation and expansion of K12 relationships, College Career Pathways, dual enrollment, early college programs, lifelong learning, and personal enrichment programs and set relevant benchmarks in all regions

- Academic Affairs, Enrollment Management and Workforce Development will plan and set benchmarks for deepening relationships between industry, job market, and areas of study in all regions

The Near and Long Term

The Strategic Plan, upon adoption, remains in effect through the end of the 2024-2025 Academic Year. At the conclusion of the 2022-2023 and 2023-2024 Academic Years, the Office of Institutional Effectiveness and Planning under Academic Affairs will collect data on progress towards benchmarks and issue a report to the CT State cabinet on said progress.

This is a transitional strategic plan, appropriate for standing up a new institution born from an unprecedented merger. Nearing the conclusion of this plan's interval on June 30, 2025, the Executive Strategic Planning council will reconvene to develop and approve a long-range plan that takes CT State through 2030.

DRAFT (for Review and Feedback)

Appendix H: Institutional Transformation Assessment Agenda

Institutional Transformation Assessment (ITA)**June 13, 2022**

11:00 – 11:30

- Welcome and Greetings
- Key questions –
 - ***What is our definition of student success?***
 - ***How do we break the boxes we put students into?***

11:30 – 12:30

- ITA Overview, Review of Data, and Emerging Themes/Patterns

12:30 – 1:15

- Lunch

1:15 – 1:45

- Overview of Draft CT State Strategic Plan
 - Brief history of development
 - Draft goals, institutional priorities (objectives), and benchmarks
 - *Future Activity:*
 - How would the CT State “Institutional Priorities” be translated into measurable objectives?
 - How would the identified benchmarks map to the objectives?
 - Key question - ***What gaps exist in the draft CT State Strategic Plan?***

1:45 – 2:45

- Small Group Activity - ***How do we break the boxes we put students into?***

2:45 – 3:15

- Small Group Report Out

3:15 – 3:45

- Group Discussion - ***What is our definition of student success?***

3:45 – 4:00

- Closing Remarks & ITA Group Exit Survey

Appendix I: Institutional Transformation Assessment Sense Making Presentation

7/15/22

The Institutional Transformation Assessment (ITA): Overview, Review of Data, and Emerging Themes

Monday, June 13, 2022

7/15/22

1

2

Overview:

- The surveys cover 11 topics in three categories:
 - **Category I: Operational Capacities** – IT, Policy, IR, Leadership & Culture, State Policy, and Strategic Finance
 - **Category II: Solutions** – Advising, Developmental Education, Digital Learning, and Emergency Aid
 - **Category III: Pathways** – Does CT State systematically define pathways for students to follow and does it help them choose and map a pathway to meeting their goals?

7/15/22

2

3

Questions to consider...

1. Who responded to the survey? Is there broad representation from the campuses?
2. What does our overall score card look like?
3. Using the standard of statistical significance, how do the responses of the Leadership (LT) and Student Success (SST) Teams differ?
4. Using the standard of statistical significance, how do the responses of Student-Facing (SF) and Non-Student Facing (NSF) groups differ?
5. How do our responses compare to the ITA pilot study sample?
6. What are the over-arching themes in the results?

7/15/22

3

4

Applying ITA Results to CT State Institutional Goals and Objectives: Four Emerging Themes

- Method – keyword repetitions
- Four themes:
 - **Theme #1: Communication** -Including sharing information with key stakeholder and establishing clear definitions and expectations.
 - **Theme #2: Technology** -Including information technologies, online learning, and data collection and usage
 - **Theme #3: Student Support** - Including advising, academic support, wrap around services, learning opportunities, and equity issues
 - **Theme #4: Professional Development** - Including faculty and staff training and creating a culture of inquiry

7/15/22

4

Appendix J: Joint Council Data Governance Domains

Data Standard

Connecticut State Community College

JCDG Standard Number: JCDG - 002

Adoption Status: Proposed

Adoption Date:

Title: **Establishment of Data Governance Domains**

Rationale

As explicitly acknowledged in the President's initial charge, the scope of the Joint Council for Data Governance is too large for expertise in all matters to be effectively concentrated within its membership. To make good decisions, the Council will need to engage teams of subject-matter experts, technical practitioners, and large segments of the population of business users. To reduce time lost and effort necessary to assemble and disperse these teams on an *ad hoc* basis, the Joint Council is establishing standing Data Governance Domain teams (Domains), each to serve as the locus of action for decision-making and accountability with respect to the scope of products and source data associated with its related collection of business functions.

Definitions

Domain

A data governance domain is a collection of inextricably related business capabilities that comprise a unit for the sake of governance of associated data products and source data, as chartered by a binding vote of the Joint Council. The domain is most often (but not always) managed by staff within a single organizational unit.

Upon charter by the Joint Council, a domain team is assembled to define a scope, to inventory in-scope products and contributing source data, and to conduct governance activities on behalf of the Joint Council.

Source Data (Application Data)

Source data is any collection of data resulting from business activity or data used to configure, control, categorize or otherwise

be combined into another data artifact (product). Most business applications create and manage source data stored to perform its core business function. Some source data may be maintained outside of any formal business application (spreadsheets, flat files, logs, etc.).

Data Product

A data product is any data artifact (databases, files, archives, transmissions) produced through actions and creative efforts of staff. Examples of products include reports, frozen data, extracts, dashboards, integration files, *et al.*

Standard/Policy

The Joint Council establishes Data Governance Domains to act on its behalf to specify, document, safeguard and promote the use of data products and underlying source data.

Role of the Joint Council

The Joint Council charters a domain by naming a scope and assigning a Product Owner and Technical Lead to initiate and sustain data governance activity under a named scope.

Domain Activities

Domain activities will include:

1. developing and maintaining a constrained and coherent scope of activity
2. specifying the composition and behavior of data products
3. certifying quality of data products
4. approving changes to data products
5. granting or revoking access to data products
6. engaging stakeholders to ensure that products meet their needs
7. other activities deemed necessary by the Joint Council

Data Governance Domain Roles

Product Owner: The Product Owner role is a business subject matter expert designated by the Joint Council to lead domain activity and authoritatively respond to stakeholders regarding all data products within the scope of the data domain.

Governance duties of the product owner include:

1. maintaining a working definition of the Domain's scope of action,
2. publishing a list of products within the Domain's scope

3. documenting definitions and lineage for all public-facing elements in data products
4. classifying data products for privacy and security treatment
5. prioritizing work done under the data domain
6. specifying data products
7. promoting data and governance standards adopted by the Joint Council
8. engaging users of in-scope data (Stakeholders) to ensure that business needs are being met
9. advocating for resources to deliver on stakeholder needs

Technical Lead: The Technical Lead role is an information technology or institutional research expert designated by the Joint Council to lead the technical implementation of decisions made by the Product Owner in accordance with standards approved by the Joint Council.

Governance duties of the technical lead include:

1. providing technical guidance to the Product Owners
2. delivering data products according to priorities and specifications set by the Product Owner
3. engaging technical staff to ensure that domain needs are met
4. ensuring the security and privacy of in-scope data
5. implementing standards adopted by the Joint Council

Supporting Team Member: A supporting team member is either a subject-matter expert or technical expert who contributes work to data products under the domain scope.

Supporting team member responsibilities include:

1. gathering information and providing advice to domain leaders to facilitate decisions
2. arranging and conducting quality assurance on data products
3. providing administrative support for the domain's documentation and communication activities

Stakeholder Team Member: A stakeholder member of the team is an external user of domain data products invited for consultation on the direction of the domain.

Stakeholder team members have the privilege of:

1. advocating for priorities with the Product Owner

2. participating in team deliberations with respect to domain priorities
3. contributing to product specifications
4. evaluating data products for fitness during quality assurance
5. evaluating and contributing to documentation for accessibility, clarity, and completeness



**Connecticut State Community College
Job Description
Senior Director of Institutional Research**

Salary Level: CCP 21

Date Approved/Revised:

Position Purpose

The Senior Director of Institutional Research performs managerial, organizational, and supervisory oversight of complex and comprehensive analyses of information, including but not limited to, student demographics, student academic histories, course offerings, institutional effectiveness, and alumni career outcomes, to provide guidance to faculty, staff, and administrators on the effectiveness of Connecticut State Community College's (CT State's) and local campuses' strategic direction.

The Senior Director will employ advanced data transformation techniques, qualitative survey data and statistical methods to collect, analyze, and interpret a wide array of information to provide planning and decision support to CT State administrators on strategic planning and evaluation. A significant portion of the position's scope of work involves reporting institutional compliance to external agencies and doing mandatory reporting for state and federal agencies. As leader of an Institutional Effectiveness and Planning functional team, the Senior Director will perform institutional research for all CT State campuses and offices, the CSCU System Office, and external constituencies as needed, including but not limited to administrators and faculty, while maintaining appropriate procedures for ensuring subject privacy and data security. The Senior Director also acts as the liaison for requests from their assigned region and/or primary campus(es).

Supervisory and Other Relationships

The Senior Director of Institutional Research works under the direction of the Associate Vice President of Institutional Effectiveness and has substantial interaction with either a Regional President and/or the Campus CEO(s) and other administrators of the campus(es) and region to which s/he is assigned.

The position may supervise or lead campus support staff and is required to supervise a CT State Institutional Effectiveness and Planning functional team. The position is required to have extensive cooperative and collaborative relationships with regional staff, CT State faculty, students, and staff. The incumbent is expected to serve CT State constituencies on behalf of the Office of Institutional Effectiveness and Planning and to collaborate with various departments across CT State (e.g., academics, student services, continuing education, etc.) in support of student success.

Examples of Duties:

The Senior Director of Institutional Research is accountable for overseeing and performing complex and comprehensive analyses of information regarding their assigned functional area to afford useful and reliable guidance to CT State policymakers on effectiveness and future strategic direction through performance in one of these essential functional areas:

- Data Product Creation and Management;
- Mandatory State and Federal Reporting;
- Policy Analysis;
- Student Success and Planning

The following examples of duties and accountabilities illustrate the general range of tasks assigned to the position but are not intended to define the limits of required duties. Other essential duties may be assigned consistent with the general scope of the position.

- **Data collection and analysis:** The Senior Director of Institutional Research is accountable for gathering, analyzing, and interpreting information needed to assist regional and college-wide administrators in providing strategic direction. This accountability includes such essential tasks as:
 - Querying database management systems, developing spreadsheets or/and other structured data products, and application of computerized statistical systems;
 - Determining the source and nature of needed information;
 - Developing and implementing effective survey and data collection techniques;
 - Conducting surveys and other data gathering efforts;
 - Conducting complex statistical analyses of data;
 - Interpreting data for meaning and direction on future courses of action.
- **Information management:** The Senior Director of Institutional Research is accountable for developing a comprehensive body of data which can be accessed readily to provide critical information for regional and college-wide policymakers. This accountability includes such essential tasks as:
 - Designing and developing useful and reliable data bases that can be shared across campuses;
 - Developing computer-based methods of storing and retrieving such data, including safeguarding the security of the data; this involves the use of complex management information systems;
 - Preparing reports of data on a wide variety of subject areas in formats useful to decision makers and in ample time for critical decisions.
- **Strategic planning and guidance:** The Senior Director of Institutional Research is accountable for providing effective assistance to regional and college-wide policymakers by applying research and statistical methodologies to guide future directions and decision making. This accountability includes such essential tasks as:
 - Analyzing trends and impact of data on regional and CT State strategy
 - Developing and recommending research-based strategies for regional administrators.

Professional Participation and Development

In addition to the duties listed above, the Senior Director is also responsible for managing and resolving ad hoc requests for information from their Regional President, campus CEO(s) or other regional and campus constituencies. This work may involve the following additional accountabilities:

- Determining the source and nature of requested information;
- Receiving and delivering requests in a professional and service-oriented manner;
- Leveraging regional and institution-specific data and history to provide snapshots of regional and/or campus data.

The position is required to supervise Campus Directors of Institutional Research and Campus Research Specialists assigned to their functional team.

The incumbent is required to maintain currency in the position's required fields of professional expertise and competencies including required computer skills. The incumbent is required to maintain complete confidentiality of student records and other materials of a confidential nature.

Minimum Qualifications

Incumbents are required to have demonstrated advanced knowledge, experience, and/or demonstrated abilities in the following areas:

- Collecting, analyzing and applying data to policy recommendations;
- Statistical analysis methods and techniques;
- Database management systems, spreadsheet development and application of computerized statistical systems;
- Knowledge of and experience with research design, statistical techniques, and use of current information technology, including educational resource and planning software (e.g. Banner) and statistical analysis tools (e.g. SPSS, Stata, and/or R).
- Strong information technology literacy or data science skills;
- Strategic planning;
- Effective oral and written communication;
- A history of providing service and support of client or customer needs;
- A history of supervision and/or management of other employees engaged in research tasks.

These skills and abilities typically are acquired through a combination of education, training and experience which would include a Master's degree in an appropriately related field together with at least four years of experience applying those disciplines in a field related to educational or institutional planning; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Work Environment

Incumbents will typically perform their work in offices on the premises of their assigned campus, though limited telework options may be available. The work involves extensive use of computers, but does not normally involve any significant physical effort. Reasonable accommodation will be made for incumbents and candidates with physical limitations. Incumbents may be expected to travel between campuses and to the administrative offices to attend meetings, collaborate on projects, and provide general support to campuses.



**Connecticut State Community College
Job Description
Campus Director of Institutional Research**

Salary Level: CCP 19

Date Approved/Revised:

Position Purpose

The Campus Director of Institutional Research performs complex and comprehensive analyses of information about such subject areas as applicant and student demographics, student academic histories, course offerings, institutional effectiveness, and alumni career outcomes to provide guidance to faculty, staff, and administrators on the effectiveness of Connecticut State Community College's (CT State's) and local campuses' strategic direction.

The Campus Director will employ advanced data transformation techniques, qualitative survey data and statistical methods to collect, analyze and interpret a wide array of information to provide planning and decision support to CT State administrators on strategic planning and evaluation. A significant portion of the position's scope of work involves reporting institutional compliance to external agencies and doing mandatory reporting for State and Federal agencies. As a member of an Institutional Effectiveness and Planning functional team, the Campus Director will manage data requests at their home campus(es) and perform institutional research for other CT State campuses and offices, the CSCU System Office, and external constituencies as needed while maintaining appropriate procedures for ensuring subject privacy and data security.

The Campus Director also plays a critical role in supporting CT State in its efforts to govern the production, distribution and access to data and the democratization of institutional research to various college constituencies.

Supervisory and Other Relationships

The Campus Director of Institutional Research works under the direction of a CT State Senior Director of Institutional Research as designated by the CT State Associate Vice President of Institutional Effectiveness and Planning. The Campus Director will also maintain a close service relationship with Campus Chief Executive Officers and other administrators of the campus(es) to which they are assigned. Depending on location and size of assigned campus(es), the incumbent may cover multiple campuses.

The position may supervise or lead campus support staff and work collaboratively with other IR colleagues through the CT State Institutional Effectiveness and Planning functional teams. The position is required to have extensive cooperative and collaborative relationships with faculty, students, staff, and with other professionals at CT State offices and campuses. The incumbent is expected to serve CT State constituencies on behalf of the Office of Institutional Effectiveness and Planning and to collaborate with various departments across CT State (e.g., academics, student services, continuing education, etc.) in support of student success.

Examples of Duties:

The Campus Director of Institutional Research is accountable for performing complex and comprehensive analyses of data and information about CT State, its programs, and its students (past, present and future), in order to afford useful and reliable guidance to administrators on the effectiveness of the institution and on future strategic planning. This work may include, but not be limited to, the following primary duties:

- Querying database management systems, developing spreadsheets or/and other structured data products, and application of computerized statistical systems;
- Conducting complex statistical analyses of data;
- Interpreting data for meaning and direction on future courses of action;
- Designing and developing useful and reliable data products;
- Storing, safeguarding and retrieving such data;

- Preparing reports of data on a wide variety of subject areas in formats useful to decision makers and in ample time for critical decisions;
- Conducting surveys and other data gathering efforts;
- Analyzing trends and their impact on planning and decision making;
- Developing and recommending evidence-based strategies for administrators.

Professional Participation and Development

In addition to the duties listed above the Campus Director is also responsible for managing and resolving ad hoc requests for information from their campus CEO or other campus constituencies. This work may involve the following additional accountabilities:

- Determining the source and nature of requested information;
- Receiving and delivering requests in a professional and service-oriented manner;
- Leveraging institution-specific data and institutional history to provide snapshots of local campus data.

The position is required to serve on at least one CT State Institutional Effectiveness and Planning functional team, serve in some capacity on one or more committees charged with CT State data governance, and assist with research for accreditation, assessment or program review as needed.

The incumbent is required to maintain currency in the position's required fields of professional expertise and competencies. The incumbent is required to maintain complete confidentiality of student records and other materials of a confidential nature.

Minimum Qualifications

Incumbents are required to have demonstrated advanced knowledge and abilities in the following areas:

- Collecting, analyzing and applying data to support planning and evaluation;
- Statistical analysis methods and techniques;
- Knowledge of and experience with research design, statistical techniques, and use of current information technology, including educational resource and planning software (e.g. Banner) and statistical analysis tools (e.g. SPSS, Stata, and/or R).
- Querying database management systems, developing spreadsheets and/or other structured data products, and application of computerized statistical systems;
- Strong information technology literacy or data science skills;
- Effective oral and written communication skills;
- A history of providing service and support of client or customer needs;

These skills and abilities typically are acquired through a combination of education, training and experience which would include a Master's degree in an appropriately related field together with two to five years of experience applying those disciplines in a field related to educational or institutional planning; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Work Environment

Incumbents will typically perform their work in offices on the premises of their assigned campus, though limited telework options may be available. The work involves extensive use of computers, but does not normally involve any significant physical effort. Reasonable accommodation will be made for incumbents and candidates with physical limitations. Incumbents may be expected to travel between campuses and to the administrative offices to attend meetings, collaborate on projects, and provide general support to campuses.

Appendix K: Institutional Research Job Descriptions



**Connecticut State Community College
Job Description
Campus Research Specialist**

Salary Level: CCP 17

Date Approved/Revised:

Position Purpose

The Campus Research Specialist performs research functions for the Connecticut State Community College (CT State) Office of Institutional Effectiveness and Planning. As members of an Institutional Effectiveness and Planning functional team, Campus Research Specialists strive to meet the information needs of CT State and local campuses' employees and students, as well as those of the CSCU System Office, accrediting associations, and external agencies. The Campus Research Specialist will also manage data requests at campus(es) to which they are assigned.

The position requires a wide range of abilities in collecting, analyzing, interpreting, and reporting data to support administrative decision making and strategic planning.

Supervisory and Other Relationships

The Campus Research Specialist works under the direction of a CT State Senior Director of Institutional Research as designated by the CT State Associate Vice President of Institutional Effectiveness and Planning. The Specialist will also maintain a close service relationship with the Campus Chief Executive Officer and other administrators of the campus(es) to which they are assigned.

The position is required to have extensive cooperative and collaborative relationships with their colleagues through Institutional Effectiveness and Planning functional teams and have extensive relationships with students, faculty, and members of the public.

Examples of Duties:

The Campus Research Specialist is accountable, alone or working with teammates, for reporting on and analyzing data and information about CT State, its programs, and its students (past, present, and future) for internal use and for external agencies. This work may include, but not be limited to, the following primary duties:

- Collecting data from various offices on campus as well as from peer institutions for a variety of internal and external uses;
- Assisting with collecting, analyzing, and reporting of student information system (i.e., Banner) data and other information sources using spreadsheet and database query software;
- Assisting with analytic studies on students, faculty, staff, academic programs, and campus resources at the request of CT State administrators and academic units;
- Assisting with statistical analysis of data to support the Office of Institutional Effectiveness and Planning.
- Assisting with development and maintenance of web pages to support the Office of Institutional Effectiveness and Planning;
- Organizing and presenting research-based information and data effectively and in narrative, tabular, graphical and oral modes in response to standardized requests for information from internal and external sources;

Professional Participation and Development

In addition to the duties listed above the Campus Research Specialist is also responsible for managing and resolving ad hoc requests for information from their campus CEO or other campus constituencies. This work may involve the following additional accountabilities:

- Determining the source and nature of requested information;
- Receiving and delivering requests in a professional and service-oriented manner;
- Assisting with leveraging institution-specific data and history to provide snapshots of local campus data.

Appendix K: Institutional Research Job Descriptions

The position is required to serve on a CT State Institutional Effectiveness and Planning functional team, serve in some capacity on a committee charged with CT State data governance, and assist with research for accreditation, assessment or program review as needed.

The incumbent is required to maintain currency in the position's required fields of professional expertise and competencies.

Minimum Qualifications

The successful candidate must have a Bachelor's degree and 2-5 years of experience in institutional research or a related field and must possess:

- Demonstrable evidence of strong research and analytical skills
- Knowledge of and experience with research design, statistical techniques, and use of current information technology, including educational resource and planning software (e.g. Banner) and statistical analysis tools (e.g. SPSS, Stata, and/or R).
- Knowledge of research methodology
- Thorough familiarity with techniques for constructing, maintaining, and manipulating computerized databases.

Work Environment

Incumbents will typically perform their work in offices on the premises of their assigned campus, though limited telework options may be available. The work involves extensive use of computers, but does not normally involve any significant physical effort. Reasonable accommodation will be made for incumbents and candidates with physical limitations. Incumbents may be expected to travel between campuses and to the administrative offices to attend meetings, collaborate on projects, and provide general support to campuses.

CT State Community College Academic Program Review Procedure and Report Format

Purpose:

Academic Program Review (APR) is a process mandated by the Board of Regents (BOR) of the Connecticut State College and University System to assess program quality and effectiveness and provide information for the continuous quality improvement of teaching and learning.

APR is defined in the New England Commission for Higher Education *Standards for Accreditation* –

The institution develops, approves, administers, and on a regular cycle reviews its academic programs under institutional policies that are implemented by designated bodies with established channels of communication and control. Review of academic programs includes evidence of student success and program effectiveness and incorporates an external perspective. Faculty have a substantive voice in these matters. (NECHE, Standard 4.6)

APR Cycle –

At a minimum, each degree and certificate granting program is subject to review at least once every seven-years. (BOR, APR Policy)

It is advised that APR is structured as a cyclical, ongoing dynamic process with distinct yet integrated components and strategies, wherein understanding is cumulative and subject to continual examination and revision. (BOR, APR Policy Guidelines)

Process and timeline:

In the years leading up to a program’s required APR submission, relevant program data should be gathered and analyzed to assess student success on an ongoing systematic basis, culminating in a comprehensive Program Review Self-Study Report (PRSSR) and APR summary submission to the BOR.

The APR is conducted by the program coordinator(s) (PCs) and is designed to be completed over an academic year. It involves 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 program review process:

| Activity | Timeframe | Deliverables |
|--|---------------------------|---|
| Program coordinators (PCs) convene an organizational meeting with relevant key stakeholders. Goals include: <ol style="list-style-type: none"> 1. Review APR process and the roles and responsibilities of PC team 2. Frame key questions to be addressed in the Program Review Self-Study Report (PRSSR) 3. Identify and request data that will be needed 4. Design student and staff surveys and other data collection tools, as appropriate 5. Identify individuals willing to serve as external reviewers | September, AY1 | <ul style="list-style-type: none"> • Data requests • Data collection tools (surveys and/or other data collection tools, as appropriate) |
| PCs meet systematically to review: <ol style="list-style-type: none"> 1. Program information and data (e.g., enrollment, student success, learning outcomes, instructional methods & modalities, staffing, and current and projected employment trends for program graduates) 2. Course syllabi and faculty credentials (full and part-time faculty) 3. Results of student and staff surveys and other data collection tools | September – November, AY1 | <ul style="list-style-type: none"> • Data analyses • Syllabi and credentials (full and part-time faculty and staff) • Results of surveys and other data collection tools |

| | | |
|---|---------------------|--|
| BOR APR Form 1, <i>APR Scheduling Form</i> , prepared by CT State academic leadership (AVP of Programs and Curriculum, or designee) and submitted to BOR by CT State Provost, or designee, to confirm program(s) that will be reviewed that academic year. (Due Dec 1 annually) | December 1, AY1 | <ul style="list-style-type: none"> BOR APR Form 1 |
| PCs meet to: <ol style="list-style-type: none"> 1. Draw conclusions from data 2. Discuss future priorities for curriculum, staffing, budgeting, facilities, equipment, and other resources 3. Divide the work of writing the report | December, AY1 | <ul style="list-style-type: none"> Conclusions for data sources List of future priorities for curriculum, staffing, budget, facilities, equipment, and other resources Assignments and deadlines for report writing |
| PCs meet to review and edit sections of the report and address any additional needs for information. | January – March, Y1 | <ul style="list-style-type: none"> Initial drafts of sections of the PRSSR |
| PCs complete first full draft of report, including appendices, and submit it for review to CT State academic leadership (Associate Academic Dean of applicable department). | March, AY1 | <ul style="list-style-type: none"> First draft of the PRSSR. |
| Program review draft with comments and suggestions returned to PCs for editing and proofreading. PCs submit second draft of the PRSSR to external reviewers. | April, AY1 | <ul style="list-style-type: none"> Second draft of the PRSSR. |
| PCs incorporate feedback from external reviews and prepare third (final) draft, including summary of program strengths, weaknesses, and recommendations for improvement. Final draft of PRSSR is submitted to CT State academic leadership (Associate Academic Dean). | May, AY1 | <ul style="list-style-type: none"> Final draft of PRSSR. |
| CT State academic leadership (Associate Academic Dean of Department and/or Academic Dean of Program Area) reviews the PRSSR and prepares final summary for the CSCU BOR. | June - August, AY2 | <ul style="list-style-type: none"> None |
| BOR APR Form 2, <i>APR End-of-Year (EOY) Report</i> , prepared by CT State academic leadership (AVP of Programs and Curriculum, or designee) and submitted to BOR by CT State Provost, or designee, to provide summary of completed program review(s) from the prior academic year. (Due Aug 15 annually) | August 15, AY2 | <ul style="list-style-type: none"> BOR APR Form 2 |
| BOR reviews APR summary and responds accordingly- | Fall Semester, AY2 | <ul style="list-style-type: none"> None |

Report format:

The following section describes the recommended format for organizing the Program Review Self-Study Report (PRSSR). In its final form, all text 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 course syllabi, should be submitted to CT State 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 of the PRSSR. The PRSSR should contain the following sections:

- I. MISSION STATEMENT - Describe the mission of the program and how it supports the mission of the CT State.
- II. PROGRAM DESCRIPTION - Insert a description of the program as it appears in the CT State catalogue. Include a discussion of current and projected employment trends for program graduates that incorporates some of the following data sets:

- A. State and local Department of Labor (DOL) job market information
- B. Economic Indicator Scorecards
- C. Projections by occupational grouping
- D. Occupational employment and wages

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

- III. CURRICULUM – Provide a description of the curriculum for the program that includes required coursework, fieldwork, and co-curricular experiences. List academic learning outcomes, career competencies, and employability skills addressed in the program. Also describe recent and planned changes to the curriculum, including rationale for the changes. Append syllabi for all required courses and any BOR forms or documents that have been submitted since the last program review (e.g., Below Threshold Modification Forms).
- IV. FACULTY AND SUPPORT STAFF-- Provide a list of campus PCs, full and part-time faculty and staff who teach in the program and/or provide instructional support at each campus. Include their credentials and, if they are faculty, the courses that they teach. Include a discussion of the following:
 - A. 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.
- V. PHYSICAL RESOURCES – Detail the physical resources available to the program at each campus, including space, facilities, equipment, and supplies.
- VI. FISCAL RESOURCES - Detail the fiscal resources available to carry out program goals and objectives, including amounts budgeted for the program and support from grants and/or other sources of support. Include an analysis of the program’s future sources of funding.
- VII. KEY QUESTIONS - List and describe key questions that will be explored through the program outcomes data presented in section VIII.
- VIII. PROGRAM ASSESSMENT RESULTS– For each of the program outcome domains listed below, provide a narrative that includes:
 - A summary of data gathered (data forms should be appended)
 - A brief analysis and interpretation of the data
 - A discussion of how the data pertains the key questions listed in section VII

(Note: Reporting templates for A-G to be provided. The CT State Division of Institutional Effectiveness will assist with data collection, analysis, and reporting)

- A. Enrollment trends – How have program enrollments and number of majors changed since the last APR? Is this a low completer program? if so, then is program termination, suspension, consolidation, or continuation recommended? Append tables, charts, and/or graphs showing enrollment trends since the last APR.
- B. 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
- C. Faculty and staff – What are the staffing levels and patterns for the program across CT State? 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.
- D. Student characteristics – What is the demographic profile of 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)

- E. 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
- F. Employability skills – How successful is the program at introducing and reinforcing career competencies and employability skills?
- G. Transferability – What transpires after students leave or graduate from the program? Provide summaries of available data from NCES/IPEDS (e.g., completions, degrees and certificates awarded, transfers, pursuing additional education, not enrolled, employment).

IX. **PRIORITIES FOR THE FUTURE:** Address the key questions posed in Section VII using the data presented in Section VIII. Include the following in your discussion:

- A. Program strengths
- B. Program challenges
- C. Recommendations for improvement, including:
- Goals and objectives
 - Low completer recommendations, if applicable (using BOR guidelines for recommending program termination, suspension, consolidation, or continuation)
 - Resources need to achieve recommended improvements
 - Individual(s) responsible for recommended improvements
 - Timeline for recommended improvements
 - Connections with BOR and CT State priorities and strategic plans

X. **REQUIRED APPENDICES:**

- A. Data forms
- B. Course syllabi

Appendix M: Academic Program Review Data Forms

Academic Program Review Data Forms

| | |
|---------------------------------------|--|
| Section II: Environmental Scan | |
| e.g., Business Finance | |

Business and Financial Occupations

US BUREAU OF LABOR STATISTICS

<https://www.bls.gov/ooh/business-and-financial/home.htm>

Employment in business and financial operations occupations is projected to grow 8 percent from 2020 to 2030, about as fast as the average for all

The median annual wage for business and financial occupations was \$72,250 in May 2020, which was higher

CAREER ONE STOP

<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Financial%20Managers&onetcode=11303100&location=CONNECTICUT>

Financial Managers typically do the following:

Plan, direct, or coordinate accounting, investing, banking, insurance, securities, and other financial activities of a branch, office, or department

This page also provides data and graphics on

Job Outlook, Projected Employment, Typical Wages, Education and Experience

Activities , Knowledge, Skills, and Abilities

Comparison to similar occupations

NOTE: you can use this web address to search for other occupations i

| | | | | | | | | |
|------------------------|----------------|------------------------------|-----------------|--------------------------------|-----|---|---|---|
| II-Program Description | III-Curriculum | VIII A&B -Enrollment+Methods | VIII C-Staffing | VIII D-Student Characteristics | ... | + | : | ← |
|------------------------|----------------|------------------------------|-----------------|--------------------------------|-----|---|---|---|

Appendix M: Academic Program Review Data Forms

| Section VIII E: Student Success - Degrees | | | | | | | | |
|---|------------------------------|----------|---------|--------------------|----------|---------|-------------------|---------|
| PROGRAM Degrees and Certificates Awarded: July 1 -June 30 | | | | | | | | |
| CIP Code: | Certificates Below Bachelors | | | Associates Degrees | | | Bachelors Degrees | |
| | CT State | OTHER CT | Region* | CT State | OTHER CT | Region* | CT | Region* |
| 2022-23 | | | | | | | | |
| 2023-24 | | | | | | | | |
| 2024-25 | | | | | | | | |
| 2025-26 | | | | | | | | |
| 2026-27 | | | | | | | | |

*Region excludes CT--Maine; Massachusetts; New Hampshire; Rhode Island; Vermont

Other CT and Region Data: come from IPEDS--Use the Data [<https://nces.ed.gov/ipeds/use-the-data>]\Compare Institutions.
 Select institutions by uploading a file--you will be asked to login [email/ajs@nvcc2018d]
 When instructed to choose a file, upload the New England Institutions.uid file located in 2020 Telework Files/ NCES Data Center UID Files; Submit;
 Continue to Step 2 Select Variables;
 Browse/Search Variables: Institutional Characteristics\Directory Information\select Most Recent Year; select State Abbreviation; continue to scroll down to Completions\Awards\degrees conferred
 Continue review list of variables selected; if OK, select
 Continue to Step 3 Output\use default settings-Continue\
 Zip file will download; open; open data file; the Values_Labels file contains values for State Abbreviations.

Appendix M: Academic Program Review Data Forms

| WHERE ARE THEY* NOW: FALL **** ENROLLMENT at **** and OTHER COLLEGES | | | | | | | | | | |
|--|-----------------------|----------|----------------------|----------|----------------------|----------|----------------------|----------|-----------------------|----------|
| * UNDUPLICATED headcount of **** students enrolled in the XXXXXXX Program in Fall **** and/or Spring **** | | | | | | | | | | |
| GRADUATED 7/1/****- 6/30/**** | | | | | | | | | | |
| Re-Enrolled Only at **** | | | | | | | | | | |
| Enrolled Concurrently with 2-year institution | | | | | | | | | | |
| Enrolled Concurrently with 4-year institution | | | | | | | | | | |
| Enrolled at a different 2-year institution | | | | | | | | | | |
| Enrolled at a 4-year institution | | | | | | | | | | |
| Not Enrolled Anywhere | | | | | | | | | | |
| DID NOT GRADUATE 7/1/**** - 6/30/**** | | | | | | | | | | |
| Enrolled Only at **** | | | | | | | | | | |
| Enrolled Concurrently with 2-year institution | | | | | | | | | | |
| Enrolled Concurrently with 4-year institution | | | | | | | | | | |
| Enrolled at a different 2-year institution | | | | | | | | | | |
| Enrolled at a 4-year institution | | | | | | | | | | |
| Not Enrolled Anywhere | | | | | | | | | | |
| Enrollment Status by Credits Earned [EXCL 0xx Level] | | | | | | | | | | |
| | <15 Credits | | 16-30 Credits | | 31-45 Credits | | 46-60 Credits | | >60 Credits | |
| | Count | % | Count | % | Count | % | Count | % | Count | % |
| Enrolled Only at **** | | | | | | | | | | |
| Enrolled Concurrently with 2-year institution | | | | | | | | | | |
| Enrolled Concurrently with 4-year institution | | | | | | | | | | |
| Enrolled at a different 2-year institution | | | | | | | | | | |
| Enrolled at a 4-year institution | | | | | | | | | | |
| Not Enrolled Anywhere | | | | | | | | | | |
| Total | | | | | | | | | | |

Crosswalk: Legacy Degree to CT State Community College Degree

If a student will not complete their academic degree program by August 2023, please use this tool for advising through their degree completion.

College: **College: CT State Community College**

Legacy Degree: **CT State Degree:**

If the legacy program is being sunset and a new CT State program is not being offered, check here and only complete Legacy Section: ___

- CT State General Education courses to date: <https://www.ct.edu/curriculum/gened>
- CT State aligned courses to date: <https://www.ct.edu/curriculum/courses>
- CT State aligned degrees to date: <https://www.ct.edu/curriculum/programs>

| Legacy Course Requirements (with credits noted) | Aligned Course Requirements (with credits noted) | Aligned Prerequisites | Advising Notes <i>Note those classes for which if the requirement is not currently met, advisors should not register students for course(s) until Fall '23 and beyond.</i> |
|--|---|-----------------------|---|
| General Education | | | |
| | English Composition: Eng. 101 (3) | | |
| | MAT 100 or higher: | | |
| | Arts & Humanities: | | |
| | Scientific Reasoning OR Scientific Knowledge & Understanding: | | |
| | Social/Behavior Science OR Historical Knowledge: | | |
| | Oral Communication OR Written Communication II: | | |
| | Continued Learning/Information Literacy OR Scientific Knowledge OR Scientific Reasoning OR Social/Behavioral Science OR Historical Knowledge OR Written Communication II OR Oral Communication: | | |
| | | | |
| | | | |
| | | | |

| Legacy Course Requirements (with credits noted) | Aligned Course Requirements (with credits noted) <i>If the requirement is met by an alternative class, advisors should complete a substitution form.</i> | Aligned Prerequisites | Advising Notes <i>Note those classes for which if the requirement is not currently met, advisors should not register students for course(s) until Fall '23 and beyond.</i> |
|--|--|------------------------------|--|
| Programmatic Courses | | | |
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| | | | |
| Total Credits Legacy Degree: | Total Credits Aligned Degree: | | |

Additional Notes for Advisors:

Crosswalk: Legacy TAP Programs to CT State Community College TAP Programs

If a student will not complete their academic degree or certificate program by August 2023, please use this tool for advising through their degree completion.

College: **College: CT State Community College**

Legacy TAP Program: **CT State TAP Program:**

- CT State General Education courses to date: <https://www.ct.edu/curriculum/gened>
- CT State aligned courses to date: <https://www.ct.edu/curriculum/courses>
- CT State aligned degrees and certificates to date: <https://www.ct.edu/curriculum/programs>

| Legacy Course Requirements (with credits noted) | Aligned Course Requirements (with credits noted) | Aligned Prerequisites | Advising Notes <i>Note those classes for which if the requirement is not currently met, advisors should not register students for course(s) until Fall '23 and beyond.</i> |
|--|--|-----------------------|---|
| Framework 30 | | | |
| Written Communication I: | English 101 (3) | | |
| Written Communication II: | Written Communication II: | | |
| Scientific Reasoning: | Scientific Reasoning: | | |
| Scientific Knowledge & Understanding: | Scientific Knowledge & Understanding: | | |
| Quantitative Reasoning: | Math 100 or higher: | | |
| Historical Knowledge/Understanding: | Historical Knowledge: | | |
| Social Phenomena Knowledge/Understanding: | Social/Behavioral Science: | | |
| Aesthetic Dimensions: | Arts and Humanities: | | |
| Designated Competency Social Phenomena II, Aesthetic Dimensions II, Oral Communication, Continued Learning/Information Literacy, and/or Critical Analysis/Logical Thinking: | Oral Communication: See Below * | | |
| Designated Competency: Social Phenomena II, Aesthetic Dimensions II, Oral Communication, Continued Learning/Information Literacy, and/or Critical Analysis/Logical Thinking: | Continued Learning & Information Literacy: See Below * | | |

* Any student who has satisfied Continued Learning & Information Literacy or Critical Analysis/Logical Thinking in their legacy TAP degree will be allowed to substitute that course for Continued Learning & Information Literacy.

- Any student who has completed Section B of the FW30 at their previous institution (Designated Competency, Legacy TAP in the above chart) will be allowed substitutions to satisfy Oral Communication and Continued Learning & Information Literacy.
- Any student who has only taken Social Phenomena 2 or Aesthetic Dimensions 2 (Designated Competency, Legacy TAP in the above chart) as part of the FW30 in their current program of study will be allowed to substitute that course for Oral Communication.

- Legacy TAP students will follow the approved exemption process for CCS 101 and can substitute a previously taken course if:
 - They have previously taken a Continued Learning & Information Literacy or Critical Analysis/Logical Thinking course, or
 - They have completed Section B of their previous FW30 requirements
- Students who have completed the Continued Learning & Information Literacy competency (either directly or through one of the above substitutions) but have not completed CCS 101 or an equivalent student success or first-year experience course are encouraged to enroll in CCS 101 if an elective course is available in their program.

| Legacy Course Requirements (with credits noted) | Aligned Course Requirements (with credits noted) <i>In TAP programs, course substitutions are not allowed unless approved by Steve Marcelynas</i> | Aligned Prerequisites | Advising Notes <i>Note those classes for which if the requirement is not currently met, advisors should not register students for course(s) until Fall '23 and beyond.</i> |
|--|---|-----------------------|---|
| Programmatic Courses | | | |
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| Total Credits Legacy Program: | Total Credits Aligned Program: | | |

Additional Notes for Advisors:

Appendix O: Common Summer 2023 Calendar

Summer 2023 Common Calendar

| Summer 2023 Key Dates | Start | End | # Weeks |
|--|--|------------|---------|
| General Summer Term | 5/22/2023 | 8/1/2023 | 10 |
| First 5 Weeks | 5/22/2023 | 6/26/2023 | 5 |
| Second 5 Weeks | 6/27/2023 | 8/1/2023 | 5 |
| Other Term Lengths (10 weeks or less) | Staggered; starting no earlier than 5/22 | end by 8/1 | 3-10 |
| Special 12 Week Sessions* | 5/22/2023 | 8/15/2023 | 12 |
| *Specialty programs will have an optional extension to 8/15. These programs include Manufacturing, Paramedic, Automotive, Nursing, Surgical Technician, and various internships and clinicals. | | | |

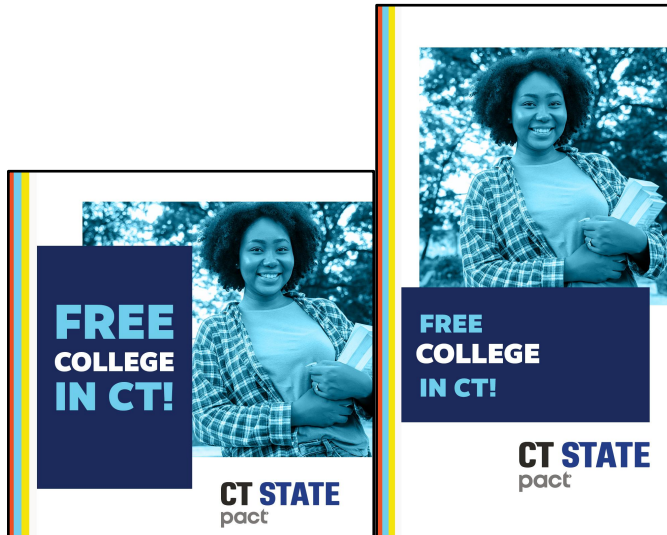
Appendix P: Standard Meeting Times

CT State Standardized Meeting Times DRAFT

| DRAFT Standard Meeting Times - Final Exam Included | | | | | | | | | | | | | | | | | | | | | |
|---|-------------------------|--------------------|-----------------------|------------|--------------|--|------------------------------|------------|--------------|-------------|-----------------------------|------------|-----------------------|-------------|-----------------|-------------|---|------------|-------------------|------------|-------|
| 3 hour courses | Monday-Friday | | | | | | | | | | | | | | Saturday | | | | | | |
| | 15 Week Semester | | | | | | 7 - 1 - 7 | | | | Late Start - 13 Week | | | | 15 Week | | 7 - 1 - 7 | | Late Start | | |
| | M/W, T/Th | | M, T, W, Th, F | | | | T/Th, W/F, T-F (HYBR) | | | | M/W, T/Th | | M, T, W, Th, F | | S | | S (HYBR) | | S | | |
| | <i>75 min</i> | | <i>150 min</i> | | | | <i>161 min</i> | | | | <i>88 min</i> | | <i>175 min</i> | | <i>150</i> | | <i>161</i> | | <i>175 min</i> | | |
| | Start | End | Start | End | Start | End | Start | End | Start | End | Start | End | Start | End | Start | End | Start | End | Start | End | |
| 8:00 | 9:15 | 8:00 | 10:30 | | | 8:00 | 10:41 | | | 8:30 | 9:58 | | | 8:30 | 11:25 | 8:30 | 11:00 | 8:30 | 11:11 | 8:30 | 11:25 |
| 9:30 | 10:45 | | | 9:30 | 12:00 | | | 9:30 | 12:11 | | | 10:30 | 11:58 | | | | | | | | |
| 11:00 | 12:15 | 11:00 | 13:30 | | | 11:00 | 13:41 | | | 12:30 | 13:58 | | | | | 12:00 | 14:30 | 12:00 | 14:41 | 12:00 | 15:55 |
| 12:30 | 13:45 | | | | | | | | | | | | | | | | | | | | |
| 14:00 | 15:45 | <i>Common Hour</i> | | | | | | | | | | | | | | | | | | | |
| 16:00 | 17:15 | | | 16:00 | 18:30 | | | | | | | 16:15 | 17:43 | | | | | | | | |
| 17:30 | 18:45 | 17:30 | 20:00 | | | 17:30 | 20:11 | | | 18:00 | 19:28 | | | | | | | | | | |
| 19:00 | 20:15 | | | 19:00 | 21:30 | | | | | | | 19:45 | 21:13 | 18:00 | 20:55 | | | | | | |
| 20:30 | 21:45 | | | | | | | | | | | | | | | | | | | | |
| Final Exam | 150 minutes | 150 Minutes | | | | Exam on 14th class meeting OR 7th class meeting or online (HYBR) | | | | 150 Minutes | | | | 150 minutes | | 150 minutes | Exam can be held in 7th class meeting or online | | 150 minutes | | |



Social/Ad Copy - Approved



1. **Headline:** Free College in CT!

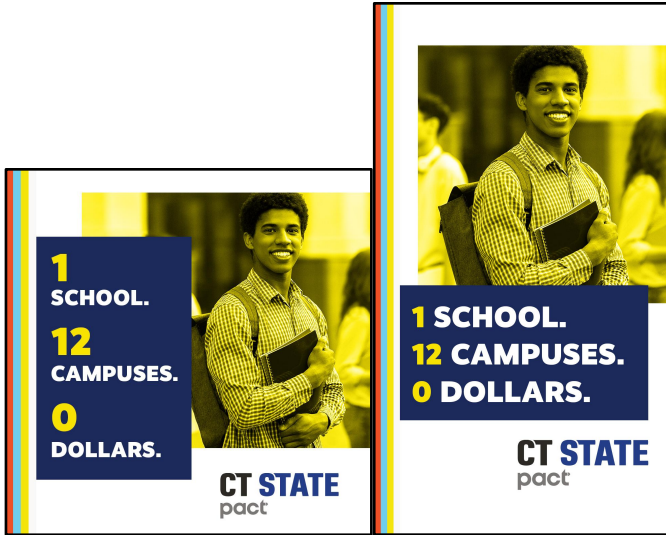
Body: Are you a first time student? Are you looking for a school to attend full-time or part-time (at least 6 credits)? You could be eligible to get your education for FREE with PACT at a Connecticut State Community College campus. Explore one of 12 campuses statewide! Learn more at www.ct.edu/pact today.

Ad Copy:

Headline: Free College in CT!

Primary Text: Student looking for full-time or part-time schooling? Get your education for FREE with PACT at Connecticut State Community Colleges.

Description: Learn more: www.ct.edu/pact



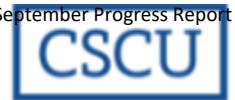
2. **Headline:** 1 School. 12 Campuses. 0 Dollars.
Body: Did you know that first time college students at a Connecticut State Community College campus can get their education for FREE through PACT: the Pledge to Advance CT? Learn more and apply today: www.ct.edu/pact

Ad Copy:

Headline: 1 School. 12 Campuses. \$0.

Primary Text: First time students at a Connecticut State Community College can get their education for FREE through PACT.

Description: Check out www.ct.edu/pact.



3. Headline: Don't Miss Out on FREE College

Body: If you are a first time college student here in Connecticut, you may be able to enjoy tuition paid in full with PACT: the Pledge to Advance CT! Support and resources are here for you, every step of the way, from application through graduation. Learn more and apply today: www.ct.edu/pact



4. Headline: FREE College Awaits - Apply Today!

Body: If you're a first time college student, you may be eligible to earn a degree at one of 12 Connecticut State Community College campuses statewide, for free, through PACT: the Pledge to Advance CT. Learn more and apply today: www.ct.edu/pact



The Pledge to Advance Connecticut (PACT) is a program that provides the first two years of a college education for free at one of the twelve Connecticut State Community College campuses for students who qualify. Eligible students who are enrolled full-time in qualifying certificate or associate degree programs can earn their credential with zero debt beginning in the Fall 2022 semester.

For more information, visit:
ct.edu/pact

CT STATE
pact



**PURSUE YOUR
PASSION
FOR FREE!**



CT STATE
pact

How to Qualify

ARE YOU QUALIFIED TO APPLY FOR PACT?

- **You're a CT High School Graduate**
 - CT high school graduates, GED recipients and home-schooled students qualify
- **You're a First-Time College Student**
 - Classes taken through dual-enrollment or while still in high school do not disqualify you from the program
- **You've Completed FAFSA**
 - Complete the Free Application for Federal Student Aid (FAFSA), which is used to package federal, state, and often institutional aid, and accept all awards: www.fafsa.ed.gov
- **You'll Attend Full-Time or Part-Time**
 - Attend community college full-time (12+ credits/semester) or part-time (at least 6 credits/semester)
- **You're Applying for Degree or Certificate Program**
 - Participate in a degree or credit-bearing certificate program



Getting Started

It's easy to get started. Follow the steps below before the priority deadline (July 15 for Fall; November 15 for Spring) and if you are eligible, the PACT funding will be packaged as part of your financial aid award.

- **Apply Online to attend one of our 12 convenient locations**

Applying before
Oct. 1, 2022?



Go to:
ct.elluciancrmrecruit.com/apply

Applying on or after
Oct. 1, 2022?



Go to:
ctstate.elluciancrmrecruit.com/apply

- **Complete the FAFSA each academic year by the priority deadline list above**
 - Access the Free Application for Federal Student Aid (FAFSA): www.fafsa.ed.gov
- **Register for at least 12 credits**
 - Students must _____ e

Maintaining Eligibility

To maintain eligibility, returning students must:

- **Complete a renewal FAFSA each academic year**
- **Continue to register full-time (12+ credits) by the priority deadline**
- **Maintain continuous enrollment**
 - Students must enroll each fall and spring to remain eligible
- **Be in Good Academic Standing**
 - Students must meet the satisfactory academic progress for financial aid



Appendix R: Guided Pathways Advisors Reclassification

| Reclassified Position | Current Position | Rank/Grade | Reclassification date | Institution | Notes |
|-----------------------|------------------|------------|-----------------------|-------------|--|
| GPA 1 | CAL | | 10/8/2021 | ACC | Reclassified as GPA 1, current position Campus Advising Lead |
| GPA 1 | | | 5/7/2021 | ACC | |
| CAL | | | 9/10/2021 | CCC | |
| GPA 1 | | | 9/10/2021 | CCC | |
| GPA 1 | | | 9/10/2021 | CCC | |
| GPA 1 | | | 9/10/2021 | CCC | |
| GPA 1 | | | 9/10/2021 | CCC | |
| GPA 1 | | | 9/10/2021 | CCC | |
| GPA 1 | GPA 2 | | 9/10/2021 | CCC | Reclassified as GPA 1, current position GPA 2 |
| GPA 1 | | | 6/3/2022 | GWCC | |
| GPA 1 | | | 9/10/2021 | GWCC | |
| GPA 1 | GPA 2 | | 9/10/2021 | GWCC | Reclassified as GPA 1, current position GPA 2 |
| CAL | | | 3/26/2021 | HCC | |
| GPA 1 | | | 3/26/2021 | HCC | retired |
| GPA 1 | | | 3/26/2021 | HCC | |
| GPA 1 | | | 3/26/2021 | HCC | |
| GPA 1 | | | 3/26/2021 | HCC | |
| GPA 1 | | | 3/26/2021 | HCC | |
| GPA 1 | | | 3/26/2021 | HCC | |
| GPA 1 | GPA 2 | | 3/26/2021 | HCC | Reclassified as GPA 1, current position GPA 2 |
| GPA 1 | GPA 2 | | 9/10/2021 | HCC | Reclassified as GPA 1, current position GPA 2 |
| Clerical | | | | HCC | |
| GPA 1 | | | 9/10/2021 | MCC | |
| GPA 1 | | | 9/10/2021 | MCC | |
| GPA 1 | | | 9/10/2021 | MCC | retired |
| GPA 1 | GPA 2 | | 3/26/2021 | MCC | Reclassified as GPA 1, current position GPA 2 |
| GPA 1 | GPA 2 | | 9/10/2021 | MCC | Reclassified as GPA 1, current position GPA 2 |
| CAL | | | 3/26/2021 | MXCC | |
| GPA 1 | | | 3/26/2021 | MXCC | |
| GPA 1 | | | 3/26/2021 | MXCC | |
| Clerical | | | | MXCC | |
| CAL | | | 9/10/2021 | NCC | |
| GPA 1 | | | 9/10/2021 | NCC | |
| GPA 1 | | | 9/10/2021 | NCC | retiring |
| GPA 1 | | | 9/10/2021 | NCC | |
| GPA 1 | GPA 2 | | 9/10/2021 | NCC | Reclassified as GPA 1, current position GPA 2 |
| GPA 1 | GPA 2 | | 9/10/2021 | NCC | Reclassified as GPA 1, current position GPA 2 |
| CAL | | | 9/9/2021 | NVCC | |
| GPA 1 | | | 9/9/2021 | NVCC | |
| GPA 1 | | | 9/9/2021 | NVCC | |
| GPA 1 | | | 9/9/2021 | NVCC | |
| GPA 1 | | | 9/9/2021 | NVCC | |
| GPA 1 | | | 3/26/2021 | NWCC | |
| GPA 1 | | | 3/26/2021 | NWCC | |
| GPA 1 | GPA 2 | | 3/26/2021 | NWCC | Reclassified as GPA 1, current position GPA 2 |
| GPA 1 | | | 9/10/2021 | QVCC | |
| GPA 1 | | | 9/10/2021 | QVCC | |
| GPA 1 | | | 9/10/2021 | QVCC | |
| GPA 1 | | | 11/19/2021 | TRCC | |
| GPA 1 | | | 9/10/2021 | TRCC | |
| GPA 1 | | | 9/10/2021 | TRCC | |
| GPA 1 | | | 9/10/2021 | TRCC | |
| GPA 1 | GPA 2 | | 9/10/2021 | TRCC | Reclassified as GPA 1, current position GPA 2 |
| GPA 1 | | | 9/10/2021 | TXCC | |
| GPA 1 | | | 9/10/2021 | TXCC | |
| GPA 1 | | | 9/10/2021 | TXCC | |
| Clerical | | | | TXCC | |

Appendix R: Guided Pathways Advisors New Hires

| Name | Current Position | Institution |
|-------------------------|------------------|-------------|
| Kelly Zeiba | GPA 1 | ACC |
| Nicole Creary | GPA 1 | ACC |
| Hilary Gregory | GPA 1 | ACC |
| India Weaver | GPA 1 | ACC |
| Greg Gorenault | GPA 2 | ACC |
| Thomas Petraglia | GPA 1 | ACC |
| Tommi DeMichael | GPA 1 | ACC |
| Jordan Long | GPA 2 | CCC |
| Roxanne Plummer | GPA 2 | CCC |
| Diana Swancutt | GPA 1 | CCC |
| Kristin Moreland | GPA 1 | CCC |
| Alejandro Martinez | GPA 1 | CCC |
| Yasmine Taha | GPA 1 | CCC |
| Antonio Salerno | CAL | GCC |
| Tom Gaudio | GPA 2 | GCC |
| Jill Jemmott | GPA 2 | GCC |
| Sandra Mastropetre | GPA 2 | GCC |
| Bridget Mullally | GPA 2 | GCC |
| Brandi Young | GPA 1 | GCC |
| Christopher Amoako-Kwaw | GPA 1 | GCC |
| Ashley Poitras | GPA 1 | GCC |
| Alicia Thompson | GPA 1 | GCC |
| Robert Fraenza | GPA 1 | GCC |
| Kristof Helmeczi | GPA 1 | GCC |
| Amanda Foley | GPA 1 | GCC |
| Linda Kessler | GPA 1 | GCC |
| Christina Martorelli | GPA 1 | GCC |
| Natalie Fabien | GPA 1 | GCC |
| Gina Altano | GPA 1 | GCC |
| Megan Wood | GPA 1 | GCC |
| Wanda Daniels | GPA 1 | GCC |
| Siobhan Davis | GPA 1 | GCC |
| Adrien Esdaile | GPA 1 | GCC |
| Jana Brady | GPA 1 | GCC |
| John Duron | GPA 1 | GCC |
| Laura Moncada | GPA 1 | GCC |
| Morganna Payne | GPA 1 | GCC |
| Aaliyah Barnes | GPA 1 | GCC |
| Samantha Barrett | GPA 1 | GCC |
| Daniela Squizzato | GPA 2 | HCC |
| Claudine Tolbert | GPA 2 | HCC |
| Susan DeOliveira | GPA 1 | HCC |
| April Uhl | GPA 1 | HCC |
| Carlton Gill | GPA 1 | HCC |
| Marc Mecuriano | GPA 1 | HCC |
| Emily Petrizzi | GPA 1 | HCC |
| Alyssa Santiago | GPA 1 | HCC |
| Will Smith | GPA 1 | HCC |
| Alexander Latouche | GPA 1 | HCC |
| Chrystie Cruz | GPA 2 | HCC |
| Gloria Suarez | GPA 1 | HCC |
| Caridad Rivera | CAL | MCC |
| Catherine Carter | GPA 2 | MCC |
| Michelle Nickerson | GPA 2 | MCC |
| Masio Williams | GPA 2 | MCC |

Notes

Appendix R: Guided Pathways Advisors New Hires

| | | |
|------------------------|--------|------|
| Stephanie Alicea | GPA 1 | MCC |
| Venica Blythe | GPA 1 | MCC |
| Awa Diop | GPA 1 | MCC |
| Merrill Jones Jr | GPA 1 | MCC |
| Joseph Kapinos | GPA 1 | MCC |
| Evelyn Kissi | GPA 1 | MCC |
| Gina Marchesani | GPA 1 | MCC |
| Cynthia Mena | GPA 1 | MCC |
| Jennifer Natoli | GPA 1 | MCC |
| Tara Tuley | GPA 1 | MCC |
| Rocio Urtecho | GPA 1 | MCC |
| Sarith Munoz-Ramos | GPA 1 | MCC |
| Patrick Verroneau | GPA II | MxCC |
| Lynne Alexander | GPA I | MxCC |
| Jordane Virgo | GPA I | MxCC |
| Rebecca Crocker | GPA I | MxCC |
| Anton Pettiford | GPA I | MxCC |
| Hunter Tashea | GPA I | MxCC |
| Randall Rissing | GPA I | MxCC |
| Briana Petrucelli | GPA I | MxCC |
| Luciano Mastrangeli | GPA I | MxCC |
| Evelyn Garcia | GPA I | MxCC |
| Halina Hollyway | GPA 2 | NCC |
| Karla Smith | GPA 2 | NCC |
| Pracilya Titus | GPA 2 | NCC |
| Charles Barnes | GPA 1 | NCC |
| Zemima Choudhury | GPA 1 | NCC |
| Hillary Johnson | GPA 1 | NCC |
| Stephen Kittredge | GPA 1 | NCC |
| Allen Rossetti | GPA 1 | NCC |
| Bolanle Akinsulire | GPA 1 | NCC |
| Genesis Mosquera | GPA 1 | NCC |
| Jennifer Rivera | GPA 1 | NCC |
| Blanca Cecilia Tumbaco | GPA 1 | NCC |
| Marie Ange Nicolas | GPA 1 | NCC |
| Francheska Nieves | GPA 1 | NCC |
| Aquia Brown Welch | GPA 2 | NVCC |
| Athalie Cayo | GPA 2 | NVCC |
| Angela Skyers | GPA 2 | NVCC |
| Miguel Cruz | GPA 1 | NVCC |
| Iris Astacio | GPA 1 | NVCC |
| Alice Simmel | GPA 1 | NVCC |
| Ana Orellana | GPA 1 | NVCC |
| Cecelia Christmas | GPA 1 | NVCC |
| Jenny Ortiz | GPA 1 | NVCC |
| Sade Erinfolami | GPA 1 | NVCC |
| Samantha Rodriguez | GPA 1 | NVCC |
| Christin George | GPA 1 | NVCC |
| Nathan Bergstorm | GPA 1 | NVCC |
| Sofia Branco | GPA 1 | NVCC |
| Beth McNeil-Coates | GPA 1 | NVCC |
| Tara Smith | GPA 1 | NVCC |
| Keisa Harris | GPA 1 | NVCC |
| Nicholas Boretsky | GPA 1 | NVCC |
| Robert Turner | CAL | NWCC |
| Samantha Palombizio | GPA 2 | NWCC |

Appendix R: Guided Pathways Advisors New Hires

| | | |
|--------------------------|-------|------|
| Alayna Sholtis | GPA 1 | NWCC |
| Lisselot Rodriguez Perez | GPA 1 | NWCC |
| Emilee Maus | GPA 1 | NWCC |
| Andrea Hemmerich | CAL | QVCC |
| Jessica Lynch | GPA 1 | QVCC |
| Andrea Pereria | GPA 1 | QVCC |
| Tara Tulay | GPA 2 | QVCC |
| Leticia Orozco | CAL | TRCC |
| Dickson,Tracy | GPA 2 | TRCC |
| Catherine "Claire" Ray | GPA 1 | TRCC |
| Stanley Beckford | GPA 1 | TRCC |
| Brian Keiser | GPA 2 | TRCC |
| Erika Lisee | GPA 1 | TRCC |
| Karina Sanchez | GPA 1 | TRCC |
| Taylor Venditto | GPA 1 | TRCC |
| Guadalupe Paniagua | GPA 1 | TRCC |
| Jess Lynch | GPA 1 | TRCC |
| Hunter Tashea | GPA 1 | TRCC |
| Jordane Virgo | GPA 1 | TRCC |
| Jennifer Berry | CAL | TXCC |
| Moses Agers | GPA 2 | TXCC |
| Anna Stryta | GPA 2 | TXCC |
| Ashley Foster | GPA 1 | TXCC |
| Nicole Mihelis | GPA 1 | TXCC |
| Nicole Tabol | GPA 1 | TXCC |
| Lattoya Hales | GPA 1 | TXCC |
| Kadijah Shoultz | GPA 1 | TXCC |
| Lisselot Rodriguez | GPA 1 | TXCC |
| David Jackson | GPA 1 | TXCC |
| Jennifer Vamvakas | GPA 1 | TXCC |
| Kevin Canady | GPA 1 | TXCC |
| Matthew Perillo | GPA 1 | TXCC |
| Hannah Smith | GPA 1 | TXCC |

Appendix R: Guided Pathways Advisors Reclassification and New Hires

181 total professional staff in the GPA program

The breakdown of 181 hires and reclassifications is as follows: 3

Regional Advising Directors

12 Campus Advising Leads

25 Guided Pathways Advisor 2's

141 Guided Pathways Advisor 1's

ACTIVE COMMUNITY COLLEGE ASSOCIATIONS/CLUBS/HONOR SOCIETIES (as of Spring 2022)

| | | | |
|--|---|---|--|
| <p>Asnuntuck Community College</p> | <ul style="list-style-type: none"> • A Novel Idea • Campus Activities Board • Cosplay Club • Creative Writing Club • Fit Club • Garden Club | <ul style="list-style-type: none"> • Esports/Gaming • Intervarsity Christian Fellowship • National Alliance on Mental Illness (NAMI) ACC Chapter • Pantry Student Association • <i>Phi Theta Kappa (honor society)</i> | <ul style="list-style-type: none"> • Rotaract Club • Spiritual Mind and Body Association • <i>Student Government Association</i> • Volleyball Club |
| <p>Capital Community College</p> | <ul style="list-style-type: none"> • <i>Alpha Beta Gamma (honor society)</i> • ASEZ – Save the Earth from A to Z • Black Student Union (BSU) • Capital Book Club • Capital Community College Cyber Command (C5) • Capital Student News (CSN) • Chess Club • Fire Club | <ul style="list-style-type: none"> • International Club (IC) • LASA (Latin American Student Association) • Men in Nursing Support Group • Muslim Student Association • National Student Nurse Association (NSNA) • <i>Organization of Associate Degree Nurses (honor society)</i> | <ul style="list-style-type: none"> • PRIDE (People Respecting Individual Diversity Everywhere) • <i>Phi Theta Kappa (honor society)</i> • Psychology Club • Senior Ambassadors Club (SAC) • Social Justice Club • <i>Student Senate (SGA)</i> • Veterans Club (VETS: Veterans Empowering Themselves to Succeed) |
| <p>Gateway Community College</p> | <ul style="list-style-type: none"> • CARS Club – Automotive • Media and Digital Arts Club • Nutrition Club • <i>Phi Theta Kappa (honor society)</i> | <ul style="list-style-type: none"> • Ping Pong Club • Radiology/Radiography Club • SMASH Club (Gaming Club) • <i>Student Government Association</i> | <ul style="list-style-type: none"> • SNA – Student Nursing Association • Veterans Club |
| <p>Housatonic Community College</p> | <ul style="list-style-type: none"> • Anime, Gaming & Movies Club • Black Student Union • Criminal Justice Club | <ul style="list-style-type: none"> • Early Childhood Inclusive Education Club • NAACP • <i>Phi Theta Kappa (honor society)</i> | <ul style="list-style-type: none"> • <i>Student Senate (SGA)</i> • Unity Club • Veterans Club |
| <p>Manchester Community College</p> | <ul style="list-style-type: none"> • Administrative Professionals Club • Applied Business Concepts • Community • Computer Repair and Share Club • History and Art History Club • ICE Radio Club | <ul style="list-style-type: none"> • ICE TV • INTStudents Club • <i>Live Wire</i> Student Newspaper • Manchester Political Union • National Alliance on Mental Illness • National Society of Minorities in Hospitality | <ul style="list-style-type: none"> • The Newman Club (Catholic Club) • Paralegal Association • <i>Phi Theta Kappa (honor society)</i> • Poetry Club • PRIDE – People Respecting Intimacy and Diversity Everywhere • <i>Student Government Association</i> |
| <p>Middlesex Community College</p> | <ul style="list-style-type: none"> • Art Club • Black Student Association (BSA) • Chess Club • Computer Club • Creative Writing Club • Empower U | <ul style="list-style-type: none"> • Film & Video Club • Math Club • New York Round Table • Organization of Latin American Students • <i>Phi Theta Kappa (honor society)</i> | <ul style="list-style-type: none"> • Radio-Podcast Club • SPEAK • <i>Student Senate (SGA)</i> • Theater Club • Vet Tech Club • Veterans Club |

ACTIVE COMMUNITY COLLEGE ASSOCIATIONS/CLUBS/HONOR SOCIETIES (as of Spring 2022)

| | | | |
|---|---|--|--|
| Naugatuck Valley Community College | <ul style="list-style-type: none"> Action for Animals <i>Alpha Beta Gamma (honor society)</i> Art Club Black Student Union (BSU) Creative Writing Digital Arts Technology Early Childhood Education Club (ECE) <i>Epsilon Pi Tau (honor society)</i> Fresh Ink Literary Magazine Health & Nutrition Club Hispanic Student Union (HSU) (Waterbury Campus) | <ul style="list-style-type: none"> Human Services Club <i>Lambda Epsilon Chi (honor society)</i> Multicultural Club (Danbury) Music Society Naugatuck Events Management Newman Club <i>Phi Theta Kappa (honor society)</i> Ping Pong Club Pride Alliance Radiology Tech Club Respiratory Therapy Club | <ul style="list-style-type: none"> “School of Rock” Stage Society STEM Club <i>Student Government Association</i> Student Nurses 2023-2024 - NSNA Student Physical Therapist Assistant Club Tamarack Magazine Terpsichorean Dance Ensemble Veterans’ Club Volunteer Club WAVE Outreach Club |
| Northwestern CT Community College | <ul style="list-style-type: none"> Criminal Justice Association Dungeons and Dragons Club Early Childhood Education Association Heart of Autism Club History Association LGBT+ Club | <ul style="list-style-type: none"> Northwest Deaf Club Northwestern Book Nerds Northwestern Business Club NCCC National Association of Veterinary Technician in America (NAVTA) | <ul style="list-style-type: none"> NCCC Student Nurses Association Outdoor Adventure Club <i>Phi Theta Kappa/Alpha Nu Epsilon Chapter (honor society)</i> <i>Student Senate (SGA)</i> Students of Color Alliance |
| Norwalk Community College | <ul style="list-style-type: none"> Accounting Club Archaeology Club Architecture and Interior Design Club Art & Anime Clubs Career Success Club Early Childhood Education Environmental Science Club Exercise Science | <ul style="list-style-type: none"> Film and TV Handmade Creations HASTA Club (Haitian-American Student Association) Hay Motivo Hosteurs Club (Culinary Arts Club) Japanese Culture & Language Club Military Veterans Club | <ul style="list-style-type: none"> Model United Nations Club <i>Phi Theta Kappa (honor society)</i> <i>Student Government Association</i> The “Voice” Club (Student Newspaper) Uplift Club – Formerly BSU Women in S.T.E.M. |
| Quinebaug Valley Community College | <ul style="list-style-type: none"> <i>Alpha Beta Gamma/Alpha Omicron Chapter (honor society)</i> Early Childhood Education Club <i>Epsilon Pi Tau/Gamma Phi Chapter (honor society)</i> | <ul style="list-style-type: none"> Lunchtime Jams Medical Club Photography Club <i>Phi Theta Kappa/Beta Beta Pi Chapter (honor society)</i> | <ul style="list-style-type: none"> Psychology Club <i>Student Government Association</i> <i>Tau Upsilon Alpha (honor society)</i> Tea Society |
| Three Rivers Community College | <ul style="list-style-type: none"> Alpha Omega Christian Club American Institute of Architecture Students Anime Club Art Club Business Club Campus Activity Board <i>Epsilon Pi Tau (honor society)</i> | <ul style="list-style-type: none"> Karaoke Club Math Club <i>Phi Theta Kappa (honor society)</i> Quill and Brush Literary Arts Magazine Sexual Identity and Gender Minority Advocates Student Nursing Association Student Performing Arts Guild | <ul style="list-style-type: none"> <i>Student Government Association</i> Student Veterans of America at Three Rivers TRCC Table Top Games The Current Three Rivers Aquatic Activists Three Rivers United Environmentalists Trail Blazers |

ACTIVE COMMUNITY COLLEGE ASSOCIATIONS/CLUBS/HONOR SOCIETIES (as of Spring 2022)

| | | | |
|---------------------------------|--|--|---|
| | <ul style="list-style-type: none"> • Future Educators Club • Exercise Science Club | <ul style="list-style-type: none"> • Students Advocating Gender Equality • Students Affected by Addiction | <ul style="list-style-type: none"> • Video Game Club |
| Tunxis Community College | <ul style="list-style-type: none"> • Art Club • Business Club • Civic Engagement Institute • Community Outreach Club • Dental Assisting • Engineering/Robotics • Future Educators | <ul style="list-style-type: none"> • Healthy Minds Club • Human Services Club • Gaming • Got Pride • Jam Club (New) • <i>Phi Theta Kappa (honor society)</i> | <ul style="list-style-type: none"> • Philosophy Club • Student American Dental Hygienist Association (SADHA) • <i>Student Government Association</i> • Tunxis Sun (Student Newspaper) • Theatre Club |

EXAMPLES OF CO-CURRICULAR EVENTS/ACTIVITIES AVAILABLE TO OUR STUDENTS**Asnuntuck Community College**

| Event/Activity | Audience | Semester |
|---|---|--|
| Phi Theta Kappa Honor Society Catalyst Annual Convention | Phi Theta Kappa students | Spring 2022 (hybrid) |
| Black History Month – Breaking Chains Speaker Series | All students (Invited students from the other 11 CSCU community colleges) | Spring 2022 (hybrid) |
| Women’s History Month Speaker Series | All students (Invited students from the other 11 CSCU community colleges) | Spring 2022 (hybrid) |
| Social Action Saturday Series from Women’s Leadership Institute (race equity, social discourse, climate crisis, social advocacy) | All students (Invited students from the other 11 CSCU community colleges) | Fall 2021/Spring 2022 (virtual) |
| Colloquium on Ukraine | All students (Invited students from the other 11 CSCU community colleges) | Spring 2022 (hybrid) |
| Diversity Month Day-Long Ted Talk Series | All students | Spring 2022 (on ground) |
| Winter Wear Drive for Community | All students | Fall 2022 (on ground) |
| Blood/Bone Marrow Drive | All students | Spring 2022 (on ground) |
| Walk Against Hunger | All students | Spring 2022 (hybrid) |
| Fresh Check Day for mental health/suicide prevention/3 days of on ground/virtual events, activities | All students (Invited students from the other 11 CSCU community colleges) | Spring 2022 (hybrid) |
| Weekly Mental Health Ted Talk Viewings/Discussions | All Students | Fall 2021/Spring 2022 (virtual) |
| YWCA Sexual Assault Crisis Services Self Care Series | All students (Invited students from the other 11 CSCU community colleges) | Spring 2022 (hybrid) |
| Speaker for Digital Wellness and Mental Health | All students (Invited students from the other 11 CSCU community college) | Spring 2022 (hybrid) |
| Culture Day | All students | Spring 2022 (on ground) |
| Weekly social events & activities (costume, pumpkin decorating & art recycling contests; food trucks; Build a Bear; Slime Event; Scary Stories Night; Caricature Events; Gratitude Event; and virtual events such as Kahoot, Trivia Nights, Bingo, Game Nights and Scribblio) | All students (Many of the virtual events were offered to the other 11 CSCU community colleges) | Fall 2021/Spring 2022 (on ground, virtual, hybrid) |

Capital Community College

| Event/Activity | Audience | Semester |
|---|--------------------------------|-----------------|
| Hispanic Heritage Month (Guest Speaker) Boddy Gonzalez – The Cultural-Racial Diversity of Hispanics | All students, faculty, staff | Fall 2021 |
| The National Conference for Student Leadership in Florida | Student Government Association | Fall 2021 |
| Hartford Sweat – Health & Wellness Initiative (Live Online) | All students, faculty, staff | Fall 2021 |
| Fresh Check Initiative – Real Art Ways (CCC Private Movie Watch Party) | All students | Spring 2021 |

EXAMPLES OF CO-CURRICULAR EVENTS/ACTIVITIES AVAILABLE TO OUR STUDENTS

| | | |
|---|--|---------------------------|
| SGA “Capital Night” – Pratt Street Block Party | All students, faculty, staff | Spring 2021 |
| Movie Night at Yard Goats Stadium | All students, faculty, staff | Fall 2021/ Spring 2022 |
| Student Activities and Resource Fair | Student Clubs and Organizations w/All students, faculty, staff | Fall 2021/ Spring 2022 |
| SGA Spring Ball 2022 | All students (Extended invitations to ACC, MCC, and TCC students) | Spring 2022 |
| Cultural Visibility Day | All students, faculty, staff | Spring 2022 |
| Entrepreneurship, Race & Literature – BSU & Book Club Collaboration | All students, faculty, staff | Spring 2022 |
| Money Talks – BSU: A Financial Literacy Seminar | All CSU Schools | Spring 2022 |

Gateway Community College

| Event/Activity | Audience | Semester |
|--|---|-------------------------------------|
| Career Fair | All majors | Spring 2022 |
| Leadership Academy | All majors | Summer (2020 – 2022) |
| Stroke Awareness Event | All majors/Nursing | Spring 2022 |
| Pizza Making Class | All majors/Culinary Arts students | Fall 2021 |
| Free Admission to Shubert Theatre Production of Broadway Musical “Hairspray”, “The Dance Theater of Harlem” and “The Waitress”** | All majors/Arts majors | Fall 2021, Spring 2022, Summer 2022 |
| Panel for Peace & Solidarity: Behind the Blue | Criminal Justice students/All majors | Spring 2022 |
| Practices of Self Care and Managing Stress | Nursing/Allied Health Majors/All majors | Fall 2021 |
| Blue Table Talk Series where Women Leaders in their own right were highlighted during Women’s History Month (March) | All majors/All students/All women | Yearly (Spring 2021 & 2022) |

**“The Waitress” also utilized GCC’s Culinary Department for food for the performance.

Housatonic Community College

| Event/Activity | Audience | Semester |
|--|-----------------------|-------------|
| Beginning of the Year Budgeting/ Spending Plan | FESP Program students | Spring 2022 |
| Budgeting Basics with Key Bank | FESP Program students | Spring 2022 |
| Managing Credit with Key Bank | FESP Program students | Spring 2022 |
| Saving/Investing with Key Bank | FESP Program students | Spring 2022 |
| Putting it All together/Real Life Budgeting with Key Bank | FESP Program students | Spring 2022 |
| Time Management Workshop | FESP Program students | Spring 2022 |
| Bones Expedition (Kids on Campus) | FESP Program students | Spring 2022 |
| Life Documents | FESP Program students | Spring 2022 |
| Cooking Healthy on a Budget Demonstration w/Chef Raquelle | FESP Program students | Spring 2022 |
| Black History Month Panel | All students | Spring 2022 |
| Women's Center Spring Open House | All students | Spring 2022 |
| CT Women in Stem Presentation | All students | Spring 2022 |
| Women of the World Panel | All students | Spring 2022 |
| Stitch & Sip (Textile Arts Workshop) | All students | Spring 2022 |
| World Health Day | All students | Spring 2022 |
| Earth Day | All students | Spring 2022 |
| Art for Advocacy Exhibit and Panel (Center for Family Justice) | All students | Spring 2022 |

EXAMPLES OF CO-CURRICULAR EVENTS/ACTIVITIES AVAILABLE TO OUR STUDENTS

| | | |
|---|------------------------------|-------------|
| Paint, Sip & Pour (Painting Event) | All students | Spring 2022 |
| Career Closet | All students | Spring 2022 |
| SafeTalk Training | All students | Spring 2022 |
| Credit Cards Workshop w/ American Association for University Women (AAUW) | Equity Project students | Spring 2022 |
| Business Literacy Workshop w/ AAUW | Equity Project students | Spring 2022 |
| Mortgage Basics Workshop w/ Bridgeport Neighborhood Trust Representative | All students | Spring 2022 |
| Entrepreneurship & Motherhood Panel | All students | Fall 2022 |
| Women's Center "Yoga Time" - Mondays | All students | Fall 2022 |
| Women's Center - Women's Wellness Wednesdays | All students | Fall 2022 |
| Women's Sexual Health & Safer Sex Workshop | Female-identifying students | Fall 2022 |
| Pronouns Day Event | All students | Fall 2022 |
| Coming Out Day Event | All students | Fall 2022 |
| Center for Family Justice "Red Lips Campaign" | All students | Fall 2022 |
| Holiday Season Stressors & Care / Depression Screening | All students | Fall 2022 |
| Resource "Trick or Treat" | Equity Project students | Fall 2022 |
| Silverman's Farm Apple Picking Bus Trip | All students | Fall 2022 |
| Wellness Festival | All students | Fall 2022 |
| SafeTalk Training | All students, faculty, staff | Fall 2022 |
| Suicide Awareness and Prevention Event | All students | Fall 2022 |
| Online Connections: Safety First Workshop | All students | Fall 2022 |
| Career Closet | All students | Fall 2022 |
| Business Dress Workshop - For Women | Female-identifying students | Fall 2022 |
| Business Dress Workshop - For Men | Male-identifying students | Fall 2022 |
| Constitution Day Program | All students | Fall 2022 |

Manchester Community College

| Event/Activity | Audience | Semester |
|--|---|-----------------|
| Fresh Check Week (mental health awareness week) | All students | Fall 2021 |
| Calle Sur Concert to conclude Hispanic Heritage Month | Latinx students, all students, Music majors | Fall 2021 |
| 3 rd Annual First-Generation College Celebration | First-generation college students, faculty/staff | Fall 2021 |
| "Smoke Signals" Virtual screening (part of Native American Heritage Month celebration) | All students | Fall 2021 |
| Great American Smoke Out Table | All students, Respiratory Therapy students manned the table. | Fall 2021 |
| Truth Initiative Talent Show | All students | Fall 2021 |
| Smoking cessation table | All students, faculty, staff | Fall 2021 |
| Constitution Day lecture and quiz | All students, faculty, staff | Fall 2021 |
| Poetry Master Class | All students, faculty, staff | Spring 2022 |
| Occupational Therapy Table | General student body | Spring 2022 |
| MediaNOW Panel | Communications panel aimed at students, alumni, and community members | Spring 2022 |
| Diversity and Wellness Day | All students, faculty, staff | Spring 2022 |
| Common Read Student Panel on Immigration | All students, faculty, staff | Spring 2022 |
| Jazz Guitar Master Class | All students, faculty, staff | Spring 2022 |
| Relay for Life | All students, faculty, staff | Spring 2022 |
| Women's History Month Celebration Panel | All students, faculty, staff | Spring 2022 |

EXAMPLES OF CO-CURRICULAR EVENTS/ACTIVITIES AVAILABLE TO OUR STUDENTS**Middlesex Community College**

| Event/Activity | Audience | Semester |
|--|--|-------------------------|
| Topic Expert: Speech Pathology | Students in ECE | Spring 2022 |
| Topic Expert: Implementing the CT Early Learning Development Standards | Students in ECE | Fall 2021 |
| Topic Expert: Inclusivity of Children w/ Disabilities | Students in ECE | Fall 2021 |
| Topic Expert: Avian and Reptile Medicine | Students in Vet Tech | Spring 2022 |
| Topic Expert: Dermatophytosis and Nutrition | Students in Vet Tech | Spring 2022 |
| Topic Expert: Emergency and Critical Care | Students in Vet Tech | Spring 2022 |
| Industry Expert Presentation Series in New Media Production | Students in COM*104 - Careers in Media | Fall 2021 |
| Creative Writing Workshop Series – Topics on Mental Health, Sponsored by Creative Writing Student Club, and English & Human Services Faculty | All students | 2021-2022 Academic Year |
| Fresh Check Day Sponsored by the Jordan Porco Foundation | All students | April 2022 |

Naugatuck Valley Community College

| Event/Activity | Audience | Semester |
|--|---|-----------------------------|
| SGA training virtually & on Ground – Leadership training, Roberts Rules of Order training to run SGA | New SGA officers | Summer, Fall, & Spring 2021 |
| SGA Meetings virtually & on ground – Held weekly to discuss activities, student issues, plan events, brainstorm ideas | SGA officers, club representatives, open to all students (on average 30-40 attend meeting weekly) | Fall 2021/ Spring 2022 |
| Movie Night & Drive in Movie Night Events - on campus & collaborated with Middlesex to offer to NVCC students | All students and families | Fall 2021 |
| Trivia Events - TEAMS/on campus including Constitution Trivia; Price is Right; Jeopardy; Name that Tune; Scavenger Hunt; Black History Month | All students | Fall 2021/ Spring 2022 |
| Student Activities & NVCC Clubs partnered with the community to support different charities via fundraisers & events – Red Cross Blood Drive; Ukraine House of Hartford; Humane Society; Easter Seals, Inc.; Walk in their Footsteps for Homeless; “Socktober” collection of socks for homeless in Waterbury; Collecting Toiletries for homeless; Giving Tree – Student Activities collected gifts for the Salvation Army; Food Pantry Run and Food Pantry donation event | All students, staff, faculty and community supported these events | Fall 2021/ Spring 2022 |
| Student Activities, & clubs worked with Community Partners to create awareness programs – Red Flag event for Dating Violence, Safe Haven had Teal Pinky Day to inform students about sexual violence; Women’s Center of Danbury offered – “Healthy & Unhealthy Relationship” Program; Fresh Check Day for the prevention of suicide, promote mental health and a message of hope for young adults, Jordon Porco Foundation; Human Service Club & Safe haven offered the year concerning domestic violence topics. | All students, staff, faculty | Fall 2021/ Spring 2022 |
| Cultural Programs offered by Student Activities, and committees – International Center for the Arts Committee offered the International Fair (3-day events); 2 Broadway Plays – Lion King and Harry Potter and the cursed Child; Cirque Dreams Holiday at Oakdale; Hispanic Heritage Month – w Luis Argueta “Abrazos” movie and discussion – program offered to other campuses in system; Free tickets offered to students to attend plays at the Palace Theater; “Ain’t I a Woman” play brought to campus for Black History Month; BSU Club offered a movie and book discussion “The Immortal Life of Henrietta Lacks” | All students, staff, faculty | Fall 2021/ Spring 2022 |
| Student Activities & Clubs – held virtually & on ground Fall Festival; 4 Paint Nights and day events; Bus trips- Salem; Mystic Seaport and Village; | All students, staff, faculty | Fall 2021/ Spring 2022 |

EXAMPLES OF CO-CURRICULAR EVENTS/ACTIVITIES AVAILABLE TO OUR STUDENTS

| | | |
|---|--|--|
| Broadway; Spare Time (arcade and bowling) facility during Spring Break; Halloween Party; Valentines Party; Spring Fling; Club Expo for students to find out about clubs; Coffee Houses – Musical Showcases; 4 student plays with Stage Society; Dance Showcases with Terpsichorean Dance Club; Student Leadership Banquet | | |
|---|--|--|

Northwestern CT Community College

| Event/Activity | Audience | Semester |
|--|---|-------------------|
| \$5 admission to the Warner Theatre | All students | Yearlong |
| Team Success Scholars extra-curricular wrap-around support group | Competitive selection, low income/minority students | Yearlong |
| Cultural Programs Committee – speakers, artists, musicians, etc. | Open to entire campus community | Spring, primarily |
| Welcome Fair | All students | Fall (Sept.) |
| Student Senate – Governance | Student Senators | Fall and Spring |

NOTE: Most student activities/events are open to all students from any campus.

Norwalk Community College

| Event/Activity | Audience | Semester |
|---|--------------|---------------------------|
| Presenters from multiple content areas | All Students | Fall 2022/ Spring 2023 |
| Acknowledgement of and learning opportunities for Cultural and celebratory months & holidays | All Students | Fall 2022/ Spring 2023 |
| Professional Speakers/Presenters in various areas via NCC Clubs (Archeology, Career Success, Japanese Language & Culture, Accounting, Women in STEM, Environmental Science) | All Students | Fall 2022/ Spring 2023 |
| College Tours | All Student | Fall 2022/ Spring 2023 |
| Alternative Spring Break Trip | All Students | Spring 2023 |
| Broadway Show(s) | All Students | Fall 2022/ Spring 2023 |
| Student Worker Job Fair | All Students | Fall 2022 |
| Fresh Check Day (Mental Health Awareness) | All Students | Fall 2022 |
| Fall Fest | All Students | Fall 2022 |
| Exploring Majors Fair | All students | Fall 2022/ Spring 2023 |
| Career Fair | All students | Spring 2023 |

Quinebaug Valley Community College

| Event/Activity | Audience | Semester |
|--|-----------------------|---------------------------|
| Monthly cultural programming events and speaker series | All students | Academic year |
| Monthly movie screenings | All students | Academic year |
| Springfest and Gradfest | All students | Academic year |
| Third Thursdays in Willimantic | All students | Academic year |
| PTK Conference | PTK students | Academic year |
| Poetry Readings | All students | One in fall/one in spring |
| Build A Bear Events | All students | One in fall/one in spring |
| Guest speakers by major | All students in major | Academic year |

EXAMPLES OF CO-CURRICULAR EVENTS/ACTIVITIES AVAILABLE TO OUR STUDENTS**Three Rivers Community College**

| Event/Activity | Audience | Semester |
|--|---|-----------------|
| Fresh Check Day: mental health and suicide awareness event with community partners such as Reliance Health, Norwich PD, Safe Futures, etc. | All students | Fall |
| Piece of Mind Mental Health and Wellness Symposium | All students | Spring |
| Student Veterans Job Search Strategies Info Session | Active-duty students and student veterans | Spring |
| Lavender Graduation | LGBTQIA+ students and their allies | Spring |
| Stress Reduction Events – Yoga, self-care valentines, Tai Chi, & Meditation Workshops | All students | Fall/Spring |
| Cultural demonstration with Pamela “Screeching Hawk” Massey from Mohegan Tribe | All students | Fall |

Tunxis Community College

| Event/Activity | Audience | Semester |
|--|-------------------------------------|----------------------------|
| Juneteenth Ice Cream Social | All students | Summer 2022 |
| <i>Macbeth</i> on Broadway | Students in CRN 1342 Shakespeare | Spring 2022 |
| Speaker - Lt. General Mike Moeller, USAF Ret. Sponsored by Business Club | All students | Spring 2022 |
| Free Bus Trip to MASS MoCA (Museum of Contemporary Art) - North Adams, MA | All students | Spring 2022 |
| International Week - Free Food all week representing Puerto Rico, Pakistan, Thailand, and Italy | All students | Spring 2022 |
| Civic Engagement Institute: Mayor of Bristol, 'Civic Engagement & The State of Politics Today' | All students | Spring 2022 |
| Civic Engagement Institute: Russian Invasion of Ukraine | All students | Spring 2022 |
| Free Copper Beech Institute Meditation Event sponsored by the Healthy Minds Club | All students | Spring 2022 |
| Cultural Diversity Speaker Kamora Harrington sponsored by Community Outreach Club | All students | Spring 2022 |
| Random Acts of Kindness Day sponsored by multiple clubs | All students | Spring 2022 |
| Earth Week: 2022 https://tunxis.libguides.com/earthweek/2022 | All students | Spring 2022 |
| Free Bus Trip to Hartford - Meet Matt Fleury, Mummies Exhibit at CT Science Center and Festival of Trees at Wadsworth Atheneum | All students | Fall 2021 |
| Free Bus Trip to Brooklyn Museum to view Obama Portraits Exhibit | All students | Fall 2021 |
| College negotiated free tickets to Hogpen Hills Farms Sculpture Park | All students | Fall 2021 |
| First Lady of Iceland Eliza Reid 'From Reykjavik to Connecticut: Gender Equality 2021 - The Icelandic Experience' Virtual Talk | All students | Spring 2021 |
| Virtual Tour of Sydney Opera House | All students | Spring 2021 |
| Black History Virtual Tour of the United Nations | All students | Spring 2021 |
| Black Women-Owned Businesses Virtual Panel | All students | Spring 2021 |
| Free tickets to New Britain Bees and Hartford Athletics | All students | Summer 2021 Summer 2022 |
| Numerous entertainment/fun events, including game nights, students staying overnight in the lounge, May the 4th Star Wars celebration, Smash Brothers tournament, Sea Tea virtual comedy night, virtual bingo, Halloween party | All students | Ongoing |
| Spring Care Packages, Thanksgiving Care Packages from TxCC Food Pantry | All students | 2020 through 2022 |

The campus visions for student activities over the next two years as we transition to a single college.

| | |
|--|---|
| <p>Asnuntuck Community College</p> | <ul style="list-style-type: none"> As we transition to a single college, the ACC OSA will prioritize increased collaboration with the other 11 community colleges. We will emphasize standardization of work and focus on diversity, equity, and inclusion across the 12 campuses in delivering co-curricular programming. As the Chairperson of the Directors of Student Activities Council, the ACC Director of Student Activities will encourage the council to push for more sharing of resources among the 12 campuses. An example of this is sharing buses regionally to attend events at different campuses – perhaps a play at Naugatuck Valley Community College’s theater or hearing a well-known speaker at Gateway Community College. |
| <p>Capital Community College</p> | <ul style="list-style-type: none"> The primary vision for Student Activities is to grow membership in all clubs and organizations with committed support staff. Additionally, Student Activities envision developing more effective methods to engage our working/parents class. Last, Student Activities look forward to building events that not only engage our student population, but the community as a whole. |
| <p>Gateway Community College</p> | <ul style="list-style-type: none"> Over the next two years, GCC’s campus vision for student activities is to get students reengaged and comfortable in the college setting, and to expand our collaborations with campus and community constituencies to support student enrollment, retention, and success. Student activities will continue to transition from the 100% virtual activities that we provided to our students during the COVID pandemic to a mainly in-person model with hybrid features model. As the only CT State campus with an athletic program, GCC will also be a leader in CT State, our system, and in the region with respect to promoting and integrating student academic, interpersonal and athletic success. |
| <p>Housatonic Community College</p> | <ul style="list-style-type: none"> The vision for student activities over the next two years as we transition to a single college is to collaborate with all 12 Community Colleges in the system to put on programming for all students to attend cross campus. We started this during the pandemic with virtual events, but we would like to expand it by allowing our students to attend and bus them to different campuses across the system to participate in programs in person. Another goal is to allow our clubs to work together system wide to put on major programs, such as conferences and concerts. We would love to have a couple Student Senate meetings in a semester with all 12 campuses to share ideas and collaborate on programming. |
| <p>Manchester Community College</p> | <ul style="list-style-type: none"> We are currently concluding the search for a new Director of Student Activities at Manchester. The anticipation is that the new Director will reimagine the office and programming as we now have an entirely new student population and a significant number of new faculty and staff, so it is an opportune time to improve processes and programming. |
| <p>Middlesex Community College</p> | <ul style="list-style-type: none"> MxCC operates under a holistic approach to our student activities planning and event program and will continue to do so over the next two years. We believe in meeting students where they are and providing a series of events that are not only fun and engaging, but provide students with tools to address mindfulness, stress, anxiety, leadership, and physical well-being. MxCC hired a new Student Activities Director who is focused on developing and implementing leadership training going forward. |
| <p>Naugatuck Valley Community College</p> | <p>At NVCC, student activities are driven by the students themselves. Activities have not yet been planned for AY22-23, as our SGA returns to campus in early August. This is when they begin planning their yearly activities for the upcoming academic year. Their activities will be similar to those offered in past years, but no specifics are available at this time.</p> |
| <p>Northwestern CT Community College</p> | <p>The vision is to engage in student governance as part of the CT State structure and be well represented and to provide fulfilling co-curricular activities that improve student retention and completion.</p> |
| <p>Norwalk Community College</p> | <ul style="list-style-type: none"> Engaging and reengaging students, specifically by expanding Student Activities’ reach with more collaborative programming and projects, both within NCC and with other CSCC. Over the past semester, we have been programming with HCC and GCC, and it has been a beneficial partnership, allowing us to have larger scale programs that engage more students. We have also created a few different programmatic opportunities that have been opened to all CSCCs and are working to do some larger scale student leadership events. |

The campus visions for student activities over the next two years as we transition to a single college.

| | |
|--|--|
| | <ul style="list-style-type: none"> • Create a stronger partnership with faculty to bring in speakers and create programs that are in line with their specific curriculums. • Creating more, tangible, student leadership training and opportunities, i.e. training for campus club executive boards, comprehensive student leader programs. • Student Activities, in tandem with all campus areas, is making a robust effort to “meet students where they are,” creating programming that is both engaging and educational, but also ensuring that programming is designed to meet the needs of our student population. This means striking a balance between having a tangible, and concrete, campus presence, but also guaranteeing that students learning from home also have opportunities to participate in college events. An example of this is creating, and continuing to provide, a hybrid model for Student Government meetings and select programs. Students are welcome to attend in-person or via WebEx. |
| <p>Quinebaug Valley Community College</p> | <ul style="list-style-type: none"> • Over the next year, we intend to open more face-to-face opportunities for student activities including possible student trips and onsite festivals (grad fest and spring fest). |
| <p>Three Rivers Community College</p> | <ul style="list-style-type: none"> • The wonderful thing about student activities is the ability for each campus to cater to the needs of our students and the activities they want. We anticipate being able to continue to do this as we merge and grow into CT State. Our vision includes having events that are student driven and engage them in various points of intersectionality in their lives. We plan to continue to offer programming that focuses on equity, mental health, cultural competencies, intersectionality, etc. Additionally, we will continue to offer programming centered around improving campus culture and allowing students to have fun outside of the classroom. • Students who engage in any activity are, in fact, learning something to take with them into their careers. Social, craft, and enrichment events give students the opportunity to practice soft skills like communication, critical thinking, leadership, teamwork, and problem-solving, to name a few. |
| <p>Tunxis Community College</p> | <ul style="list-style-type: none"> • Coming out of the pandemic, TxCC is strongly positioned. We do not have to rebuild or start from scratch. That being said, the areas we would like to work on are: <ul style="list-style-type: none"> ○ DEI – we have more Muslim students on campus. We need to actively work to engage them more. ○ DEI – while we have made great strides in having students of color active in the lounge and student clubs, we need to continue efforts in this area. ○ Advisors – we need to improve our process for identifying and training club advisors. ○ Lounge – the lounge is heavily populated by male students. While the lounge is very welcoming, we need to make sure students of all genders feel welcome. ○ Food insecurity – marketing the Tunxis pantry in ways that connect to students, having more food events across campus to reach different students, continue strengthening our community relationships. ○ Making sure student clubs are active and responsive to changing student interests. This semester (in the pandemic) two student clubs formed: the Jam Club and the Robotics Club. ○ Continue to offer a robust offering of off-campus experiences for students. Discussion topics have included a trip to Iceland, a trip to the Army-Navy game in 2023, and continuing to offer diverse, exciting, and fun co-curricular activities. ○ Engage new faculty in co-curricular activities. Many of our best efforts have resulted in collaboration between faculty and student services. ○ Explore partnerships with CCSU, where many TxCC students transfer. We are currently discussing a pilot housing project and other initiatives. ○ Resuming the ‘No Wrong Door’ event in Fall 2022 in partnership with Farmington community partners; continuing to find resources and initiatives to support our Veteran students. ○ Partner and collaborate with BOR and sister community colleges when it makes sense to make sure our students avail themselves of all opportunities. ○ Engaging students in the mentoring program, due to be rolled out in the upcoming academic year. |

How the campuses intend to continue to engage student leaders in governance as we transition to CT State.

| | |
|---|---|
| Asnuntuck Community College | As we transition to CT State, we will increase our offerings of leadership training to all students. We will develop more communication highways to the other 11 community college campuses so that our leaders can seamlessly collaborate with students all over the state. The Directors of Student Activities Council is currently working on the development of a leadership training program for all student leaders from the 12 community colleges to attend. We want to create and share co-curricular programming that has intent and purpose. The more we collaborate across our 12 community colleges, the better chance we have at promoting diversity, equity, and inclusion, giving our students a sense of belonging. |
| Capital Community College | <ul style="list-style-type: none"> The most effective practice to engage student leaders is to have committed advisors assigned to their clubs and organizations that provide organization and structure. Student leaders also need organized workshops to learn more about leadership development. |
| Gateway Community College | <ul style="list-style-type: none"> As we transition to Connecticut State Community College, the importance of ensuring that we are meeting the needs of our students and our local communities will increase, and the role of students in the life of the campus will also expand. We will ask students to become formal members of the shared governance committees of the college and to expand their participation in committees and projects (e.g., Enrollment Management, Master Planning) that will ultimately affect their experience and opportunities at the GCC campus. |
| Housatonic Community College | We will continue to provide our students with a variety of leadership opportunities on and off campus and our goal is to work with other student leaders across the system to put on conferences, attend some as a system and collaborate with them on various events cross campus. |
| Manchester Community College | <ul style="list-style-type: none"> The new Director will be taking over our leadership development program and advising the SGA, which appoints all student representatives to governance committees on campus. MCC will be sending students to our system-wide leadership program in the fall being coordinated by the Activities Directors Council. |
| Middlesex Community College | <ul style="list-style-type: none"> MxCC provides opportunities to engage students in leadership development, which includes governance. MxCC’s Student Senate has taken a strong interest in issues of governance and consolidation, all from a positive perspective. |
| Naugatuck Valley Community College | In addition, NVCC actively recruits students to participate on system-level committees when asked. |
| Northwestern CT Community College | We expect to fully participate in CT State student governance processes and represent our campus in student governance and develop competent leaders among our students. |
| Norwalk Community College | As we transition, it is our hope that we will be able to share resources and exchange ideas that will provide students with more opportunities to both learn and contribute. |
| Quinebaug Valley Community College | Where applicable, QVCC students, staff, faculty, and administration will serve on CT State Shared Governance Committees to ensure our college’s perspective is heard and provided input. |
| Three Rivers Community College | <ul style="list-style-type: none"> We are also hopeful that a student from each campus will continue to have a seat on the Student Advisory Committee. |
| Tunxis Community College | <ul style="list-style-type: none"> Students have been engaged in the discussions about consolidation when BOR staff have come to campus. The SGA President has attended system meetings of counterparts to engage in these discussions. We would support continuation of these efforts. |



CSCC Student Activities Committee Final Report



The final report includes the recommendations to the Connecticut State Community College leadership team concerning the structure of Student Activities on each campus when the consolidation is complete.

Submitted by Karen Blake & Alycia Ziegler, reviewed by Student Activities Directors, Committee Members & Student Representatives for all 12 campuses.



Table of Contents:**SECTION 1 - Staffing**

- Student Activities Offices on each branch campus
- Club Advisors

SECTION 2 – Student Activity Fund

- Comptroller’s Guidelines
- Trustee Accounts
- Revenue - SAF Fees
- Shared Systems & Regional Events on each campus
- Bi-Annual CT-State Summit
- Student Public Transportation Fee
- Campus Honor Societies & Funding

SECTION 3 – Purchasing requirements within the Student Activity Fund

- Purchase requisitions
- College Credit Card purchases-PCard
- Petty Cash Check
- Method of Collecting Electronic Funds

SECTION 4 - Travel Authorization Process & Liability Waiver

- Systemwide Travel Authorization Process
- Sample of Travel Authorization Process
- Liability Waiver for Participants of Campus Activities using Student Activities Funds (SAF)
- Sample of Liability Waiver

SECTION 5 – Marketing & Public Relations in Student Activities

- Social Media Accounts
- Public Relations

SECTION 6 – Student Governments & Constitutions (Bylaws)

- Student Activities Handbooks
- Constitutions
- Student Advisory Council – System Committee

SECTION 7 – Appendix A-E

- A – Draft of Advisor Agreement
- B – PTK information for one college with branch campuses
- C – Draft Student Activities Systemwide Purchasing Form for Student Activities Fund (SAF)
- D – Draft Systemwide Travel Authorization Process
- E – Draft Systemwide Waiver Template

SECTION 1: Staffing

Recommendation of staff to be located on each branch campus:

- Offices should be staffed with a minimum, one full-time Director of Student Activities and a full-time secretary.
- Medium to large sized campuses should have an Assistant Director of Student Activities. (Norwalk, Housatonic, Naugatuck, Three Rivers, Tunxis, Gateway, Manchester, and Capital).
- Larger campuses should have one to two, 17 hr. EA's - Norwalk, Naugatuck, Manchester, and Gateway. Smaller campuses should have at least one.

Club Advisors:

- Advisors – Full time faculty and staff are allowed on all branch campuses to advise student clubs; Part-time faculty and staff can assist a club if a full- time member is the main advisor.

Note:

- AR's (additional responsibilities) are used by some club advisors, need accountability for using these AR's; Need to set up a communication channel between administration and Student Activities Directors when faculty request AR's to monitor club activity.
 - Some faculty advisors on branch campuses teach five courses and advise clubs without any additional responsibilities added to their contract.
- Maximum number of clubs a faculty/staff employee can advise - two
- System Office needs to create one advisor agreement concerning rules, regulations, and advisor liability when they are assigned a club to advise. This includes on-campus and off-campus club activities and an outlined advisor responsibility agreement when advising a club.
- See **Appendix A** for sample Systemwide Advisor Agreement

SECTION 2: Student Activities Funds (SAF)

Comptroller's Guidelines:

- All branch campuses follow the comptroller's guidelines for Student Activity Funds
<https://www.osc.ct.gov/manuals/activitywelfare/manual.htm>

Trustee Accounts:

- Based on the comptroller's guidelines, the trustee accounts set up on each campus continue to be controlled by the branch campuses SGA & Student Activities Director as individual trustee accounts.

Note:

- To date, each branch campus has SAF funds in their trustee account that consists of club fundraised funds, along with Student Activities Fees collected from current and past students. Even though the system is consolidating into one community college campus, each campus has unique codes for clubs, student government, and activity offices. It is in the best interest of the single college to maintain these codes and separate accounting books for each branch campus. To try to undo this system would cause significant confusion and detriment to existing funding and programming on campuses.
- Additionally, the system office should employ two accountants whose sole responsibility is to

maintain the club codes and balance the books for each branch campus. Smaller campuses only need one accountant assigned.

Revenue & SAF Fees:

- Revenue from enrollment (Student Activity Fund) is based on each campus's enrollment numbers. One set fee for SAF is recommended across all campuses - \$10.00 for part-time/\$20.00 for full-time students.

Note:

Currently, the 12 campuses have fees voted by the SGA and are different on each campus. We recommend the final vote be from the Board of Regents Student Advisory Council in the future where each branch campus has representation to set the fee across all branch campuses.

Shared Systems & Regional Events on Each Campus:

- As campus SGA's select and fund events throughout the academic year, campuses can invite other campus sites to participate in activities. Examples of these events include Virtual Trivia Nights, Campus Plays, Poetry Events, Cultural Events, Movie Nights, Bus Trips, Leadership Training, and guest speakers to name a few.
- Transfer of funding can be at the discretion of the campuses involved in event collaboration. At events with collaboration of multiple campuses, enter to wins and prizes can be available to all students from the 12 campuses.
- A systemwide CT State Student Activities calendar is recommended for all campuses updated by Student Activities Directors/SGA's on upcoming events at each campus. On this calendar, regional events and systemwide events along with every campus offering. Determination of method of calendar, whether TEAMS, Excel spreadsheet to be determined by Student Activities Council.

Bi-Annual CT-State Summit:

- Each branch campus SGA will participate in this leadership training program for students. The event will be held bi-annually, at a centrally located campus for all students to participate.
- Leadership training funds from campuses SAF budgets will support this program for students as a collaborative effort.

Student Public Transportation Fee

- All colleges, except for NVCC & Quinebaug, have the systemwide UPASS at a cost of \$40 per **semester**, per student. NVCC has NV-Rides, at a cost of \$10.00 per student. Quinebaug has no public transportation currently available. The final decision is TBD.

Campus Honor Societies & Funding:

PTK – Phi Theta Kappa:

Requirements of Chapters - Every community college in CT has a Phi Theta Kappa chapter. We want to maintain the identity of each chapter on each campus without merging them. This structure can be seen at different merged campuses throughout the United States. Each chapter is required to:

- Have approved bylaws on file with PTK Headquarters in Jackson, MS. These bylaws should be reviewed annually.
- Appoint at least one advisor to the chapter to oversee all activities, events, and membership campaigns.

- Complete an annual report about funding and activity from the prior year.
- Recruit and induct members at least once per calendar year according to the PTK International Constitution. Members must be enrolled at the chapter's institution, have completed at least 12 hours of coursework towards an associate degree (or 6 hours of coursework towards a one-year Certificate) and have at least a 3.5 GPA.

Chapters can be involved at the regional and international level by attending events throughout the year. These events allow members to meet individuals from across the world, hear engaging speakers, learn skills, experience large transfer institution fairs, and many other experiences. As a result, each chapter has the need to be funded accordingly. These funds should not be distributed from the student activities budget because the events are academic in nature, the membership is exclusive to only certain individuals, and the chapter oversight is by academic and student leaders. The amount of funding provided should be from the operating budget in the amount of \$15,000-\$20,000. This cost does not need to vary greatly according to the size of the campus because each chapter tends to have a core number of active members engaged in projects. These members find the events inspirational and life-changing experiences have occurred for our students.

Note:

Please see **Appendix B** for summary on PTK

Confirmed - Honor Societies currently on college campuses include:

NVCC has PTK plus Alpha Beta Gamma - Business & Professional Honor Society - NVCC follows the national guidelines. - <https://abg.org/> NVCC also has Lambda Epsilon Chi (LEX) Paralegal Honor Society they follow national guidelines-
<https://www.aafpe.org/lex>

MCXX – PTK & Mu Alpha Theta – Math Honor Society - MxCC follows the national guidelines -
<https://mualphatheta.org/>

TRCC – Epsilon Pi Tau and PTK

QVCC – has the following honor societies active besides PTK:

Alpha Beta Gamma; Epsilon Pi Tau; Tau Upsilon Alpha - They are listed on the following webpage:
https://qvcc.edu/programs/academics/honor_societies/

Capital has ABG active along with PTK

Northwestern – PTK only

Gateway – PTK only **MCC** - PTK

SECTION 3: Purchasing within the Student Activities Funds (SAF)

Student Activity Fund Purchase Requisitions:

- It is recommended that when consolidating to one college, a systemwide form be created from Purchasing shared services for Student Activities Funds.

Please see **Appendix C** - Sample of Systemwide Purchasing Form for Student Activities Funds

Note:**Due to audits using Student Activities Funds:**

- This form should include a signature area for student representative, Student Activities Director, along with the club advisor to sign off for approval.
- This form should be accompanied by meeting minutes from the student clubs approving the expenditure.
- This paperwork and signatures are to be kept on file for auditing purposes by the purchasing department for up to 4 years along with all invoices signed off.

Note:**Rah Rah & Anthology Software Demonstrations**

- Rah Rah was demonstrated for the Student Activities Directors, and it was determined that the product was wonderful for the holistic supports for students but was ineffective for use within student activities as it did not have the bandwidth to handle the back-end management that is needed in our respective departments.
- Software like Anthology which has the back-end management needed for club purchasing and finance be prioritized for purchase to align the CT State community college with our sister institutions Eastern and Southern. A demonstration was conducted for all Student Activities Directors within the last year.
- Anthology Software, if purchased for all 12 community colleges, would handle all this paperwork. This software is used by Three Rivers Community College, UCONN, Eastern and Southern currently.

Purchasing Card:

- Each Student Activities Office Director be issued at least one credit card (PCard) for purchasing items.
- Larger campuses should have a \$30,000 limit with a \$2,000 per transaction limit.
- Medium campuses should have a \$20,000 limit with a \$2,000 per transaction limit.
- Small campuses should have a \$10,000 limit with a \$1,500 per transaction limit.
- Assistant Directors of Student Activities, Secretaries, and part-time educational assistants should be given purchasing cards with limits that align with their campuses.
- It is recommended that when shared services create the SAF purchasing form they add a check box to make the purchase by credit card instead of Purchase Order.
- This form should include a signature area for student representative, Student Activities Director, along with the club advisor to sign off for approval.
- This form should be accompanied by meeting minutes from the student clubs approving the expenditure.
- This paperwork and signatures are to be kept on file for auditing purposes by the purchasing department for up to 4 years along with all invoices signed off.
- Smaller limit purchasing cards should be investigated for student use on campus to help expedite purchasing.

Petty Cash Check issued for Student Activities Director:

- Each campus director should be allowed to have petty cash checks assigned to their office for last minute purchases for events by students and staff. This petty cash check should be reconciled with proper backup before a new petty cash check is issued to the director.
- Each purchase must be accompanied by meeting minutes from the students approving the expenditure along with the proper signatures.

- This paperwork and signatures are to be kept on file for auditing purposes by the State of CT for up to 4 years along with all invoices signed off.
- Larger branch campuses should be issued up to \$1000 petty cash checks and smaller campuses, \$500.

Campus Purchase Orders handled by Shared Services Purchasing staff:

- Each Student Activities Office should have a member of purchasing staff assigned to handle the creation of purchasing requisitions for vendors.
- A member of the purchasing team should be responsible for ensuring that each campus has access to house accounts (ex. Big Y, Shoprite, BJ's Wholesale Club, etc.)

Method of Collecting Electronic Funds:

- Each Student Activities Office should have an electronic method of payment for students through Touchnet. This would allow students to pay for an event or clubs can use the device when hosting fundraisers. Finance would need to explore the safest method of payment for students. It needs to be some type of credit or debit card reader linked to the SAF for deposits only.

SECTION 4: Travel Authorization Process & Liability Waiver

Travel Authorization Process for Campus Activities:

- Advisors/Student Activities Directors must fill out the Systemwide Travel Authorization Form prior to traveling with students using Student Activities Funds.

Sample of Systemwide Travel Authorization Forms:

- See **Appendix D** for sample of Travel Authorization forms

Liability Waiver for Participants of Campus Activities:

- Each participant (students & guests) must fill out the Systemwide Waiver to attend campus events & trips.

Sample of Systemwide Waiver Form

- See **Appendix E** for sample of systemwide waiver

SECTION 5: Marketing & Public Relations in Student Activities Social Media Accounts:

- Each branch campus should be able to maintain student activities social media including Facebook, twitter, Instagram, TikTok, Snapchat, etc.)
- Systemwide process for creating these accounts should be developed for all branch campuses.

Note:

A student, club or organization seeking authorization for a new site will be expected to submit a plan that defines the purpose of the site and how its content will be managed. A representative from the Student Activities Office or a faculty advisor must be designated as one of the administrators of the social media site. All new sites require approval from the Director of Student Activities and the Systemwide Marketing Department. A file of the plan will be kept with the Student Activities Department of each branch campus. The plan may be as simple as a list of

responsible administrators who will keep the password and log in information and will assure that the content is current.

Public Relations:

- Each branch campus should be assigned a shared services marketing department employee to handle public relations and advertising of Student Activities Events.
- Marketing shall help Student Activities and student clubs create flyers, brochures & posters for campus events.

SECTION 6: Student Governments & Constitutions (Bylaws)

Constitutions/ Student Activity Guidelines:

Each branch campus should provide student organizations with information and guidelines in the form of a student handbook that contains information specific to each branch campus.

Each campuses SGA should be in control of their own constitution on their campuses. Making changes they deem necessary for the wellbeing of the student body through voting.

- Each campus holds election of their SGA Officers for the upcoming academic year before the end of the spring semester for the following academic year.
- These officers are considered working positions and offer a \$500 scholarship/stipend/grant to each SGA officer who performs their assignments at the end of the fall and spring semesters. SGA Officers must complete their assigned tasks based on branch campus activities, have a passing GPA and hold office hours. Final disbursement to be determined by the Student Activity Director located on the branch campus.
- Student senators should be allotted \$200.00 for their work planning activities and representing the student body. SGA Senators must complete their assigned tasks based on branch campus activities, have a passing GPA and hold office hours. Final disbursement to be determined by the Student Activity Director located on the branch campus.
- Funding for these positions to be allocated on branch campuses thru SGA SAF budgets and voted on by each campus.
- Individual campuses SGA determine a budget based on revenue projected for clubs, events and other activities based on their constitution and by- laws.
- SAF funding is contingent on club secretaries filing meeting minutes with the Student Activities Office and branch campus constitutions/bylaws. This will ensure to auditors that clubs are active with student participation.

Student Advisory Council – System Committee:

- Each campus shall hold elections for their SAC representative for the following academic year prior to the end of the spring semester to ensure branch campus representation.
- This should be a two-year position when possible.
- There is no term limit for a SAC representative to hold office.
- All branch campus representatives will abide by the SAC bylaws

While we are consolidating into one system, it is crucial to recognize that each campus does have unique features and processes that should be honored and allowed to continue after the merger.

SECTION 7: Appendix A-E

Appendix X: Behavioral Intervention Protocols

Purpose: The Behavioral Intervention Team (BIT) is a group of faculty, staff, and managers who meet to manage and promote a safe and nurturing learning environment for our students so they can focus on achieving their academic goals. BIT receives referrals from faculty/staff regarding any student identified as a person of concern. The BIT will review the situation and if appropriate, create a planned approach to assessing the threat and taking appropriate action.

BIT responsibilities:

- Educate faculty/staff on the purpose of the BIT and how to identify and report behavior of concern that may disrupt the learning environment.
- Identify and recommend professional development opportunities for faculty/staff to effectively identify and help mitigate early warning signs of potential behavior that disrupts the learning environment.
- Receive, review and maintain a record of information about such concerns regarding student behavior.
- Refer any student concern reported to the BIT that may be a threat/mental health or conduct issue to the appropriate office for immediate action.
- Perform initial assessment of behavior risk and develop a support plan to mitigate and/or eliminate such behavior.
- Identify policy and procedural issues and make recommendations for change of the Student Code of Conduct that may help to eliminate such behavioral concerns before they occur.
- Meet at least twice a semester, or as necessary, to review referrals, responsibilities, procedures, protocols and access effectiveness and compliance with institutional policies.
- Meet on an as needed basis with other campus teams (Emergency Response Team, Campus Resource Team, Emergency Medical Response Team) to coordinate efforts.
- Provide a summary report at the end of each academic year on the referrals to a designated individual at the system office so information can be used to help direct any potential changes to the Student Code of Conduct.

Areas of concern categories:

- Threat
- Conduct
- Mental Health
- Inappropriate Behavior

Appendix X: Behavioral Intervention Protocols

BIT team membership:

- Campus Associate Dean of Students
- Counselor
- Public Safety representative
- Faculty representative (2)
- Disability services representative
- Student Affairs representative
- Academic Affairs representative
- GPA1 representative

Training for BIT members

- Autism Spectrum
- Student Code of Conduct
- Mental Health Awareness
- Narcan
- Suicide Prevention
- Campus Emergency Procedures

Professional Development for faculty/staff, including BIT members

- Different Learning Styles
- Student Code of Conduct
- Mental Health Awareness
- Campus Emergency Services

Protocols for Interventions

| Behavior Level | Refer to |
|-----------------------|---|
| Mild | Dean of Student Affairs (DOSA) |
| Moderate | DOSA, BIT |
| Elevated | DOSA, BIT, Counseling, Campus Police/Public Safety |
| Critical | 911, DOSA, BIT, Counseling, Campus Police/Public Safety |

NABITA’s Risk Rubric should be consulted, from D-Scale Life Stress & Emotional Health to E-Scale Hostility & Violence to Others.

If the behavior is **mild**, faculty member/staff should be fully trained in classroom management techniques. If the faculty member cannot resolve the behavior themselves after two attempts, the faculty member should forward the name, student ID and description of concerning behavior/s to the Associate Dean of Student Affairs for review and recommendations on possible action.

Staff should contact their supervisor if not able to address mild behaviors. If staff and supervisor cannot resolve the behavior, they should forward the name, student ID and description of concerning behavior/s to the Associate Dean of Student Affairs for review and recommendations on possible action.

If the behavior is **moderate**, faculty members should schedule a meeting with the student. If that does not resolve it, the faculty member may refer the student to TimelyCare, Counseling or Associate Dean of Student Affairs. The Associate Dean would convene the BIT for review and recommendations on possible action.

Staff should contact their supervisor and/or the Associate Dean of Student Affairs.

If the behavior is **elevated**, the faculty member/staff should seek assistance from appropriate campus offices: Dean of Student Affairs, Campus Police or Public Safety, Counseling, Disability Services, etc.

If the behavior is **critical**, the faculty member/staff should seek immediate assistance by calling 911, contacting the Dean of Student Affairs and/or Campus Police of Public Safety.

Recommendations on Appropriate Interventions

Mild Behavior

Academic division provide regular training so faculty have adequate classroom management techniques, faculty be trained in different student populations (Veterans, LGBTQ+, students with disabilities, minoritized students, etc.).

Staff provided similarly appropriate training in different student populations, front line/customer service training, familiarity with college resources. Appropriate faculty/staff member have conversation with student to address mild behavior concerns. If student is feeling socially isolated, refer to Counseling and Student Activities/SGA to help foster friendship and build social network on campus. Assess if student may need disability services.

Moderate Behavior

Use Advocate/Simplicity to document any behaviors that may be of concern. Have student meet with appropriate campus resources, including TimelyCare, Counseling, Dean of Student Affairs. Have appropriate follow up with student. Assess social media. May provide referral to outside services. Make student aware of consequences of continuing this behavior. Develop care plan, if necessary.

Elevated Behavior

Dean of Student Affairs schedules meeting with student, Counseling may do a wellness check. Apprise student of any possible Student Code of Conduct violation and possible consequences. Coordinate with Campus Police/Public Safety if necessary. Make appropriate referrals to outside resources. Evaluate parent/guardian emergency contact information. Apply appropriate restrictions to mitigate any ongoing risk.

Critical Behavior

Contact Campus Police, Local Police or 911. Obligatory notification of parent/guardian. Issue mandated assessment once all are safe. Implement student discipline procedures. Provide guidance, support and safety plan to referral source/stakeholders. Notify senior college management and BOR, if appropriate. Evaluate need for involuntary withdrawal.

NaBITA Risk Rubric

D-SCALE

Life Stress and Emotional Health

DECOMPENSATING

- ▲ Behavior is severely disruptive, directly impacts others, and is actively dangerous. This may include life-threatening, self-injurious behaviors such as:
 - ▲ Suicidal ideations or attempts, an expressed lethal plan, and/or hospitalization
 - ▲ Extreme self-injury, life-threatening disordered eating, repeated DUIs
 - ▲ Repeated acute alcohol intoxication with medical or law enforcement involvement, chronic substance abuse
 - ▲ Profoundly disturbed, detached view of reality and at risk of grievous injury or death and/or inability to care for themselves (self-care/protection/judgment)
 - ▲ Actual affective, impulsive violence or serious threats of violence such as:
 - ▲ Repeated, severe attacks while intoxicated; brandishing a weapon
 - ▲ Making threats that are concrete, consistent, and plausible
 - ▲ Impulsive stalking behaviors that present a physical danger

DETERIORATING

- Destructive actions, screaming or aggressive/harassing communications, rapid/odd speech, extreme isolation, stark decrease in self-care
 - Responding to voices, extremely odd dress, high risk substance abuse; troubling thoughts with paranoid/delusional themes; increasingly medically dangerous binging/purging
 - Suicidal thoughts that are not lethal/imminent or non-life threatening self-injury
- Threats of affective, impulsive, poorly planned, and/or economically driven violence
- Vague but direct threats or specific but indirect threat; explosive language
- Stalking behaviors that do not cause physical harm, but are disruptive and concerning

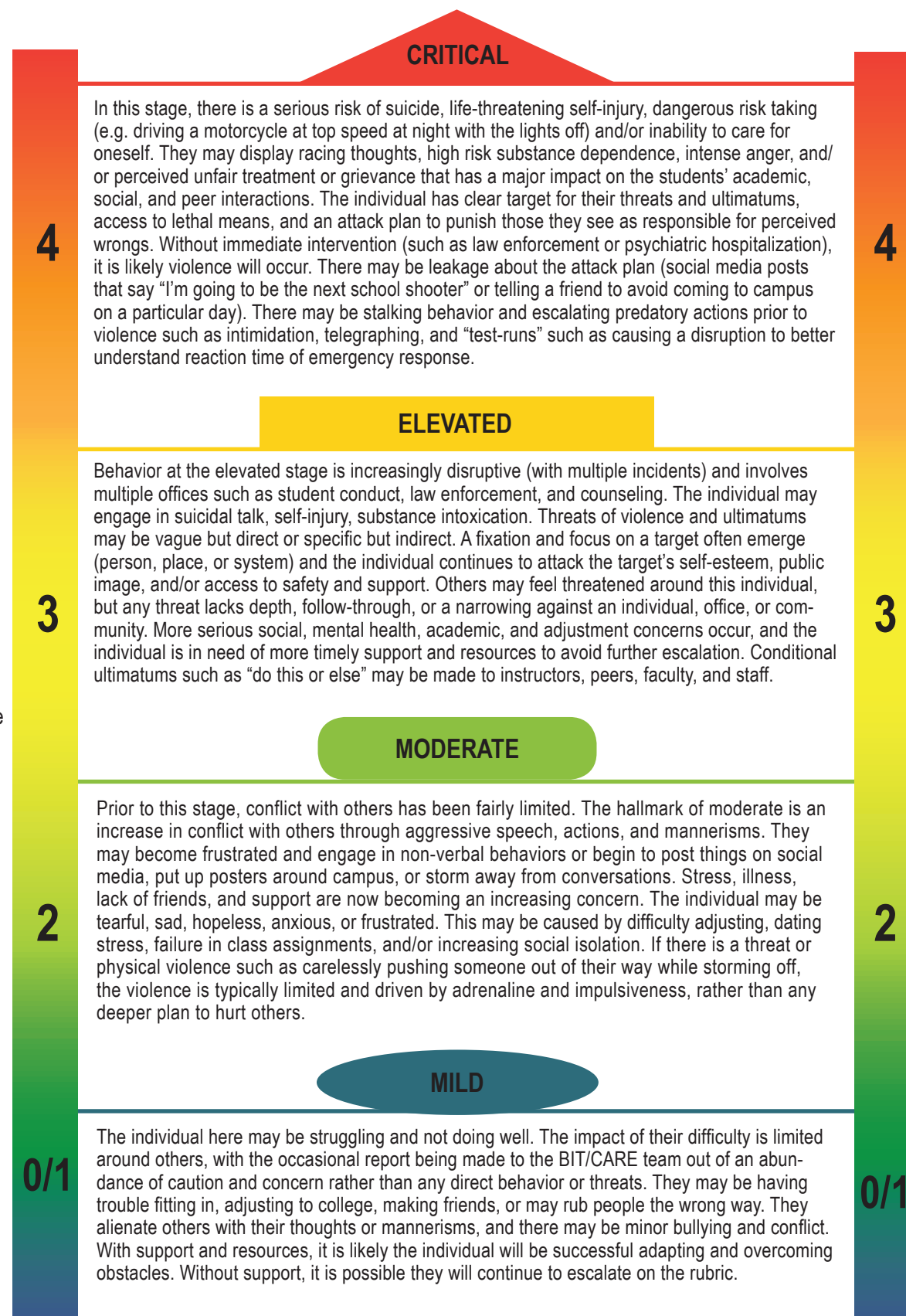
DISTRESSED

- Distressed individuals engage in behavior that concerns others, and have an impaired ability to manage their emotions and actions. Possible presence of stressors such as:
 - Managing chronic mental illness, mild substance abuse/misuse, disordered eating
 - Situational stressors that cause disruption in mood, social, or academic areas
 - Difficulty coping/adapting to stressors/trauma; behavior may subside when stressor is removed, or trauma is addressed/processed
- If a threat is present, the threat is vague, indirect, implausible, and lacks detail or focus

DEVELOPING

- ◆ Experiencing situational stressors but demonstrating appropriate coping skills
- ◆ Often first contact or referral to the BIT/CARE team, etc.
- ◆ Behavior is appropriate given the circumstances and context
- ◆ No threat made or present

OVERALL SUMMARY



CRITICAL

In this stage, there is a serious risk of suicide, life-threatening self-injury, dangerous risk taking (e.g. driving a motorcycle at top speed at night with the lights off) and/or inability to care for oneself. They may display racing thoughts, high risk substance dependence, intense anger, and/or perceived unfair treatment or grievance that has a major impact on the students' academic, social, and peer interactions. The individual has clear target for their threats and ultimatums, access to lethal means, and an attack plan to punish those they see as responsible for perceived wrongs. Without immediate intervention (such as law enforcement or psychiatric hospitalization), it is likely violence will occur. There may be leakage about the attack plan (social media posts that say "I'm going to be the next school shooter" or telling a friend to avoid coming to campus on a particular day). There may be stalking behavior and escalating predatory actions prior to violence such as intimidation, telegraphing, and "test-runs" such as causing a disruption to better understand reaction time of emergency response.

ELEVATED

Behavior at the elevated stage is increasingly disruptive (with multiple incidents) and involves multiple offices such as student conduct, law enforcement, and counseling. The individual may engage in suicidal talk, self-injury, substance intoxication. Threats of violence and ultimatums may be vague but direct or specific but indirect. A fixation and focus on a target often emerge (person, place, or system) and the individual continues to attack the target's self-esteem, public image, and/or access to safety and support. Others may feel threatened around this individual, but any threat lacks depth, follow-through, or a narrowing against an individual, office, or community. More serious social, mental health, academic, and adjustment concerns occur, and the individual is in need of more timely support and resources to avoid further escalation. Conditional ultimatums such as "do this or else" may be made to instructors, peers, faculty, and staff.

MODERATE

Prior to this stage, conflict with others has been fairly limited. The hallmark of moderate is an increase in conflict with others through aggressive speech, actions, and mannerisms. They may become frustrated and engage in non-verbal behaviors or begin to post things on social media, put up posters around campus, or storm away from conversations. Stress, illness, lack of friends, and support are now becoming an increasing concern. The individual may be tearful, sad, hopeless, anxious, or frustrated. This may be caused by difficulty adjusting, dating stress, failure in class assignments, and/or increasing social isolation. If there is a threat or physical violence such as carelessly pushing someone out of their way while storming off, the violence is typically limited and driven by adrenaline and impulsiveness, rather than any deeper plan to hurt others.

MILD

The individual here may be struggling and not doing well. The impact of their difficulty is limited around others, with the occasional report being made to the BIT/CARE team out of an abundance of caution and concern rather than any direct behavior or threats. They may be having trouble fitting in, adjusting to college, making friends, or may rub people the wrong way. They alienate others with their thoughts or mannerisms, and there may be minor bullying and conflict. With support and resources, it is likely the individual will be successful adapting and overcoming obstacles. Without support, it is possible they will continue to escalate on the rubric.

BASELINE

E-SCALE

Hostility and Violence to Others

EMERGENCE OF VIOLENCE

- ▲ Behavior is moving towards a plan of targeted violence, sense of hopelessness, and/or desperation in the attack plan; locked into an all or nothing mentality
- ▲ Increasing use of military and tactical language; acquisition of costume for attack
- ▲ Clear fixation and focus on an individual target or group; feels justified in actions
- ▲ Attack plan is credible, repeated, and specific; may be shared, may be hidden
- ▲ Increased research on target and attack plan, employing counter-surveillance measures, access to lethal means; there is a sense of imminence to the plan
- ▲ Leakage of attack plan on social media or telling friends and others to avoid locations

ELABORATION OF THREAT

- Fixation and focus on a singular individual, group, or department; depersonalization of target, intimidating target to lessen their ability to advocate for safety
- Seeking others to support and empower future threatening action; may find extremists looking to exploit vulnerability; encouraging violence
- Threats and ultimatums may be vague or direct and are motivated by a hardened viewpoint; potential leakage around what should happen to fix grievances and injustices
- There is rarely physical violence here, but rather an escalation in the dangerousness and lethality in the threats; they are more specific, targeted, and repeated

ESCALATING BEHAVIORS

- Driven by hardened thoughts or a grievance concerning past wrongs or perceived past wrongs; increasingly adopts a singular, limited perspective
- When frustrated, storms off, disengaged, may create signs or troll on social media
- Argues with others with intent to embarrass, shame, or shut down
- Physical violence, if present, is impulsive, non-lethal, and brief; may seem similar to affective violence, but driven here by a hardened perspective rather than mental health and/or environmental stress

EMPOWERING THOUGHTS

- ◆ Passionate and hardened thoughts; typically related to religion, politics, academic status, money/power, social justice, or relationships
- ◆ Rejection of alternative perspectives, critical thinking, empathy, or perspective-taking
- ◆ Narrowing on consumption of news, social media, or friendships; seeking only those who share the same perspective
- ◆ No threats of violence

↑ TRAJECTORY?

↑ TRAJECTORY?

INTERVENTION OPTIONS TO ADDRESS RISK AS CLASSIFIED

INTERVENTION OPTIONS TO ADDRESS RISK AS CLASSIFIED

CRITICAL (4)

- Initiate wellness check/evaluation for involuntary hold or police response for arrest
- Coordinate with necessary parties (student conduct, police, etc.) to create plan for safety, suspension, or other interim measures
- Obligatory parental/guardian/emergency contact notification unless contraindicated
- Evaluate need for emergency notification to community
- Issue mandated assessment once all involved are safe
- Evaluate the need for involuntary/voluntary withdrawal
- Coordinate with university police and/or local law enforcement
- Provide guidance, support, and safety plan to referral source/stakeholders

ELEVATED (3)

- Consider a welfare/safety check
- Provide guidance, support, and safety plan to referral source/stakeholders
- Deliver follow up and ongoing case management or support services
- Required assessment such as the SIVRA-35, ERIS, HCR-20, WAVR-21 or similar; assess social media posts
- Evaluate parental/guardian/emergency contact notification
- Coordinate referrals to appropriate resources and provide follow-up
- Likely referral to student conduct or disability support services
- Coordinate with university police/campus safety, student conduct, and other departments as necessary to mitigate ongoing risk

MODERATE (2)

- Provide guidance and education to referral source
- Reach out to student to encourage a meeting
- Develop and implement case management plan or support services
- Connect with offices, support resources, faculty, etc. who interact with student to enlist as support or to gather more information
- Possible referral to student conduct or disability support services
- Offer referrals to appropriate support resources
- Assess social media and other sources to gather more information
- Consider VRAW² for cases that have written elements
- Skill building in social interactions, emotional balance, and empathy; reinforcement of protective factors (social support, opportunities for positive involvement)

MILD (0/1)

- No formal intervention; document and monitor over time
- Provide guidance and education to referral source
- Reach out to student to offer a meeting or resources, if needed
- Connect with offices, support resources, faculty, etc. who interact with student to enlist as support or to gather more information

CRITICAL

ELEVATED

MODERATE

MILD



CRITICAL (4)

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Good Afternoon Colleagues:

I wanted to take this opportunity to remind staff of our commitment to the Financial Aid Code of Conduct. While its origin is through voluntary adoption in 2008, the Board of Regents formally adopted the Code in 2017 under Policy #5-9, Financial Aid Policy for CSU Community Colleges. I would encourage all staff to review this policy, including the Code within, for awareness and discussion, if needed.

[Financial Aid Policy for CSU Community Colleges](#)

If staff have any questions about this policy, please ask.

Have a safe and enjoyable 4th of July weekend!

-Steve

--

Steven J. McDowell, FAAC® | Associate Vice President for Financial Aid Services & Title IV Compliance

Connecticut State Community College

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Inaugural Academic Deans Named for Five CT State Areas of Study

CTState-Announcement <CTState-Announcement@ct.edu>

Mon 7/18/2022 2:54 PM

To: CCC-Employees <CCC-Employees@ct.edu>



Multiple Campus Leads Ascend to Statewide Positions

July 18, 2022 -- Connecticut State Community College (CT State) proudly announces the five Academic Deans who will be leading areas of the study in the new college and oversee the implementation of specific programs and courses on all 12 campuses. In collaboration with administration, faculty, and staff, these individuals will promote interdisciplinary connections with colleagues across campuses and collaborate with all Connecticut State Colleges and Universities.

"The role of an academic dean in higher education is a key position to advance the mission and values of an institution," said CT State President John Maduko, M.D. "Through a vigorous and objective national search process, we have identified five outstanding leaders that in partnership with our faculty will establish an inclusive learning environment of consistency, fairness, honesty, innovation, rigor and trust across all disciplines and programs. The most sacred environment and relationship within CT State is one that connects our faculty and students. Our new academic deans will advance the legacy of our academic excellence and maintain our ability to make a difference with our students and surrounding communities."

Dr. Jimmy Adams is the new academic Dean of Business and Hospitality. He began his new role on July 15. Most recently, he was College Operation Officer for Houston Community College, Northeast College. Dr. Adams has a doctorate in Educational Leadership and master's in Business Administration and more than 38 years of experience in higher education and business management, including Dean of Business, Computer Technology, Agriculture, and Kinesiology at Blinn College. As a full-time faculty member, Dr. Adams taught a wide variety of business and visual communications courses. He has more than 20 years of professional business and marketing experience, and formerly served as both Assistant Vice President of Continuing Education and Dean of Workforce Development.

B.L. Baker is the new Academic Dean of Arts and Humanities, beginning on July 29. He has been the Associate Dean of Liberal Arts and Behavioral and Social Sciences at Naugatuck Valley Community College. B.L. Baker holds degrees in Theater History/Theatre for Social Change, Performance Theater, and Speech/Public Speaking. He is pursuing a doctorate in Public Communications and is fluent in American Sign Language. Mr. Baker has more than 40 years of educational experience, including

department chair, division director and faculty member. In 2000, he was invited to the White House as a Professor of the Year.

Dr. Paula Dowd is the new Academic Dean of Nursing and Health Careers, beginning July 29. Dr. Dowd joins CT State from Goodwin University. Since 2005, Dr. Dowd served as Goodwin's Program Director of Medical Assisting, Program Director of Health Sciences, Department Chair of Health and Natural Science and most recently Dean of the School of Nursing and Health Professions. Her undergraduate degree is in pathobiology, and she also holds her master's in management and her doctorate in Educational Leadership. She is also a registered histotechnician. Prior to joining Goodwin, Dr. Dowd was an instructor at the Hartford Hospital School of Allied Health.

Dr. Kim Marie McGinnis is the new Academic Dean of Social and Behavioral Science, beginning on July 29. She has been the Dean of Students at Housatonic Community College and an adjunct in Human Services. Dr. McGinnis has extensive experience in higher education leadership, including serving as President at Williamsburg Technical College, Vice President of Continuing Education at James Sprunt Community College and Dean of Technical and Vocational Programs at Mayland Community College. She holds a doctorate in Educational Leadership and Policy Analysis and three master's degrees in education, psychology, and education law. Dr. McGinnis has been a full- and part-time faculty member for 23 years, teaching in horticulture, education, psychology, and human services. She received the Excellence in Teaching Award from the North Carolina State Board of Community Colleges and was recognized as the Outstanding Faculty Member at Mayland Community College.

Dr. H. Justin Moore is the new Academic Dean of Engineering and Technology, beginning July 29. Dr. Moore has served as the Interim Dean of Academic Affairs and Associate Dean of STEM at Naugatuck Valley Community College since 2018. He holds his doctorate and bachelor's in Chemistry from the University of Houston. Dr. Moore began his career in higher education at the University of Texas at Brownsville, now part of the University of Texas Rio Grande Valley. He served as a tenured full-time faculty member, Chair of the Department of Chemistry, and Associate Dean of the College of Science, Mathematics, and Technology.

The search for **Academic Dean of Science and Mathematics** has been extended. Amy Feest, Associate Vice President of Programs and Curriculum, will assume the duties of that position until the search is concluded. She will also have supervision over the new deans.

"We are very excited to welcome our new Academic Deans to CT State," Feest said. "These five individuals bring a wealth of experience to our academic division, helping us address the needs of our students and the State of Connecticut today and into the future."

###

CT State Leadership Announcements

Harrison, AnnMarie C <AHarrison@commnet.edu>

Tue 6/14/2022 12:25 PM

To: Harrison, AnnMarie C <AHarrison@commnet.edu>

Resharing on behalf of President Maduko in case you did not receive this message yesterday.

Permanent Vice President of Diversity, Equity & Inclusion Named – National Search to Begin for New Vice President for Enrollment Management & Student Affairs

Dr. John-Paul Chaisson-Cardenas named Vice President of Diversity, Equity and Inclusion

I am pleased to announce that **Dr. John-Paul Chaisson-Cardenas** will be coming on board in July as our Vice President of Diversity, Equity, and Inclusion. He replaces **Kimberly H. James, M.Ed., D.M.**, who retires this month after serving as the interim and helping to move CT State toward the goals of our [Seven Strategic Pillars for Equity](#). Please join me in congratulating Dr. James for her leadership, sacrifice, and commitment to equity.

As a member of my cabinet, Dr. Chaisson-Cardenas will be responsible for providing transformative leadership, vision and direction for critical diversity, equity and inclusion efforts. This position will serve as the College's prominent thought leader and strategist responsible for guiding efforts to understand and operationalize equity and inclusion throughout all aspects of CT State. The vice president will assist in assessing the political, social, economic, and institutional environments for recommending and implementing system policy.

Dr. Chaisson-Cardenas was a national executive fellow at the Birmingham Civil Rights Institute (a Smithsonian partner) where his research focused on resistance, pushback, and backlash to institutional Diversity, Equity, and Inclusion efforts. He has over 20 years of experience developing, supporting, and evaluating programs all over the United States and Latin America. He has been recognized at the national level for his work transforming large multimillion-dollar systems towards equity.

He holds a Ph.D. in Education Leadership and Policy, and an MSW from the University of Iowa. As a young adult, John-Paul began his organizing career while working in meatpacking plants in Kansas, since then he has organized local, state, and national efforts on behalf of immigrant and refugee communities.



John-Paul Chaisson-Cardenas, PhD, MSW

Office of Teaching and Learning – Professional Development

End of Year Summary - 8/27/2021 through 6/1/2022

EXECUTIVE SUMMARY

Since stepping into the newly formed role of Interim Director of Professional Development for CT State (officially on 8/27/21, though I began “leaning” into the role in mid-late July when offered the position), my work focused on establishing communication with stakeholders from all levels of our organization to best identify professional learning needs – from the individuals at the campus level to that of senior leadership to support the growth and development of CT State Community College as a whole. This strategic approach to programming leveraged both existing and new resources at low-to-no cost with faculty, staff, and administration from across the system responding favorably to current program and enthusiasm for further opportunities. These included the development of programs such as the CT State Leadership Academy, discipline-specific Professional Learning Days, as well as increasing awareness and access to existing resources through entities such as the Dana Center and Achieving the Dream.

My initial efforts at the start of the Spring 2022 centered on helping to orient and onboard our new Associate Vice-President of Teaching & Learning, who began in mid-January. We engaged in refining the draft strategic plan for the Office of Teaching & Learning along with reconsidering the vision and mission for our advisory council. Furthermore, we rolled out the new Faculty and Staff Online Institute – an asynchronous, micro-credentialing program for all CT State employees. We also expanded the scope of the CT State Leadership Academy into a multi-tiered program and more than doubled the number of participants from all campuses and service areas.

What follows is a high-level overview of each of the “service areas” of which I was engaged in during the 2021-22 academic year within my capacity as the interim director of professional development within the greater Office of Teaching and Learning. For a more in-depth analysis, [please see the complete report here](#).

1. Teaching and Learning Council

First, I served as the chair of the council during the fall semester, set the monthly agendas, and guide the council through the development of a strategic plan, organizational census, and plan for assessing student learning experience. Second, I helped to conduct an organizational census to ensure robust representation on the Teaching and Learning Council. Third, I helped guide the council through the finalization of a strategic plan for the Office of Teaching & Learning for Fall 2021 – Spring 2023. Fourth, I provided guidance with the selection of HEERF funding requests, and finally, I provided support to the newly appointed AVP of Teaching and Learning with the establishment of working groups for the council.

Overall, the Teaching and Learning Council meetings took on an action-oriented direction with expectations made clear for what needed to be done between one meeting and the next. We created a draft strategic plan for the new AVP (which was later finalized [here](#)), developed a student surveying plan ([view draft here](#)), and worked to bolster membership. We will continue to revisit membership to ensure those involved are engaged in the work to ensure representative efforts that reflect the needs of our constituents.

2. Communications

To support regular professional learning, we developed a variety of vehicles for communication to ensure all constituents are aware of the myriad of professional development resources in CT State and we can gain important feedback from our stakeholders. For our website, we created a [primary landing page](#), a page for the [Teaching and Learning Council](#), and Professional Development ([Professional Learning Days](#), [FSOI](#), and [Communications](#)) with more service areas in development. I ran multiple needs assessments for various stakeholder groups to identify professional learning needs and inform all facets of CT State professional development programming for 2021-22. I also created a bi-monthly newsletter covering all upcoming

professional learning opportunities along with community member spotlights, highlighting professional communication publications, and more ([access here](#)).

We also create a bi-monthly newsletter covering all upcoming professional learning opportunities along with community member spotlights, highlighting professional communication publications, and more. [Access here](#). Second, we are looking at the possibility of developing an annually published academic journal to showcase emerging and best practices across faculty, staff, and administrator communities in CT State.

Overall, we will need to identify a set window for submissions for the newsletter so outside stakeholders can share any professional development opportunities to the larger community. Second, website development may slow down a bit given the development of the new CT State website. Nonetheless, our current work has provided a template for what the webspace for T&L will look like.

3. CT State Professional Development

I offered numerous professional development and learning opportunities over the course of the 2021-22 year. These included professional learning days for faculty and staff, the creation of an asynchronous online micro-credentialing program ([See program overview here](#)), and the CT State Leadership Academy (See the program overviews for the [Continuing Leaders Program \(CLP\)](#) and the [Emerging Leaders Program \(ELP\)](#) for more information.). I developed a budget for the Professional Development shop within the Office of Teaching and Learning to include supporting the development of the budget for the statewide Center for Teaching for the 2022-23 year.

Overall, we will continue to offer a variety of discipline-specific and cross-disciplinary professional learning days, revise and update our offerings within the FSOI, and grow the Leadership Academy program to address our ever-growing needs. Furthermore, a unified process for the one college will need to be identified to articulate budgeting and planning for Center for Teaching operations to support greater clarity between faculty and twelve campus finance offices to ensure equitable distribution of costs and funding allocations.

4. CSCU & CT State Committees & Council Membership

Over the course of the year, I served as the point person for supporting professional learning on a variety of CT State and CSCU committees, councils, and task forces. These included: CT State ACME Steering & Advisory committees, CCS 101 Council, CSCU Micro-credentialing Committee, CSCU Online Learning Council, CSCU Accessibility Council, and varied hiring committees. Given the reach and scope of professional learning across CT State and CSCU as a whole, my continued involvement in these organizations will continue to be a priority for the Office of Teaching and Learning.

5. Professional Learning, Presentations, and Publications

As the CT State Director of Professional Development, it was important for me to engage with colleagues on a broader level. To that end, I presented at multiple conferences and published on several professional topics. I also joined different professional organizations related to organizational development to further expand my network of resources. Moving forward, I will seek further opportunities to increase awareness of the work surrounding professional development in CT State and identify additional resources to support our efforts to provide high quality, accessible education to our students.

Connecticut State Community College
Office of Teaching and Learning Strategic Plan
2021-2023
Framework for Excellence in Teaching and Learning

*Constituents are collectively comprised of CT State's: faculty, staff, administrators, and students.

As a part of the consolidation of the twelve's original community colleges into the newly formed Connecticut State Community College (CT State), leadership recognizes the need for an Office of Teaching and Learning, which will focus on addressing the ongoing needs for all our constituency groups: students, staff, faculty, and administrators. The following serves as the strategic plan for the Office of Teaching and Learning during this transitional period until the Fall of 2023 when CT State will become the single accredited community college within Connecticut's public higher education system. With one eye towards our present needs and one towards where we aspire to be, this plan sets the stage for cultivating and nurturing a community of professional learners across our college.

CT State defines equity as "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." In conjunction with CT State's mission of equity, the Connecticut State Colleges and Universities System's Community Colleges' (CSCU) mission is to make excellent higher education and lifelong learning affordable and accessible. Thus, the over-arching mission of CSCU in conjunction with the CT State equity lens informs the strategic plan for the Office of Teaching and Learning for Fall 2021 through Spring 2023 during the period of transition from twelve individual colleges into the final one college structure.

Colleges across the nation are responding to political, economic, and technological pressures to meet students' needs and align practices that are synchronized and collaborative. Nationally, individuals are concerned about the preparedness of students and their ability to secure gainful employment opportunities to sustain/support themselves and their families. Additionally, higher education is expected to nurture student learning, transform students, and equip them to contribute to the economic, cultural, and societal well-being of their local and global communities.

Considering all these expectations, faculty, staff, and administrators are feeling the pressure to improve learning environments on their campuses. They are being charged with creating interactive, challenging, and supportive learning environments while simultaneously utilizing collaborative and innovative learning strategies. In addition to improving the learning environments for students, colleges are being asked to recognize the impact that societal

inequities and personal biases play on both teaching and learning. The Office of Teaching and Learning for CT State recognizes that all our college community members are teachers and learners and should be cared for equitably. As a team, we plan to support programs, policies, and trainings that provide opportunities for growth, leadership, creativity, collaboration, and innovation for all constituents while keeping an acute focus on student access and success.

Mission

The mission of the Connecticut State Community College Office of Teaching and Learning is to engage CT State constituents in professional development that meets the needs of our ever-changing population and of our diverse community. This necessitates the creation and sustainment of collaborative efforts to inspire, enrich, and innovate CT State Community College's collective practices and pursuits of academic excellence for all learners.

Vision

The CT State Community College Office of Teaching and Learning will strive to foster a community of scholars, critical thinkers, and innovators within the student body and in our community of professionals. We will recognize, support, and deliver teaching and learning strategies that are informed by equity-focused and evidence-based decision-making.

Strategic Direction

To ensure that CT State fosters a community of scholars, critical thinkers, and innovators, within both the student body and our community of professionals, we must envision the creation of spaces that promote diversity, inclusion, evidence-based decision making, assessment, appreciation of academic rigor, and equitable practices that support excellence and success for all individuals. This document represents the Office of Teaching and Learning's plan to encourage all constituents to learn, share, and advance best practices in all aspects of curriculum, instruction, technology, collaboration, academic holistic support services, and leadership. As part of this plan, the Office of Teaching and Learning will:

- Promote the importance of student learning and the essential role that faculty and staff play in challenging each student to perform at high levels with a rigorous curriculum.
- Promote innovation and transformation across the curriculum to enhance student learning and engagement through encouraging, supporting, and disseminating pedagogical conversations and research.

- Commit to providing opportunities that value all learners and to assist with eliminating CT's achievement gap.
- Support the creation of inclusive learning environments that recognize the variety of ways students engage in their learning environments.
- Design programming that reflects our collective principles and our culture of shared governance.
- Build and share collective knowledge with evidence-based, student-centered pedagogy.
- Leverage collective resources and opportunities for faculty and staff enrichment.
- Recognize and support teaching and learning excellence across all stages of staff, faculty, and administrator development.

The Office of Teaching and Learning will create a set of purposeful, well-planned support systems to achieve our strategic goals to include the development of focused workgroups within the Teaching and Learning Council to help operationalize this plan, some of which will maintain ongoing duties while others will respond to the ever-changing needs of CT State. In conjunction with members from various groups and organizations across CSCU and CT State, we will design and offer ongoing effective professional learning programs that link to student achievement (Killion, 2008). The objectives to substantiate and achieve these goals, will be supported, and guided by members of the Teaching and Learning Council.

Goal 1: Promote Excellence in Innovation Teaching and Learning,

The Office of Teaching and Learning will foster a community of professional inquiry and practice through offering a variety of programs, services, and resources tailored for all constituent members and partner organizations.

Objectives:

1. Create and promote both new and recurring opportunities to advance evidence-based, high impact practices for all constituents in the performance of their work at CT State Community College.
2. Promote and support the development of new and existing communities of practice to enhance all constituents' learning and sense of community.
3. Implement processes for recognizing excellence in teaching and professional accomplishments and innovations for all CT State constituents.

Goal 2: Prioritize Diversity, Equity, and Inclusive Access in Learning

The Office of Teaching and Learning will assist in developing and supporting strategies that minimize the barriers impacting the success of disadvantaged groups within higher education.

Objectives:

1. Make professional learning opportunities available for constituents to support increased success for a diverse body of learners.
2. Increasing exposure to strategies related to integrating equity and social justice work into all curriculum, programming, and daily interactions.
3. Increase awareness and implementation of universal design for learning (UDL) through an equity lens to increase accessibility to the learning experience and environment.
4. Increase access to academic support programs such as tutoring, disability/ accessibility services, and library services to increase the success rates of students.
5. Expand the diversity of academic resources provided by our College.

Goal 3: Support and Enhance Learning, Growth, and Adaptability

The COVID-19 pandemic revealed that there can never be enough attention paid to technological innovations, online pedagogy, and high impact practices in the learning environment. The Office of Teaching and Learning works in conjunction with the T&L Advisory Council to plan and support opportunities that will ensure our community remains both agile and well-versed in all modalities of learning to ensure student success.

Objectives:

1. Collaborate with Enrollment Management & Student Affairs (EMSA) as well as other relevant groups to support the strengthened efforts for online orientation and onboarding practices for students.
2. Identify available resources that constituents can utilize to evaluate the needs related to student learning.
3. Explore and support innovative educational technology, online pedagogy, and best practices for constituents.
4. Enhance the knowledge and awareness around data-informed decision making related to T&L.

Goal 4: Strengthen Communication, Community Engagement, and Collaboration

The Office of Teaching and Learning will provide opportunities for all constituents to engage in intentional communications, celebrate teaching, and share experiences and achievements, through a variety of activities.

Objectives:

1. Develop system-wide professional learning events for all constituents to increase networking and collaboration and help minimize the negative effects of silos.
2. Identify funding opportunities to support system-wide professional learning initiatives and resources related to T&L.

3. Develop an accessible system-wide platform related to all T& L services and resources.
4. Examine data to make informed decisions and projections related to T& L priorities and initiatives.
5. Execute a communication/marketing plan to broadcast the activities of T&L.

Goal 5: Provide Creative Leadership Opportunities and Professional Growth

The Office of Teaching and Learning will provide support with onboarding, succession planning, and individual professional growth. The Office of Teaching and Learning will cultivate constituents' potential growth within the organization and the higher education professional community.

Objectives:

1. Create a CT State Community College leadership development program with future opportunities for collaboration across all of CSCU.
2. Develop mentorship opportunities for constituents.
3. Evaluate current resources for learning, sustainability, and growth opportunities to inform future strategic planning.

References

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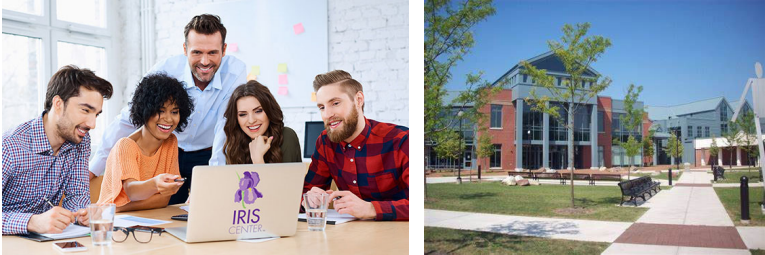
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Appendix AD: Faculty and Staff Online Institute Overview

**CT State Community College
FACULTY & STAFF ONLINE INSTITUTE**
AN ONLINE PROFESSIONAL DEVELOPMENT PROGRAM FOR HIGHER EDUCATION PROFESSIONALS



1

**THE CT STATE
FACULTY & STAFF ONLINE INSTITUTE**

WHO CAN PARTICIPATE IN THE FSOI?

All members of the CT State professional community to include faculty, staff, and administrators are eligible to participate whether full-time or part-time, credit or non-credit.

2

**THE CT STATE
FACULTY & STAFF ONLINE INSTITUTE**

WHAT IS THE FACULTY & STAFF ONLINE INSTITUTE (FSOI)?

The CT State Faculty and Staff Online Institute (FSOI) serves as an online professional development program and is a joint effort between the CT State Office of Teaching & Learning and the Center for Teaching (CFT) and run through the Go2Knowledge online learning platform.

This program provides *Personalized and Asynchronous Training, Performance Enhancement, and Knowledge Expansion* for faculty, staff, and administrators alike. Participants can select from almost a dozen different areas of study that respond to their immediate professional learning needs with the option to tailor their learning experience through selecting elective courses as a part of their program. Lastly, this professional development program aims to increase participants' awareness of their corner of higher education and beyond – and not focus solely on their present role in the college's mission.

3

**THE CT STATE
FACULTY & STAFF ONLINE INSTITUTE**

WHERE AND WHEN WILL THE FSOI TAKE PLACE?

Unlike traditional professional development programs that meet in a given location with set times, the curriculum for the FSOI is entirely online and asynchronous. That means YOU select when and where you will complete the work. All you need is an online device and connection to the internet!

This allows increased flexibility for participants to complete the programs at times and locations most convenient to each individual participant.

4

Appendix AD: Faculty and Staff Online Institute Overview

THE CT STATE FACULTY & STAFF ONLINE INSTITUTE

SO HOW WILL IT WORK?

Participants log into the [Go2Knowledge platform](#) and then select an Area of Study (AoS) that they would like to pursue.

Each Area of Study consists of four modules (that last anywhere from 60-90 minutes). There will be at least one required module for each Area of Study, but participants will be able to select the remaining three modules for that AoS.

Once four modules for an Area of Study have been completed, participants will be able to earn an FSOI Fellow's Certificate. Participants who wish to earn an additional distinction may earn an FSOI Associate's Award through going on to complete a personal action plan based on what they learned while completing their Fellow's Certificate and developing a plan of action for how they will apply what they've learned to their respective area of work at their home campus.

5

THE CT STATE FACULTY & STAFF ONLINE INSTITUTE

PROGRAM COMPLETION

THE AREAS OF STUDY

| |
|--|
| Academic Support Programs |
| Advising & Support |
| Classroom Culture |
| Course Design |
| Diversity, Equity, & Inclusion |
| Effective Teaching Techniques & Strategies |
| Management |
| Social and Emotional Wellness |
| Student Retention |

LEVELS OF CREDENTIALS

| |
|-------------------------------------|
| Fellow's Level |
| 1. Completion of ONE Area of Study |
| Associate's Level |
| 1. Completion of ONE Area of Study |
| 2. Submit a Personal Plan of Action |

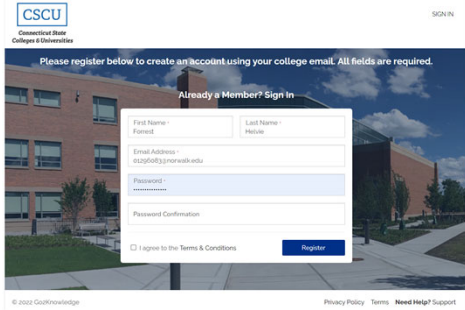
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THE CT STATE FACULTY & STAFF ONLINE INSTITUTE

WHERE DO I START?

In order to access the content for the Go2Knowledge modules, participants will need to take the following steps.

1. Register for the Go2Knowledge platform:
<https://www.go2knowledge.org/learn>
2. Begin completing the modules at your own pace.
3. Once you've finished your Fellow's Certificate, you can [apply for the Associate's Level credential here](#).



7

Appendix AE: CT State Leadership Academy Welcome

WELCOME!

I'm really excited to work alongside you this semester in the CT State Leadership Academy – our first year for this new statewide program from the Office of Teaching & Learning.

My hope is that this professional development helps you think more about ways you can be even more successful in your current role on your campus while also getting to know colleagues from across the system in both similar and different positions than yourself. It's also an opportunity for veteran academic leaders to share the knowledge they've gained over the years serving in higher education with those faculty and staff who are new to their roles and looking step into positions of increased leadership down the road.

I want to make sure everyone has a clear understanding of how the program will work, so I put together this "welcome packet" for you.

Most immediately, we need to identify the dates and times for the daytime and evening sessions. Please complete the doodle poll sent in the welcome email and select the days and times when you would like to meet for our monthly live remote discussions (January – April). I will do my best to ensure the days and evenings will work for the greatest number of you as possible. Once you've done so, please be sure to create a *Go2Knowledge* account (see guidelines below) and begin this month's webinar on "Faculty and Staff Communication."

If you have any further questions in the meantime, please don't hesitate to reach out.

Best,
-Forrest

Forrest C. Helvie, Ph.D.

Interim Director of Professional Development

fhelvie@norwalk.edu

Connecticut State Community College

Connecticut State Colleges & Universities



**Connecticut State
Colleges & Universities**

Learning Outcomes

Here's what you will do *during* the CT State Leadership Academy:

1. Explore the unique roles of faculty and staff
2. Discuss strategies to drive culture change
3. Identify opportunities for faculty and staff to contribute to conversations based on a whole student approach
4. Learn about concrete institutional strategies and initiatives where faculty and staff work together effectively
5. Reflect on what is realistic to implement on your home campus
6. Peruse an overview of unique challenges associated with managing a group
7. Understand the learning and development arcs for staff teams
8. Learn the challenges and opportunities related to cross-cultural, gender, style and learning diversity
9. Learn the considerations for choosing whether, when, and how to intervene in conflicts
10. Understand the problems with staff evaluation and ideas for better performance management
11. Explore ten lessons learned during the COVID-19 pandemic
12. Examine college practices that impeded student success
13. Understand and articulate your personal strengths and areas for development as a leader

Here's what you will do *at the conclusion* of the CT Leadership Academy:

1. Complete a personal leadership plan that discusses how you apply what you learned in this program to your respective area of responsibility and campus as a whole.

Program Schedule

You will be free to complete the *Go2Knowledge* webinar on your own whenever is convenient to you in the first few weeks of that month. During the last week of the month, we will hold our Live Group Discussions via MS Teams.

Below is the program schedule for the Fall 2021 cohort.

JAN Workshop 1.) [Faculty & Staff Communication: 10 Initiatives to Improve Conversations, Collegiality & Collaborations](#)

- Part 1: Asynchronous Webinar - (approx. 60-90 minutes)
- Part 2: Live Group Discussion via MS Teams (90 minutes) *

Appendix AE: CT State Leadership Academy Welcome

FEB Workshop 2.) [Supervision Challenges & Opportunities: Managing Conflict, Staff Development & Team Performance](#)

- Part 1: Asynchronous Webinar - (approx. approx. 60-90 minutes)
- Part 2: Live Group Discussion via MS Teams (90 minutes) *

MAR Workshop 3.) [10 Lessons from The Pandemic: Reimagining the Future of Student Success](#)

- Part 1: Asynchronous Webinar - (approx. approx. 60-90 minutes)
- Part 2: Live Group Discussion via MS Teams (90 minutes) *

APR Workshop 4.) Joint Live Session

- The Self-Reflective Leader: An Exploration of Leadership Skills (90 minutes)

* The Live Group Discussion schedule will be determined after polling participants for availability at the beginning of the cohort.

NOTE: I will frequently offer supplemental live sessions following our group discussions to allow for further exploration of the issue addressed, completion of related case studies, etc. These are optional.

What Do I Need to Prepare for Each Live Group Discussion?

While there IS homework for this program, it's shouldn't be much more than 2-3 hours at most per month. Any materials needed will be in the "Files" section in MS Teams.

In preparation for each month's live discussion, you will need to complete the following:

- Watch the assigned webinar
- Take notes on what you observed as "key takeaways"
- Identify how you could apply this to your campus
- Write down any questions you have about the material to ask the group
- Bring your takeaways, strategies for campus application, and questions to the Discussion Group

Appendix AF: CT State Emerging Leaders Welcome

WELCOME!

I'm really excited to work alongside you this semester in the CT State Leadership Academy's inaugural *Emerging Leaders Program*— our pilot year for this new statewide program from the Office of Teaching & Learning.

My hope is that this professional development helps you think more about ways you can be even more successful in your current position on your campus as you establish those skills essential to future leadership roles. It's also an opportunity to get to know colleagues from across the system in both similar and different positions than yourself and grow your professional network here in CT State.

I want to make sure everyone has a clear understanding of how the program will work, so I put together this "welcome packet" for you.

Most immediately, we need to identify the dates and times for the daytime and evening sessions. Please complete [this doodle poll](#) (also included in the welcome email) and select the days and times when you would like to meet for our monthly live remote discussions (January – May). I will do my best to ensure the days and evenings will work for the greatest number of you as possible. Once you've done so, please be sure to review the program schedule and begin the work for this month's first session.

If you have any further questions in the meantime, please don't hesitate to reach out.

Best,
-Forrest



Forrest C. Helvie, Ph.D.

Interim Director of Professional Development

fhelvie@norwalk.edu

Connecticut State Community College

Connecticut State Colleges & Universities



Learning Outcomes

Here's what you will do *during* the CT State Leadership Academy:

1. Know the kinds of leadership styles.
2. Identify the leadership style that best reflects your personality.
3. Articulate your personal strengths and areas for development as a leader.
4. Know what SMART goals are.
5. Write one SMART goal for a task you are working towards completing.
6. Describe what backwards design is in relation to organizational planning.
7. Apply backwards design to a task you are working towards completing.
8. Identify one or more strategies to avoid teamwork disasters.
9. Identify one or more strategies to manage conflict in your workplace.
10. Utilize a professional networking map to understand your current network and how you could grow it.

Here's what you will do *at the conclusion* of the CT Leadership Academy:

1. Complete a personal leadership growth plan that discusses how you apply what you learned in this program to prepare yourself for future leadership opportunities on your campus and beyond.

Appendix AF: CT State Emerging Leaders Welcome

Program Schedule

You will be free to complete the *Go2Knowledge* webinar on your own whenever is convenient to you in the first few weeks of that month. During the last week of the month, we will hold our Live Group Discussions via MS Teams.

Below is the program schedule for the Spring 2022 cohort.

JAN Workshop #1: Finding Your Leadership Style

Part 1: Asynchronous Work - (approx. 60 minutes)

1. Complete the [Briggs-Meyer Personality Test](#) and the [Big Five Personality Test](#). Save your results as we will revisit them in later workshops.
2. Watch the [Finding Your Leadership Style](#) video

Part 2: Live Group Discussion via MS Teams (90 minutes)

FEB Workshop #2: Leaders as Planners

Part 1: Asynchronous Work - (approx. 60 minutes)

1. Identify 2-3 tasks you've been placed in charge of managing.
 - a. State what the outcomes are for each task and describe guidance provided for successful completion of the task. If guidance was missing or vague, make note of this.
2. Watch the [SMART Goals](#) and [Backwards Design](#) videos.
3. Utilizing the SMART method and backward design framework, select ONE of the goals you identified and develop a written overview of the goal, starting from outcome to the starting point (using backwards design) and ensuring it demonstrates SMART characteristics.

Part 2: Live Group Discussion via MS Teams (90 minutes)

MAR Workshop #3: Team Dynamics

Part 1: Asynchronous Work - (approx. 60 minutes)

1. Watch the [How to Avoid Teamwork Disasters](#) and [How to Handle Conflict](#) videos.
2. Go back and review your Briggs-Meyer and Big Five Personality Tests. Provide brief responses to the following questions:
 - a. What strengths do you possess that would help you be a positive part of your current team?
 - b. What are areas where you could grow more to help you deal with conflict in your current team(s)?

Part 2: Live Group Discussion via MS Teams (90 minutes)

APR Workshop #4: Virtual Networking: How to Continue Personal & Professional Growth During COVID

Part 1: Asynchronous Work - (approx. 60 minutes)

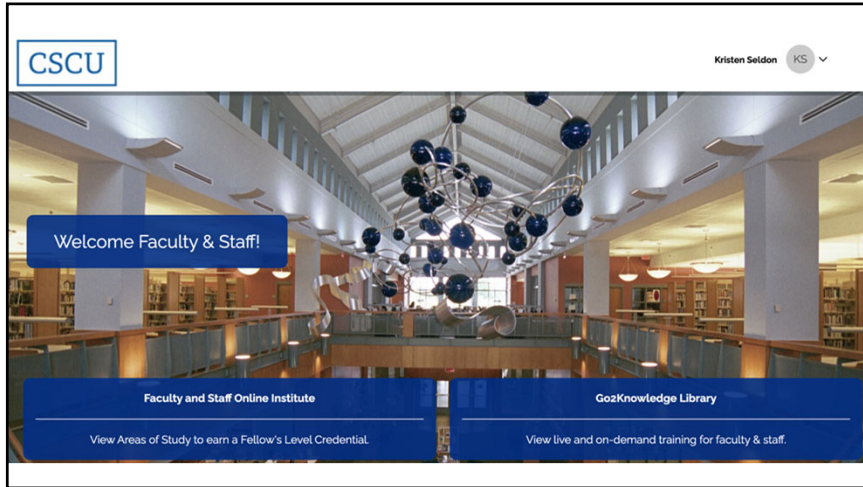
1. Watch the [Virtual Networking: How To Continue Personal & Professional Growth During COVID](#) video on *Go2Knowledge*. [See below for guidelines on how to register for a Go2Knowledge account]
2. Identify your Top 3 Take-Aways from the webinar for networking and professional growth.

Part 2: Live Group Discussion via MS Teams (90 minutes)

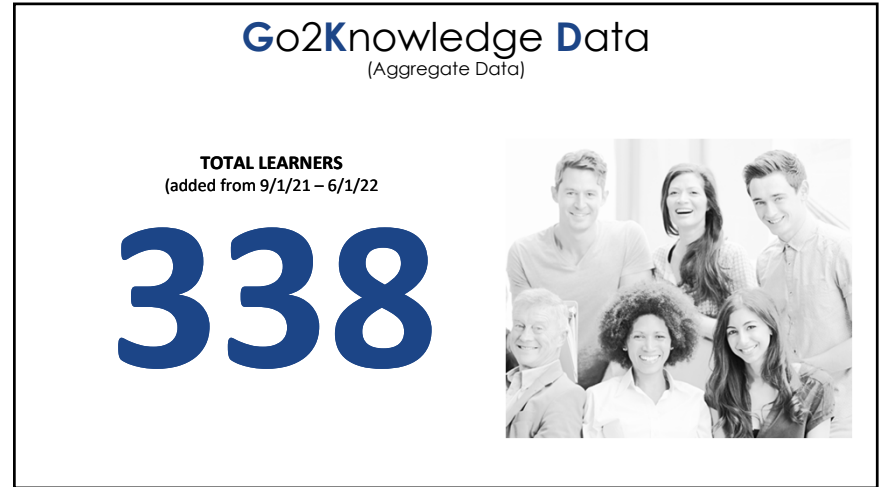
Final Workshop: Personal Leadership Growth Plans

1. No webinars this month.
2. In preparation for the final session, participants will present their completed (or near-completed) personal leadership growth plans.
3. Participants will reflect on lessons learned and key program takeaways.

Appendix AG: Professional Development End-Year Reporting



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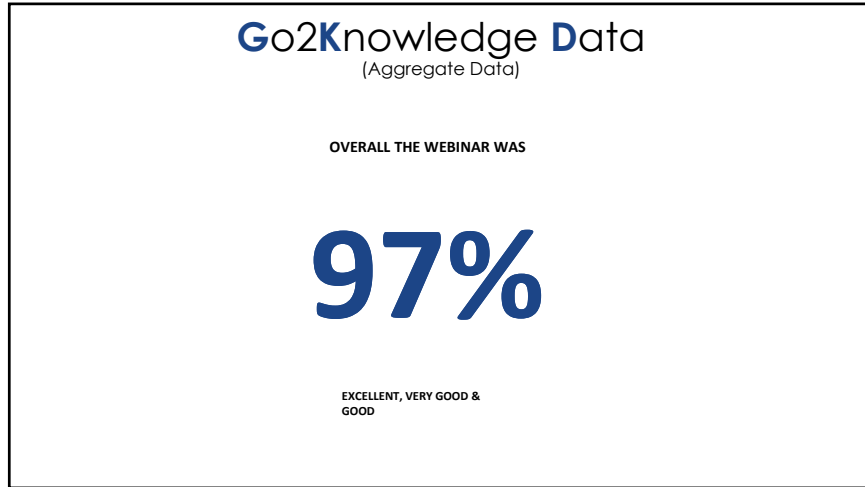


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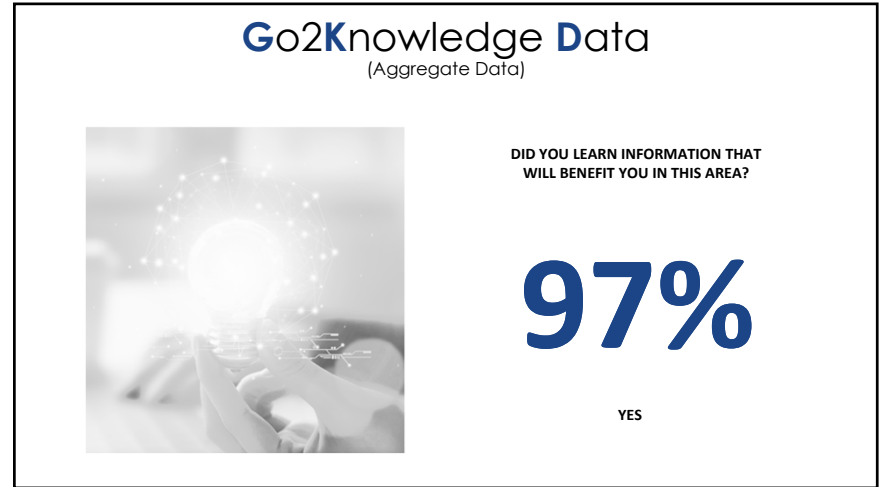


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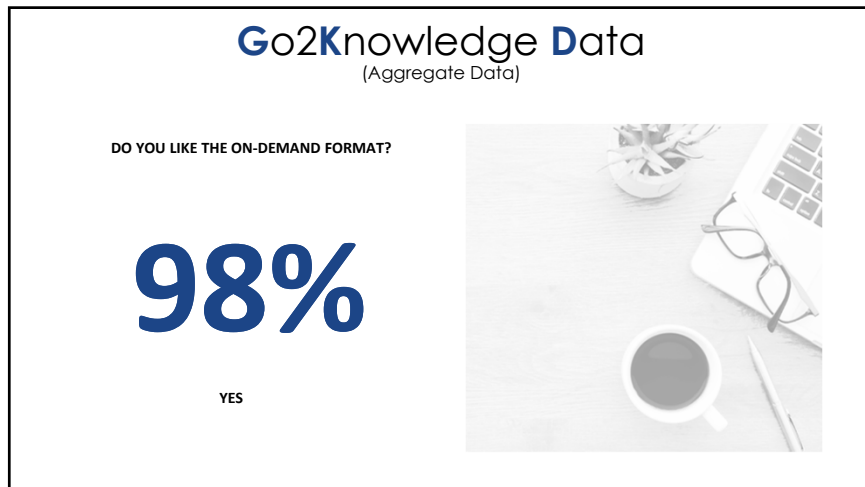
Appendix AG: Professional Development End-Year Reporting



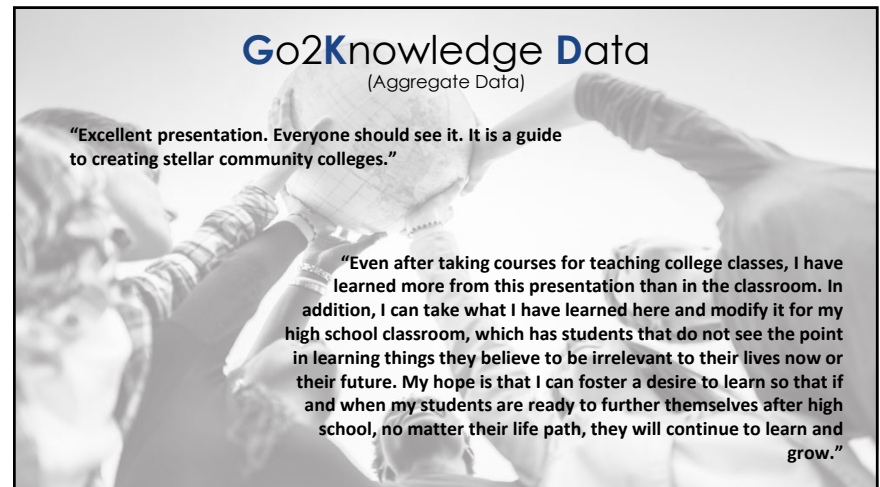
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CT STATE COMMUNITY COLLEGE

PROFESSIONAL LEARNING DAY FOR STAFF

In January 2021, the Crisis Response Team for CSCU organized and facilitated a 200+ person virtual conference focused on issues pertinent to the professional staff in our system. This summer, the Office of Teaching and Learning is providing a CT State Professional Learning Day focused on the needs and challenges facing the members of our professional staff community from across Academic Affairs and EMSA.

Sessions will include:

- **Holistic Wellness: Self-and-Team Care Strategies**
- **Conflict Management Strategies**
- **Organizational Orientation** – Get to Know Your CT State and CSCU Councils and Committees!

Faculty and management are also welcomed to attend as building greater cross-awareness between our respective areas is essential to having a more collaborative and open team.

WHEN:

Wednesday,
June 29th from
9:15am – 1:30pm

WHERE:

Virtual via
WebEx
(A link will be
provided upon
registration)

HOW:

[Register here!](#)

QUESTIONS?

Email Forrest Helvie,
Interim Director of
Professional
Development
fhelvie@norwalk.edu

Notice of Connecticut State Community College Restructuring

June 24, 2022

Dear _____

I am writing to inform you that as part of the reorganization of the colleges into CT State Community College, responsibility for college marketing is transferred from campuses to the CT State Marketing department. Consequently, your position will report directly to Ann Harrison, Director of Communications and Strategic Marketing, effective July 1, 2022.

This is not a notice of promotion or relocation. Your job title, salary and campus will remain unchanged for the time being. You will be contacted by Ann Harrison about assignments and how the unit will operate. Until you hear from Ann, please continue your current duties. Ann may delegate supervision of certain projects and activities within the statewide unit and will communicate this directly to you.

This action is being taken now because of the urgency of undertaking statewide marketing efforts in order to support enrollment recovery in the coming academic year.

There is ongoing impact bargaining over the reorganization of positions in the marketing area. Based on those discussions offers of new, permanent positions with CT State will be forthcoming as they become available. Please be assured that the Board of Regents is taking its commitments to employees seriously, and that we have every expectation that we will soon offer you comparable job at no loss of pay. Please direct any questions about this process to my office or to your bargaining unit representative.

The attachment includes the contract language that establishes the Board's right to make assignments of professional staff, and also the language providing you with supplemental job security rights related to the college merger, for your information.

Benjamin Barnes
VP of Administration / Chief Fiscal Officer

Attachment

Cc: Personnel File
Campus CEO

Attachment

1. In carrying out the reorganization of the community colleges, the Board of Regents is acting pursuant to ARTICLE III of the Collective Bargaining agreement between the Connecticut Board of Regents and The Congress of Connecticut Community Colleges, that says, in part:

“RIGHTS OF THE BOARD OF REGENTS Except as otherwise limited by an express provision of this Agreement, the Board reserves and retains, whether exercised or not, all the lawful and customary rights, powers, and prerogatives of public management. Such rights include but are not limited to: establishing standards of performance of its employees; determining the mission of the System and the methods and means necessary to fulfill that mission, including the discontinuation of services, positions, or programs in whole or in part; the determination of the content of job classifications; the appointment, promotion, and transfer of personnel; determining educational policy, programs and courses; directing employees and determining professional assignments; the suspension, demotion, discharge or any other appropriate action against its employees; the relief from duty of its employees because of lack of work or for other legitimate reasons; the establishment of regulations not inconsistent with this Agreement; and the taking of all necessary actions to carry out its mission in emergencies”

2. The job security provisions of the collective bargaining agreement that are referenced in this letter are as follows:

5. The parties agree to the following modifications of their respective collective bargaining agreements:

- a. There shall be no loss of employment within the CSCU system for full-time employees on tenured appointment as a result of any consolidation or restructuring of the community colleges or its system.
- b. The foregoing does not prevent the BOR from restructuring and eliminating positions of “full time”² employees provided that affected employees shall be reassigned or transferred to an existing comparable job in the system for which the employee possesses the requisite qualifications and experience. In any case, salary and tenure status shall be preserved. An employee who refuses an offered position will not be considered a layoff for purposes of this Agreement.
 - i. An employee who is not offered a comparable position shall be given the right of refusal prior to posting externally for any vacancy within Connecticut State Colleges and Universities, provided they are qualified for the position.
 - ii. An employee who does not accept an offered comparable position within the rights established above in Item (i), shall be separated with no additional mandatory rights.
- c. The employer shall make every effort to place any non-tenured “full-time” employee who would otherwise lose employment as a result of any consolidation or restructuring of the community colleges or its system into a comparable vacancy within the CSCU system during their contractual recall period. Acceptance of a position outside the CSCU system following the expiration of that period shall have no effect on the recall rights of such employees to CSCU positions consistent with existing CBA language.

² “Full time” is defined for purposes of this section as a member of the principal bargaining unit.

List of 20 Campus Marketing Staff who are working at Director of Communications and Strategic Marketing's direction:

| | |
|---------------------|-----------------|
| Fanning, Amie C | Gateway CC |
| Bonina, Bryan R | Tunxis CC |
| Tinh, Duc H. | Northwestern CC |
| Tappan, Charlene A. | Manchester CC |
| Page, Yvonne M | Middlesex CC |
| Ken Colangelo | Tunxis CC |
| Shelton, Alexa | Three Rivers CC |
| Wasik, Michael | Housatonic CC |
| Zaref, Cynthia M. | Norwalk CC |
| Campbell, Eric | Capital CC |
| Mik, John | Manchester |
| Acevedo, Jazzminda | Housatonic CC |
| Carito, Paige M | Quinebaug CC |
| Cacioppo, Megan E. | Housatonic CC |
| Lamar, Melissa W. | Tunxis CC |
| Nabeta, Vivian | Capital CC |
| Haimindra, Mario | Norwalk CC |
| Fudge, Marlon R. | Capital CC |
| Hubbard, Richard T. | Housatonic CC |
| Colle, Kevin | Gateway CC |

CT STATE MARKETING STRUCTURE

Transitional Year Roles & Responsibilities

Starting July 1, 2022 as we transition to become one college and fulfill the critical work that must be accomplished in this transition year, all marketing staff will re-organize as one statewide unit to fulfill the needs of all 12 campuses and support the launch of CT State and our rebranding as one college.

All employees will report to the CT State Director of Communications and Strategic Marketing or their designee and will be organized into the following functional areas:

Media, Photography & Video Production; Web Services & IT; Enrollment Management & Student Affairs/Activities; Workforce Development & Academic Affairs; Organizational/Internal Communications; Production/Printing Services; and Graphic Design.

All employees will work as one statewide unit to fulfill the needs of all 12 campuses during transition to CT State. Most appointees will have the ability to remain in their current locations, but might be expected to travel occasionally to 185 Main Street, New Britain or to other campuses as needed.

Work-load and assignments will be further organized by project. There will be cross-over of personnel in different functional areas based on projects/assignments and staff experience and skills. Possible projects include but are not limited to:

- 1) Launching CTSTATE.EDU website and maintaining individual campus websites during transition
- 2) Common materials for: Workforce Development & Continuing Education; Financial Aid; Transfer Programs; Selective Enrollment; PACT: Pledge to Advance CT; Guided Pathways Advisement; Areas of Study; other program-specific collateral material
- 3) Development of Self-Service Templates & Implementing Customization Tools for: Program flyers and brochures; Programs; Events; Newsletters; Commencement & Ceremonial Materials
- 4) Campus Signage Updates, CT State logo launch and campus re-branding Activities as CT State
- 5) Micro-targeted social media, advertising and not covered by statewide campaigns
- 6) A systemwide calendar of events

From July 1, 2022-June 30, 2023, there will be only a central CT State budget. It is possible that budgets may be allocated mid-year.

Positions and Structural Flow

Project leaders will lead teams including existing campus talent and ensure that projects are completed. Project leaders are those who are the most senior among campus staff. Christina Scillia-Rivera will provide Administrative Support, primarily focused on vendor and expense tracking and department calendars.

Teams include:

Media, Public Relations & Visual Production:

Project Lead(s): Melissa Lamar, Dan Nocera*

Additional Staff: Mario Haimindra, Paige Carlito

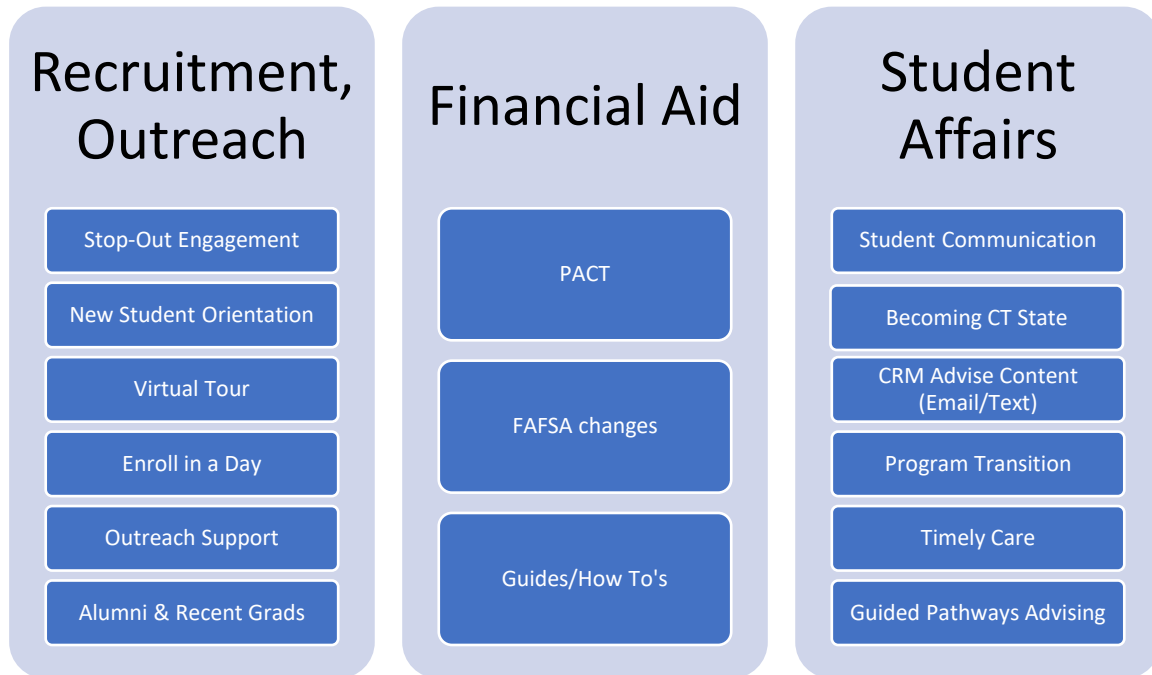
*Dan Nocera is part of the Center for New Media and has additional crew/staff. CNM functions as the CT State video production unit in addition to taking in outside projects and providing credit classes.



Enrollment Management, Financial Aid & Student Affairs:

Develop & manage projects plans specifically to support EMSA activities ex) Stop-Out re-engagement, text/email messaging, orientation, virtual tour video, PACT promotion & financial aid, general outreach, and coordination with student activities.

Project Lead(s): Megan Cacioppo, Charlene Tappan



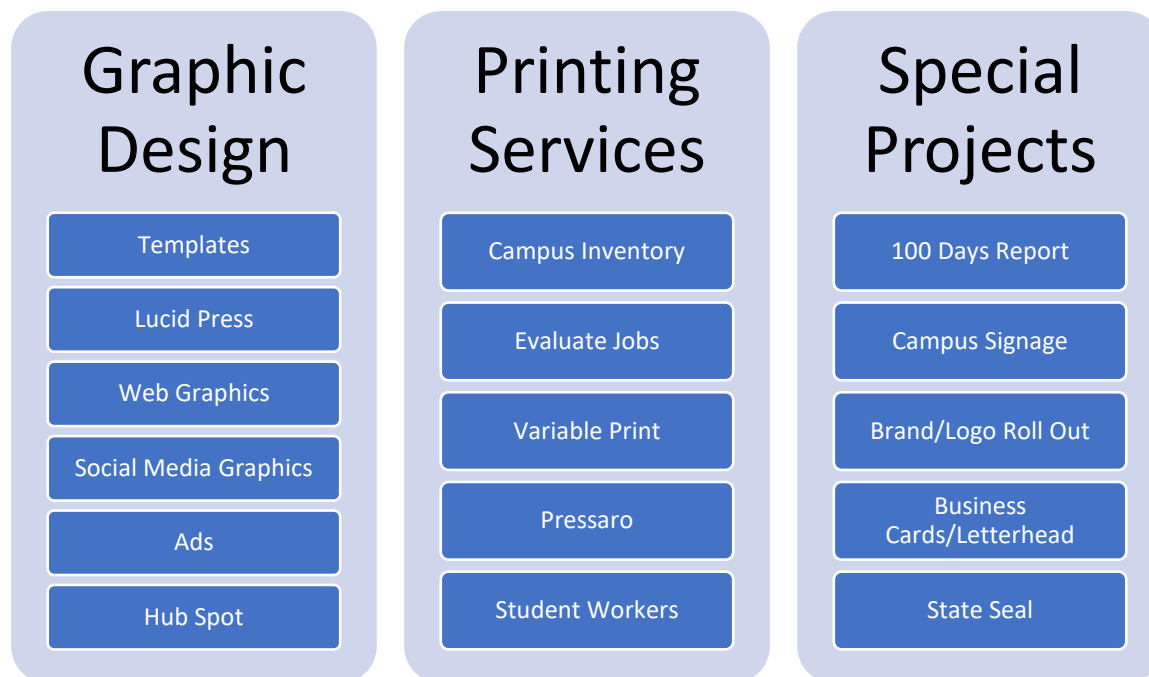
Graphic Design & Printing Services:

Develop graphic elements for CT State and campus use, including templates and launching an accessible library of assets. Graphic Design staff will also be cross-trained on printing services software and machines to facilitate in-house production.

Project Lead(s): Duc Tihn (Graphic Design), Amie Fanning (Printing)

Additional Staff: Erik Campbell, John Mik, Kevin Colle, Patty McGill, Cynthia Zaref, Mike Wasik, Brian Bonina.* Student workers will also continue to be utilized in the Gateway print shop.

*Brian Bonina: As well as being part of the Graphic Design team, Brian will be assigned to head up the following special projects, assisted by Tara Smith: 1) CT State President 100 Days Report design & website, 2) Campus Signage Updates.



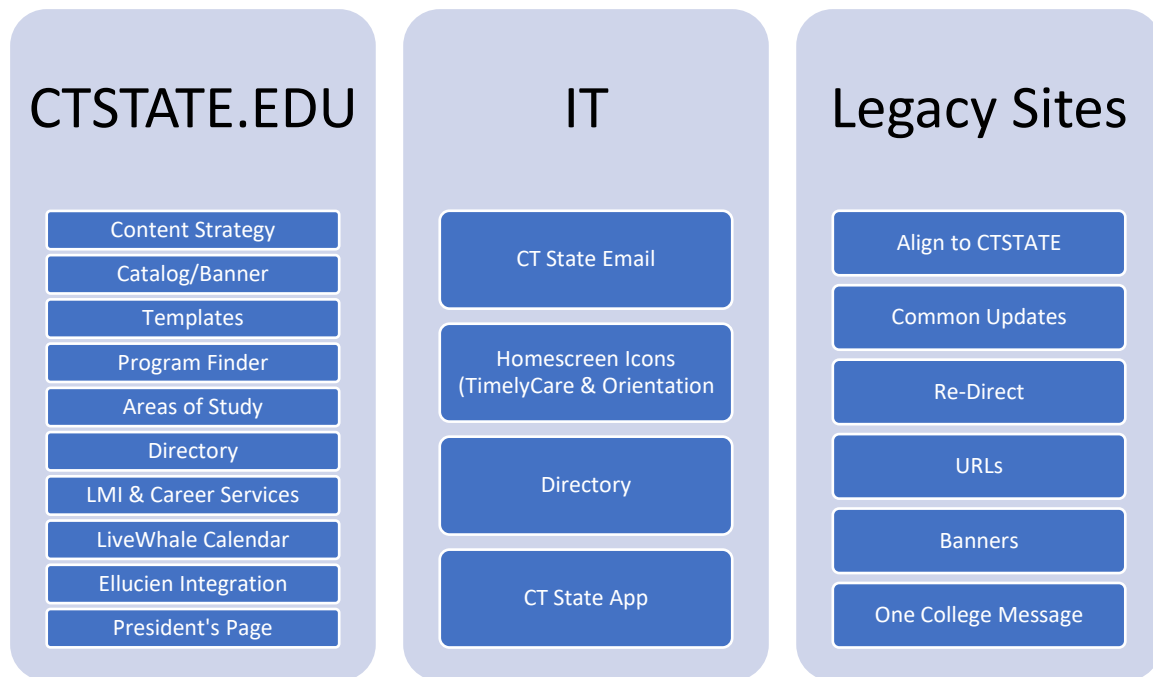
IT & Website Design and Maintenance:

CT State Website Build and Legacy site maintenance and alignment. Includes liaison to IT department as needed.

Project Lead: Richard Hubbard

Additional Staff: Yvonne Page, Ken Colangelo, Marlon Fudge, Duc Tinh (as needed)

*Beth McNeil Coates, Tara Smith: Both are assisting with academic and institutional advancement projects for NVCC and will continue to assist with website.

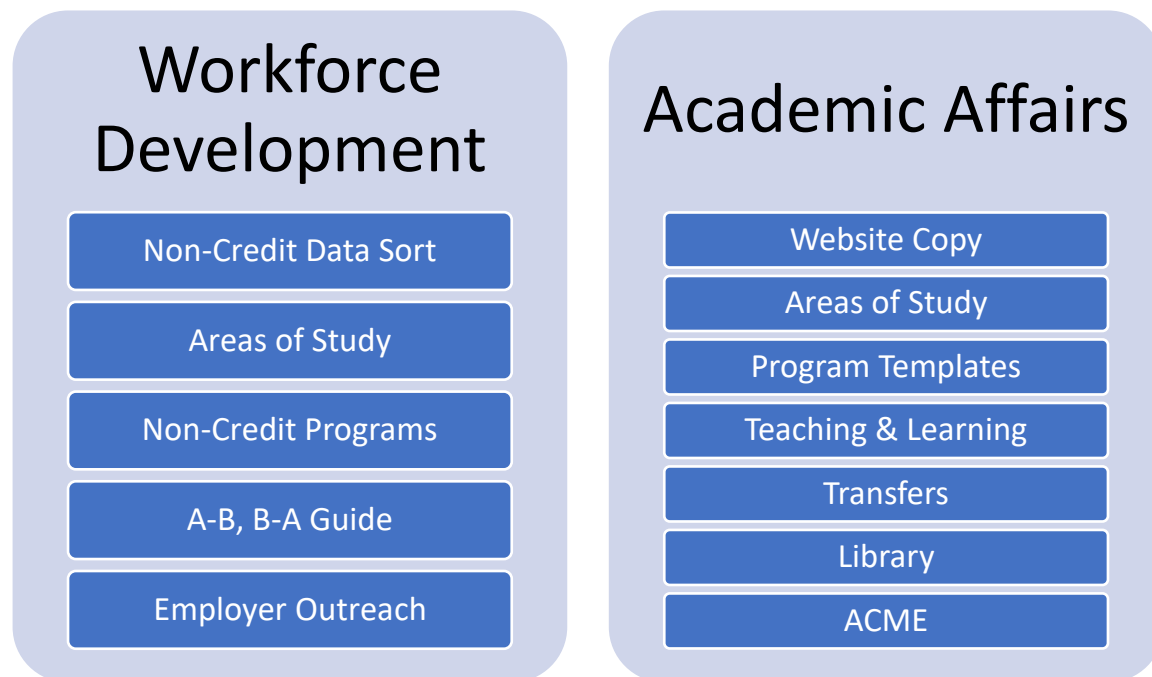


Workforce Development & Academic Affairs:

Develop campus, regional and statewide materials to promote WDCE enrollment and cross-walks between non-credit and credit ex) Engagement campaign using non-credit completer data to take advantage of PACT; common non-credit catalog. Academic Affairs includes new common program and area of study materials for CT State; library services

Project Lead: Vivian Nabeta

Additional Staff: Jazzminda Acevedo, Beth Cotnoir

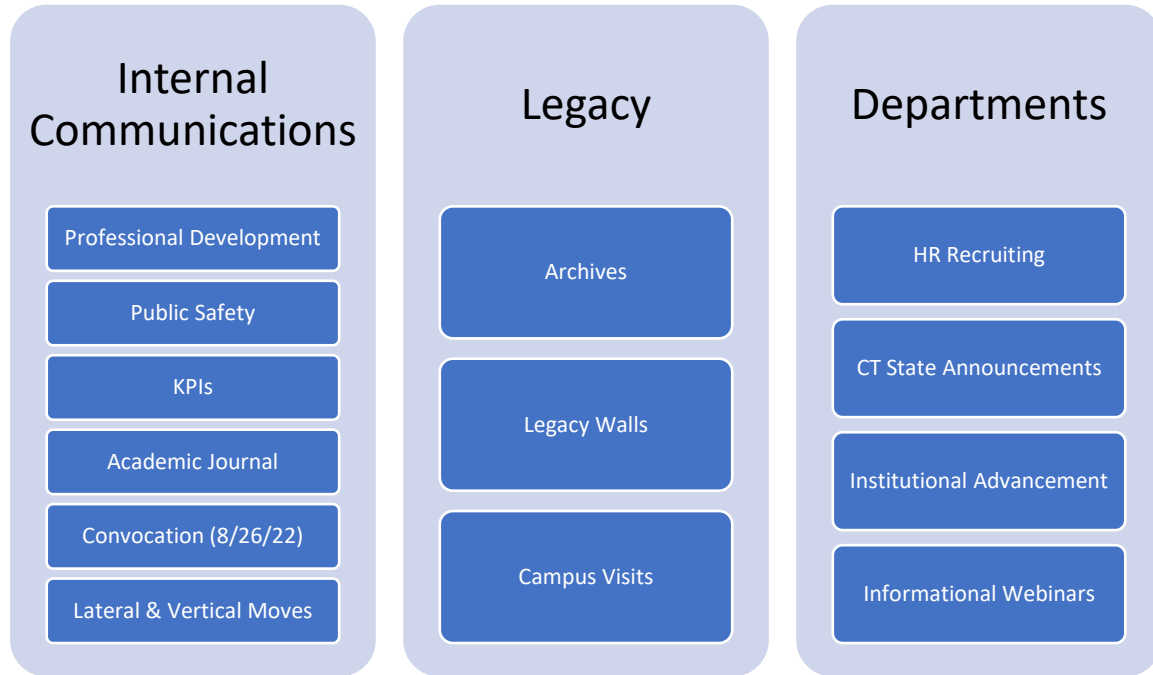


Organizational Communications:

Focuses on internal communication projects including supporting CT State Announcements and developing other tactics and strategies for sharing systemwide information Ex) Informational Webinars, events, HR

Project Lead: Alexa Shelton

Additional Staff: Mike Wasik – point graphics person for Organizational Communications as well as part of the statewide Graphic Design team.



Permanent roles and/or promotions will be considered as the needs of CT State become more evident. Job Titles, Job Descriptions and the organizational chart will be updated accordingly.

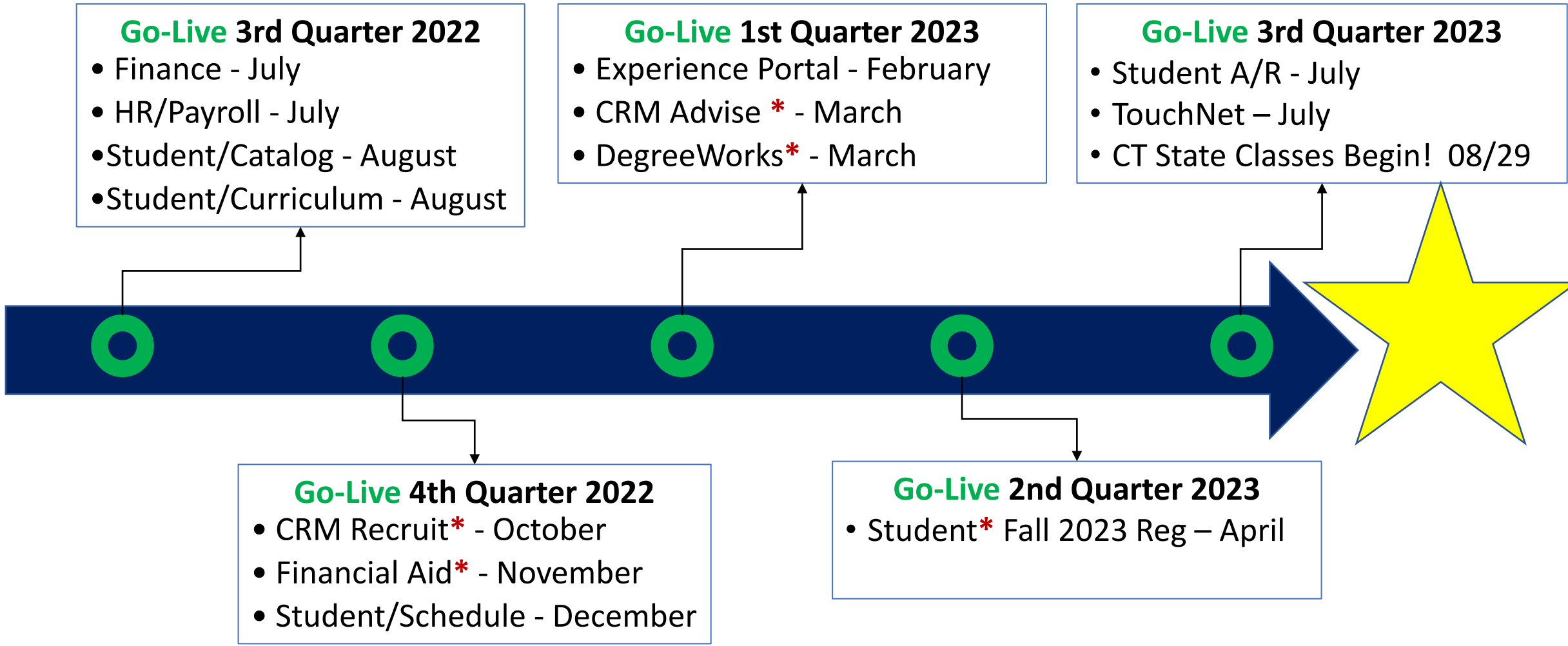
The primary role of CT State Marketing department will be to position CT State as the best, most affordable, most student-friendly higher education option for those seeking to enter directly into the workforce or transfer to a four-year institution. It will be responsible for developing all brand standards and statewide strategic marketing relationships. The primary goal of CT State marketing is to support the recruitment goals and activities that drive new student enrollment and to position CT State as a high quality, affordable option that stands out among the field of competing institutions.

Appendix AL: CT State New Britain Office Photo





Banner Go-Live Milestones



* Concurrent operations of 12-College and CT State Banner & 3rd party applications.

Appendix AN: Banner Training Schedule - March through July 2022



One College Banner
March - July 2022
Academic Affairs & Enrollment Management
Training/Configuration Engagements

| Task Name | Monday | Tuesday | Wednesday | Thursday | Friday | Work | Start | Finish | Module | Status |
|--|-------------------------|------------------------|-----------------------|--|-----------------------------------|--------|-----------|-----------|---------------|----------|
| Banner Financial Aid - FA Data Mapping Consulting | | 3/8/22 10:00-11:00 | | | | 1 hr | 3/7/2022 | 3/11/2022 | Financial Aid | Complete |
| One College Re-Configuration: Views and Dashboards | 3/7/22 2:00-4:00 | 3/8/22 2:00-4:00 | | | | 8 hrs | 3/7/2022 | 3/11/2022 | Recruit | Complete |
| One College Re-Implementation Consultant Facilitation | | | | | 3/11/22 1:00-2:00 3:00-4:00 | 3 hrs | 3/7/2022 | 3/11/2022 | Recruit | Complete |
| Banner Student Comprehensive Design - Catalog, Schedule, Faculty Load | 3/7/22 10:00-4:30 | 3/8/22 10:00-12:00 | | | | 8 hrs | 3/7/2022 | 3/11/2022 | Student | Complete |
| Banner Student Comprehensive Design - Registration, Academic History, Self Service | | 3/8/22 1:00-4:30 | 3/9/22 12:00-4:00 | 3/10/22 10:00-4:30 | 3/11/22 10:00-4:30 | 20 hrs | 3/7/2022 | 3/11/2022 | Student | Complete |
| One College Re-Configuration: Communications | 3/14/22 2:30-4:30 | | 3/16/22 2:00-4:00 | 3/17/22 10:00-12:00 | | 8 hrs | 3/14/2022 | 3/18/2022 | Recruit | Complete |
| One College Re-Configuration: Communications | | | | 3/17/22 2:30-4:30 | 3/18/22 9:00-11:00 | 6 hrs | 3/14/2022 | 3/18/2022 | Recruit | Complete |
| One College Re-Implementation Consultant Facilitation | | | | | 3/18/22 1:00-3:00 | 3 hrs | 3/14/2022 | 3/18/2022 | Recruit | Complete |
| Banner Student - Data Mapping - Overall Tables, General Student, Catalog and Schedule, Academic History, Awarded Degrees | 3/14/22 10:00-4:30 | 3/15/22 10:00-4:30 | | 3/17/22 10:00-4:30 | 3/18/22 10:00-4:30 | 24 hrs | 3/14/2022 | 3/25/2022 | Student | Complete |
| Banner Financial Aid - Train ISIR, Requirements Tracking, Communication, Population Selection | 3/21/22 9:00-12:00 | 3/22/22 9:00-4:00 | 3/23/22 12:30-4:30 | 3/24/22 9:00-1:00 | 3/25/22 9:00-4:00 | 24 hrs | 3/21/2022 | 3/25/2022 | Financial Aid | Complete |
| Allied Health Implementation: Configuration Review | 3/21/22 1:30-4:30 | | | 3/24/22 9:00-12:00 | | 8 hrs | 3/21/2022 | 3/25/2022 | Recruit | Complete |
| One College Re-Implementation Consultant Facilitation | | | | | 3/25/22 9:00-11:00 | 3 hrs | 3/21/2022 | 3/25/2022 | Recruit | Complete |
| Banner Student - Design Admissions | | | | 3/24/22 1:00-4:00 | 3/25/22 1:00-4:00 | 10 hrs | 3/21/2022 | 3/25/2022 | Student | Complete |
| Allied Health Implementation: Consultant Facilitation | 3/28/22 1:30-3:30 | | | | | 2 hrs | 3/28/2022 | 4/1/2022 | Recruit | Complete |
| One College Re-Configuration: Application Features | | | | 3/31/22 9:00-12:00 | 4/1/22 9:00-11:00 1:00-2:00 | 8 hrs | 3/28/2022 | 4/1/2022 | Recruit | Complete |
| One College Re-Implementation Consultant Facilitation | | | | | 4/1/22 2:00-4:00 | 3 hrs | 3/28/2022 | 4/1/2022 | Recruit | Complete |
| Banner Student - Repurposed Engagement - End of Term Processing Review, GPA Calculations, Action Item | 3/28/22 10:00-12:00 | 3/29/22 10:00-4:30 | | | | 8 hrs | 3/28/2022 | 4/1/2022 | Student | Complete |
| Banner Financial Aid - Simulate ISIR, Requirements Tracking, Communication, Population Selection | | | 4/6/22 1:00-4:00 | 4/7/22 1:00-4:00 | | 6 hrs | 4/4/2022 | 4/8/2022 | Financial Aid | Complete |
| Allied Health Implementation: Consultant Facilitation | | 4/5/22 2:00-4:00 | | | | 3 hrs | 4/4/2022 | 4/8/2022 | Recruit | Complete |
| One College Re-Implementation: Data Transformation Assessment | | | | 4/7/22 2:00-4:00 | | 8 hrs | 4/4/2022 | 4/8/2022 | Recruit | Complete |
| One College Re-Implementation Consultant Facilitation | | | | | 4/8/22 1:00-3:00 | 3 hrs | 4/4/2022 | 4/8/2022 | Recruit | Complete |
| Banner Financial Aid - Design Funds, Period Budgeting, CPoS, Packaging and Disbursement | | | | 4/14/22 8:30-12:30 | | 4 hrs | 4/11/2022 | 4/15/2022 | Financial Aid | Complete |
| Banner Financial Aid - Design Funds, Period Budgeting, CPoS, Packaging and Disbursement | 4/18/22 8:30 - 12:30 | | | | | 4 hrs | 4/18/2022 | 4/22/2022 | Financial Aid | Complete |
| Allied Health Implementation: Consultant Facilitation | 4/18/22 2:00-4:00 | | | | | 3 hrs | 4/18/2022 | 4/22/2022 | Recruit | Complete |
| One College Re-Implementation Consultant Facilitation | | | | | 4/22/22 2:00-4:00 | 2 hrs | 4/18/2022 | 4/22/2022 | Recruit | Complete |
| One College Re-Implementation Support | | | | | | 2 hrs | 4/18/2022 | 4/22/2022 | Recruit | Complete |
| Degree Works Scribe Readiness Call (Client Facing) | | | | 4/28/22 10:00 - 12:00 | | 2 hrs | 4/25/2022 | 4/29/2022 | Degree Works | Complete |
| Allied Health Implementation: Consultant Facilitation | | | | | 4/29/22 2:00-4:00 | 3 hrs | 4/25/2022 | 4/29/2022 | Recruit | Complete |
| Allied Health Implementation: End to End Process Review | | | | | 4/29/22 9:00-2:00 | 4 hrs | 4/25/2022 | 4/29/2022 | Recruit | Complete |
| One College Re-Implementation Consultant Facilitation | | | | 4/28/22 2:00-4:00 | | 2 hrs | 4/25/2022 | 4/29/2022 | Recruit | Complete |
| Banner Student - Advisory Support for Records | | | | | | 8 hrs | 4/25/2022 | 4/29/2022 | Student | Complete |
| Allied Health Implementation: Consultant Facilitation | | | | | 5/6/22 8:00-10:00 | 3 hrs | 5/2/2022 | 5/6/2022 | Recruit | Complete |
| One College Re-Implementation: End to End Walkthrough | | | | 5/5/22 10:00-12:00 2:00-4:00 | | 12 hrs | 5/2/2022 | 5/6/2022 | Recruit | Complete |
| One College Re-Implementation: End to End Walkthrough | | | | 5/12/22 10:00-12:00 2:00-4:00 | | 12 hrs | 5/9/2022 | 5/13/2022 | Recruit | Complete |
| Banner Financial Aid - Train Funds, Period Budgeting, CPoS, Packaging and Disbursements (1) | 5/16/22 9:00-1:00 | 5/17/22 12:30-4:30 | 5/18/22 8:30-12:30 | | 5/20/22 8:30-12:30 | 16 hrs | 5/16/2022 | 5/20/2022 | Financial Aid | Complete |
| Allied Health Implementation: Consultant Facilitation | | | | 5/19/22 9:00-11:00 | | 3 hrs | 5/16/2022 | 5/20/2022 | Recruit | Complete |
| One College Re-Implementation Consultant Facilitation | | | | | | 3 hrs | 5/16/2022 | 5/20/2022 | Recruit | Complete |
| Banner Financial Aid - Train Funds, Period Budgeting, CPoS, Packaging and Disbursements (2) | 5/23/22 12:30-4:30 | 5/24/22 08:30-12:30 | | | | 8 hrs | 5/23/2022 | 5/27/2022 | Financial Aid | Complete |

Appendix AN: Banner Training Schedule - March through July 2022

| | | | | | | | | | | |
|--|--------------------------------------|--------------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|--------|-----------|-----------|---------------------|----------|
| One College Re-Implementation Consultant Facilitation | | | | | 5/27/22 11:00-12:30 | 2 hrs | 5/23/2022 | 5/27/2022 | Recruit | Complete |
| Banner Accounts Receivable - Data Mapping / Security | | 5/24/22 10:00-12:00 | 5/25/2022 10:00-12:00 | 5/26/22 9:00-12:00 | | 4 hrs | 5/24/2022 | 5/28/2022 | Accounts Receivable | Complete |
| Banner Accounts Receivable - Design - Accounts Receivable Management | | 6/7/22 10:00-12:00 2:00-4:00 | 6/8/22 10:00-12:00 2:00-4:00 | | | 8 hrs | 6/6/2022 | 6/10/2022 | Accounts Receivable | Complete |
| Banner Financial Aid - Simulate Funds, Period Budgeting, CPOs, Packaging and Disbursements | | 6/7/22 9:00-4:00 | | | | 6 hrs | 6/6/2022 | 6/10/2022 | Financial Aid | Complete |
| One College Re-Implementation Consultant Facilitation | | | | | 6/10/22 11:00-12:30 | 2 hrs | 6/6/2022 | 6/10/2022 | Recruit | Complete |
| Banner Student - Training for Catalog Management and Faculty Load | 6/6/2022 10:00-12:00 1:00-4:00 | | | 6/9/2022 10:00-12:00 1:00-3:00 | 6/10/2022 10:00-11:00 | 10 hrs | 6/6/2022 | 6/10/2022 | Student | Complete |
| Banner Student - Training for Catalog SSB9 | | | | | 6/10/2022 11:00-12:00 | 1 hr | 6/6/2022 | 6/10/2022 | Student | Complete |
| Banner Student - Validation and Training for Record Management Awarded Degrees | | | | | 6/10/2022 1:00-3:00 | 2 hrs | 6/6/2022 | 6/10/2022 | Student | Complete |
| Banner Accounts Receivable - Design - Accounts Receivable Management | | 6/14/22 10:00-12:00 2:00-4:00 | 6/15/22 10:00-12:00 2:00-4:00 | | | 8 hrs | 6/13/2022 | 6/17/2022 | Accounts Receivable | Complete |
| Degree Works Technical Training 1 (remote) | 6/13/22 9:00-12:00 | 6/14/22 9:00-12:00 | 6/15/22 9:00-12:00 | 6/16/22 9:00-12:00 | 6/17/22 9:00-12:00 | 16 hrs | 6/13/2022 | 6/17/2022 | Degree Works | Complete |
| Banner Financial Aid - Design COD and Electronic Loans, Title IV Authorizations, Transfer Monitoring | | 6/14/22 8:30-12:30 | | | 6/17/22 8:30-12:30 | 8 hrs | 6/13/2022 | 6/17/2022 | Financial Aid | Complete |
| Banner Accounts Receivable - Design - Fee Assessment | | 6/21/22 10:00-12:00 2:00-4:00 | 6/22/22 10:00-12:00 2:00-4:00 | | 6/24/22 10:00-12:00 2:00-4:00 | 12 hrs | 6/20/2022 | 6/24/2022 | Accounts Receivable | Complete |
| One College Re-Implementation Consultant Facilitation | | | | | 6/24/22 11:00-12:30 | 2 hrs | 6/20/2022 | 6/24/2022 | Recruit | Complete |
| Banner Student - Validation and Training for Records Management | | | | 6/23/22 10:00-3:00 | | 4 hrs | 6/20/2022 | 6/24/2022 | Student | Complete |
| Degree Works Decision Planning | 6/27/2022 9:00-12:00 1:30-4:30 | 6/28/2022 9:00-12:00 1:30-4:30 | 6/29/2022 9:00-12:00 | 6/30/2022 9:00-12:00 1:30-4:30 | | 24 hrs | 6/27/2022 | 6/10/2022 | Degree Works | Complete |
| Banner Financial Aid - Train COD and Electronic Loans, Title IV Authorizations, Transfer Monitoring | 6/27/22 8:30-12:30 | 6/28/22 8:30-12:30 | | 6/30/22 8:30-4:30 | 7/1/22 8:30-12:30 | 20 hrs | 6/27/2022 | 7/1/2022 | Financial Aid | Complete |
| One College Re-Implementation Consultant Facilitation | | | | | 7/8/22 11:00-12:30 | 2 hrs | 7/4/2022 | 7/8/2022 | Recruit | Complete |
| Degree Works Scribing (1 hr CF) | | 7/5/2022 1130-12:30 | | | | 1 hr | 7/5/2022 | 7/8/2022 | Degree Works | Complete |
| Banner Accounts Receivable - Design - Fee Assessment | | 7/12/22 10:00-12:00 2:00-4:00 | 7/13/22 10:00-12:00 2:00-4:00 | | 7/15/22 10:00-12:00 2:00-4:00 | 12 hrs | 7/11/2022 | 7/15/2022 | Accounts Receivable | Complete |
| Banner Financial Aid - Simulate COD and Electronic Loans, Title IV Authorizations, Transfer Monitoring | 7/11/22 9:00-12:00 | 7/12/22 9:00-12:00 | | | | 6 hrs | 7/11/2022 | 7/15/2022 | Financial Aid | Complete |
| Banner Financial Aid - Design R2T4 Processing and Financial Aid Self Service | | 7/12/22 1:00-4:00 | | 7/14/22 1:00-4:00 | | 6 hrs | 7/11/2022 | 7/15/2022 | Financial Aid | Complete |
| Banner Student - Train to Schedule Management/**AT prefers to Start at 9m | 7/11/22 1:00-4:30 | 7/12/22 10:00-4:30 | 7/13/22 10:00-4:30 | 7/14/22 10:00-4:30 | 7/15/22 10:00-3:00 | 24 hrs | 7/11/2022 | 7/15/2022 | Student | Complete |
| Banner Student - Train for Faculty Load | | | | | | 12 hrs | 7/11/2022 | 7/15/2022 | Student | Complete |
| Banner Financial Aid - Design Student Employment | | | | | 7/22/22 10:00-3:00 | 4 hrs | 7/18/2022 | 7/22/2022 | Financial Aid | Complete |
| One College Re-Implementation Consultant Facilitation | | | | | 7/22/22 11:00-12:30 | 2 hrs | 7/18/2022 | 7/22/2022 | Recruit | Complete |
| Banner Student - Simulation for Catalog Management | 7/18/22 11:00-4:00 | | | | | 4 hrs | 7/18/2022 | 7/22/2022 | Student | Complete |
| Banner Student - Training for Curriculum Management | | 7/19/22 1:00-4:00 | 7/20/22 1:00-4:00 | | | 6 hrs | 7/18/2022 | 7/22/2022 | Student | Complete |
| Banner Student - Simulation for Curriculum Management | | | | | 7/22/22 10:00-3:00 | 4 hrs | 7/18/2022 | 7/22/2022 | Student | Complete |
| Banner Student - Simulation for Faculty Load | | | | | | 4 hrs | 7/18/2022 | | Student | Complete |
| Banner Student - Simulation for Schedule Management | | 7/26/22 2:00-4:00 | | 7/28/22 10:00-4:30 | | 8 hrs | 7/25/2022 | 7/29/2022 | Student | I/P |

Board of Regents Student Advisory Committee

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 7/2022 |
|---------|------------------------------------|-----------------------------------|------------------------------|---|--------------------|
| 2/11/22 | Community College Tuition and Fees | Terrence Cheng | ~2 minutes; ~24 minutes | https://www.youtube.com/watch?v=iiJtM-zVn1E | 87 |
| 4/22/22 | Diversity, Equity, and Inclusion | Kerry Beckford and Kimberly James | ~2 minutes; ~42 minutes | https://www.youtube.com/watch?v=P_F0ozl8Xaw | 58 |
| 4/22/22 | Title IX | Colleen Kearney | ~45 minutes; ~9 minutes | https://www.youtube.com/watch?v=P_F0ozl8Xaw | 58 |

Board of Regents Faculty Advisory Committee

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 7/2022 |
|----------|---|--|------------------------------|---|--------------------|
| 12/11/20 | General Question and Answer Session with Discussion | David Levinson and Michael Rooke | 4:30; ~1 hour and 21 minutes | https://www.youtube.com/watch?v=RhBQ5y9CwRw&t=1109s | 124 |
| 3/11/22 | College Strategic Plan | William (Terry) Brown and JD Mathewson | ~4 minutes; ~1:24 minutes | https://www.youtube.com/watch?v=d_XUZtBhM7k | 92 |

Board of Regents Academic and Student Affairs Committee

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 7/2022 |
|---------|---|---|------------------------------|---|--------------------|
| 2/4/22 | Curriculum Alignment | Kenneth Klucznik, Francine Rosselli-Navarra, Michael Stefanowicz, and Amy Feest | ~32 minutes; ~13 minutes | https://www.youtube.com/watch?v=oQ28HaLIYcU | 86 |
| 3/11/22 | Community College Terms for Adding and Dropping Courses | Kenneth Klucznik and Gayle Barrett | ~6 minutes; ~3 minutes | https://www.youtube.com/watch?v=5f9F-z6uWa8 | 84 |
| 3/11/22 | Curriculum Alignment | Kenneth Klucznik and Francine Rosselli-Navarra | ~9 minutes; ~3 minutes | https://www.youtube.com/watch?v=5f9F-z6uWa8 | 84 |
| 4/8/22 | Community College Students' Rights Policy | Kenneth Klucznik and Amy Feest | ~20 minutes; ~4 minutes | https://www.youtube.com/watch?v=saGiKm9wwvI | 68 |
| 4/8/22 | Community College Honors Policy | Kenneth Klucznik and Amy Feest | ~24 minutes; ~3 minutes | https://www.youtube.com/watch?v=saGiKm9wwvI | 68 |
| 4/8/22 | Community College Fresh Start Policy | Kenneth Klucznik and Amy Feest | ~28 minutes; ~11 minutes | https://www.youtube.com/watch?v=saGiKm9wwvI | 68 |

| | | | | | |
|--------|--|--|-----------------------------|---|-----|
| 4/8/22 | Curriculum Alignment | Kenneth Klucznik and Francine Rosselli-Navarra | ~40 minutes; ~3 minutes | https://www.youtube.com/watch?v=saGiKm9wwwl | 68 |
| 4/8/22 | Community College Area of Study Policy | Kenneth Klucznik, Francine Rosselli-Navarra, and Amy Feest | ~46 minutes; ~3 minutes | https://www.youtube.com/watch?v=saGiKm9wwwl | 68 |
| 6/3/22 | Curriculum Alignment | Kenneth Klucznik and Francine Rosselli-Navarra | ~42 minutes; ~7 minutes | https://www.youtube.com/watch?v=D-N4HGMgcsk | 101 |
| 6/3/22 | Areas of Study Policy | Kenneth Klucznik and Amy Feest | ~50 minutes; ~6 minutes | https://www.youtube.com/watch?v=D-N4HGMgcsk | 101 |
| 6/3/22 | Alignment and Completion of Math and English | Kenneth Klucznik and Michael Stefanowicz | ~57 minutes; ~14 minutes | https://www.youtube.com/watch?v=D-N4HGMgcsk | 101 |

General Presentations

| Date | Topic | Presenter(s) | Time Stamp & Time in Meeting | Video Link | Views as of 7/2022 |
|----------|----------------------------------|-------------------|------------------------------|---|--------------------|
| 9/23/21 | How to Maintain PACT Eligibility | General Presenter | Beginning to ~2 minutes | https://www.youtube.com/watch?v=NixrIAfofdA | 3,847 |
| 10/6/21 | How to be Eligible for PACT | General Presenter | Beginning to ~3 minutes | https://www.youtube.com/watch?v=WHNsS2H3zDY | 1,924 |
| 11/23/21 | Transfer | General Presenter | Beginning to ~3 minutes | https://www.youtube.com/watch?v=Wk74qoEzgfE | 291 |

| | | | | | |
|---------|--|--|-------------------------|---|-----------------------------------|
| 1/20/22 | Early College/Dual Enrollment | General Presenter | Beginning to ~3 minutes | https://www.youtube.com/watch?v=2JXnlprROE8 | 164 |
| 3/22/22 | Curriculum Alignment, General Education, One College Catalog | Miah LaPierre-Dreger, Amy Feest, Mike Stefanowicz, and Fran Rosselli-Navarra | Beginning to ~1 hour | https://www.youtube.com/watch?v=25tF9E_P_vE | 138 plus 207 viewers in real-time |
| 3/29/22 | Governance & Brief Overview of Academic Program Areas | Miah LaPierre-Dreger, Mike Stefanowicz, and Amy Feest | Beginning to ~1 hour | https://www.youtube.com/watch?v=JiArFPrZBdk | 113 plus 134 viewers in real-time |
| 4/5/22 | Teaching & Learning, Tutoring, Library | Miah LaPierre-Dreger and Tamara O'Day-Stevens | Beginning to ~1 hour | https://www.youtube.com/watch?v=h1Yetsi1AWY | 99 plus 164 viewers in real-time |
| 4/12/22 | Academic Operations, Scheduling, Blackboard | Miah LaPierre-Dreger and Manuel Gomez | Beginning to ~1 hour | https://www.youtube.com/watch?v=FrgAvAZH8TE | 67 plus 169 viewers in real-time |
| 4/19/22 | Institutional Effectiveness & Planning, Assessment, Institutional Research | Miah LaPierre-Dreger and JD Mathewson | Beginning to ~1 hour | https://www.youtube.com/watch?v=aw1KUD542IY | 34 plus 117 viewers in real-time |
| 4/26/22 | Deep Dive into Academic Program | Miah LaPierre-Dreger and Amy Feest | Beginning to ~1 hour | https://www.youtube.com/watch?v=V2hnPd176Bk | 55 plus 178 viewers |

| | Areas & Departments | | | | in real-time |
|---------|---|---|--------------------------|--|----------------------------------|
| 5/18/22 | Public Safety & Campus Security | Kerry Kelley and Jeff Garewski | Beginning to ~1 hour | https://www.youtube.com/watch?v=zPLLQdHqhCE | 27 plus 135 viewers in real-time |
| 6/6/22 | How to Apply as a Dual Enrollment Student | General Presenter | Beginning to ~7 minutes | https://www.youtube.com/watch?v=MN4zmHGeUz8 | 36 |
| 6/14/22 | Guided Pathways Advising & Student Success | Michael Buccilli and Alison Buckley | Beginning to ~55 minutes | https://www.youtube.com/watch?v=xESSfx8M8mk | 15 plus 192 viewers in real-time |
| 6/21/22 | Admissions: Recruitment, Enrollment & Retention | Tamika Davis, Gayle Barrett, and Alison Buckley | Beginning to ~1 hour | https://www.youtube.com/watch?v=w4ZfQTwe78Q | 2 plus 159 viewers in real-time |
| 6/28/22 | Financial Aid & PACT: Pledge to Advance CT | Steve McDowell and Alison Buckley | Beginning to ~1 hour | https://www.ct.edu/files/pdfs/6.28.22%20-%20CT%20State%20-%20EMSA%20-%20Financial%20Aid%20Services.pdf (slides) | 111 viewers in real-time |