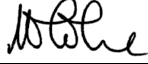




COVER PAGE FOR SUBSTANTIVE CHANGE REQUESTS

Name of Institution	Connecticut State Community College (CT State)
Type of proposed change (See https://www.neche.org/wp-content/uploads/2018/12/Pp72_Substantive_Change.pdf)	Joining separate units into a single accreditable institution
Effective date of implementation	July 1, 2023
Date of institutional governing board approval	April 6, 2017
Is state approval required?	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, approved (date) _____ (Attach verification.)
Contact Person:	Name: Michael Rooke, Ph.D. Title: Interim President Phone: 860-738-6410 Fax: N/A e-mail: mrooke@nwcc.commnet.edu
Please summarize the proposed change	The proposed change is to join 12 separate community colleges (Asnuntuck, Capital, Gateway, Housatonic, Manchester, Middlesex, Naugatuck Valley, Northwestern CT, Norwalk, Quinebaug Valley, Three Rivers, and Tunxis) into CT State, a single, accredited institution with 12 campuses.
Signature of CEO:	
Date:	February 11, 2022



February 11, 2022

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514

Dear Members of the New England Commission of Higher Education:

We have made extraordinary progress since the Connecticut Board of Regents for Higher Education (BOR) and the Connecticut State Colleges and Universities (CSCU) administration submitted our first substantive change proposal in April 2018. Guided by the Commission's standards, we have accomplished the critical steps that enable the Connecticut State Community College (CT State) to submit a renewed request for a substantive change for the New England Commission for Higher Education's (NECHE) consideration and approval. Over nearly five years, through leadership and organizational changes and in the face of a once-in-a-lifetime pandemic, this team has worked diligently to stand up a single community college that meets the needs of students, is efficient and synergistic, and is on a pathway to fiscal sustainability. The document we present today outlines the history of those efforts; details the strategic and tactical work that has been done jointly by executive leadership teams, staff, and faculty; and, most importantly, details how every step taken thus far meets and exceeds NECHE's standards for accreditation.

As you will read in this report, the decision to merge Connecticut's existing colleges into CT State was not made lightly. We take great pride in our 12 unique colleges in every corner of the state, each of which is a cultural, educational, and economic hub. But the decision was responsive to the harsh realities that community colleges face – a steady enrollment decline, lagging student success metrics, and an unsustainable financial trajectory. The plan before the Commission today takes material steps to address those core challenges while maintaining the uniqueness of each of our current campuses and ensuring we have the resources to continue operations with sustainability and quality.

Most importantly, the central aim of CT State is to address systemic inequities – both between students of different socioeconomic backgrounds and between institutions. As the report clearly lays out, Connecticut's student success measures are simply not good enough, with students of color falling disproportionately behind their white counterparts. Central to the merger is the implementation of a Guided Pathways suite of reforms, including the hiring of hundreds of advisors to increase student retention and ultimately bolster completion rates, particularly for first-generation students and those from traditionally underserved backgrounds.

As always, we look forward to a thoughtful discussion with members of the Commission. We hope you agree that the CSCU and CT State teams have been open, transparent, and responsive to feedback we have received from both the Commission and from our many Connecticut stakeholders over the years. The results of that collaboration are evident in this report. We are proud that we have come to a point where we can submit a common-sense plan to meet our internal goals of access, equity, and success while simultaneously exceeding the Commission's high standards for accreditation.

We sincerely thank the Commission for your consideration of this critically important proposal. We would like to thank the members of our teams who have poured themselves into this work in recent months and years. It has been a labor of love, driven at its core by a steadfast focus on improving the community college experience for the students whose futures depend on it.

We humbly ask this Commission to read the report, judge it on its adherence to NECHE standards, and ultimately vote to approve our request for a substantive change. We look forward to working with the NECHE staff over the coming months to finalize plans for the opening of CT State Community College.

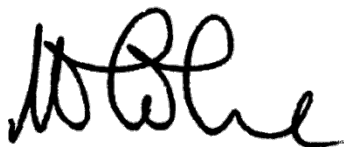
Sincerely,



Terrence Cheng, President, CSCU



Matt Fleury, Chair, BOR



Michael Rooke, Ph.D. Interim President, CT State

Substantive Change Request for Community College Consolidation

PRESENTED TO THE NEW ENGLAND COMMISSION OF
HIGHER EDUCATION

February 11, 2022

By:
The Board of Regents for Higher Education
Connecticut State Colleges and Universities
Connecticut State Community College

Substantive Change Request for Community College Consolidation

Presented to the New England Commission of Higher Education

The Board of Regents for Higher Education
Connecticut State Colleges and Universities
Connecticut State Community College

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Introduction

In 2017 the Board of Regents for Higher Education (BOR), the governing body for Connecticut State Colleges and Universities (CSCU), announced its decision to merge the 12 community colleges under its purview into a single institution.

“Students First” was developed to address the fiscal challenges faced by the 12 colleges and to improve student success. Currently, the colleges are experiencing on-going enrollment declines and budget cuts, that have been layered on top of long-standing structural problems. As a result, the students in Connecticut (CT) suffer. CT has the lowest community college 3-year completion rate in New England at 16%. The data is more jarring when considering completion rates—22% for white students and 11% for Black and Hispanic students. Perhaps the most tragic figure is that less than half of the new Fall 2019 community college students returned for a second year. For these students, dreams of higher education, or a career with a living wage to support their family have been put on hold. Faculty, staff, and administrators care deeply about improving these metrics but have not been able to realize meaningful change despite the best intentions, and it is only made more difficult by a fragmented structure.

The merger seeks to leverage economies of scale to address longstanding budget deficits while remaining firmly committed to the access that is the foundation of the community college mission. In short, the merger addresses financial concerns without closing any locations while leveraging resources to increase vital student supports. The BOR’s commitment to keeping all locations open lies at the heart of the strategic motivation behind the merger. In a small state, when students can move easily and freely between the campuses and when all courses count toward a degree or credential, student outcomes will improve. A single institution provides a way to remove barriers for students and implement student success reforms at scale. The merger also provides the resources to address years of individual colleges’ under-investment in infrastructure and faculty and employee development.

We have provided regular updates to the Commission through our 2019, 2020, and 2021 progress reports which have captured the development of this new institution from concept to realization in Spring 2022.

CT State is proud to provide the Commission with our substantive change proposal that details the tremendous

progress that we have made to build CT State. As you will see herein, despite the devastating effects of the COVID-19 pandemic and the ensuing economic fallout, progress toward the launch of CT State has reached a point where we can move into the final stages of this transformation. With the Commission’s approval of this proposal, CT State will then begin admitting students into the new institution in the Fall 2023 semester.

This substantive change proposal has been developed with assistance from many members of the CT State and college community, including all 12 CT community college CEOs/ Presidents, CSCU system office staff, NECHE Commission staff, campus staff, and faculty. In addition, assistance has come from the National Center for Higher Education Management Systems (NCHEMS) and the Development Institute, and finally our governing board, the members of the CT Board of Regents for Higher Education.

We have organized the document into NECHE’s nine standard areas, with the specific areas of emphasis requested by Commission embedded within the relevant standard. The appendices have been organized with Appendix A showing the enrollment projections that have been developed and Appendix items B-U detailing the financial schedules. All other appendix items follow the narrative of the proposal.

The references relating to “colleges” refers to the 12 existing NECHE-accredited institutions as they exist now and prior to the merger. When referring to CT State, we use the term “CT State” and “campuses” to refer to the future locations. This recognizes that the twelve existing colleges remain separately accredited until July 1, 2023, when CT State comes into formal existence.

In their presentations to the NECHE Annual meeting in December 2021, Nathan Grawe and Arthur Levine each highlighted New England’s demographic challenges and need for change in higher education. This merger, in all its complexity, will address that need for change and over time put us on a much more solid financial footing without the need to close any campuses. Doing so would disastrously disadvantage those we serve, our students.

STANDARD ONE: Mission and Purposes

Under the aegis of the Connecticut State Colleges and Universities (CSCU) Board of Regents for Higher Education (BOR), the merger of the 12 community colleges into Connecticut State Community College (CT State) was first proposed in April 2017 and endorsed by the BOR the following April and again in June 2018. In an environment of declining enrollment, financial instability, lagging student-success indicators, and widening equity gaps, the intention is to combine and strengthen resources through consolidation to support equitable student success across the state. From the outset, the BOR grounded the merger in six core 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 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.

Actions Accomplished Related to the Standard

Creation, Adoption, and Affirmation of Mission and Vision Statements

The 12 individual community college mission statements currently focus on providing accessible and affordable quality education, improving student success, and responding to the needs of the community (see Appendix V). The urgent need to evaluate data and use it to improve equitable student success is of considerable importance to consolidation efforts and the CT State mission provides a system-wide direction for all campuses to move collectively to promote equity and student success, advance positive change, and benefit communities across the state.

Through a collaborative approach that included faculty, staff, and administrators on two large steering committees—the College Consolidation Implementation Committee (CCIC) and the Students First Academic and Student Affairs Consolidation Committee (SF ASA CC)—the CT State mission and vision reflect the overarching goals of providing excellent higher education and lifelong learning to all students, maintaining affordability and accessibility, and contributing to the economic growth of the state. The BOR

adopted both statements in 2017 and reaffirmed their commitment in 2019 and 2021 (see Appendix W). The CT State mission and vision statements below are clearly stated on the [consolidation website](#) and they will be prominently printed in future CT State publications.

Mission

CT State 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

CT State 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 CT's citizens and communities.

COMMITMENT TO ADVANCING EQUITY

In alignment with the mission's focus on promoting equity, some of the first actions of new CSCU President Terrence Cheng, who assumed office in July 2021, were to strengthen the charge of the systemwide Equity Council (see Appendix X); establish a new CT State Office of Diversity, Equity, and Inclusion (DEI); and appoint an interim CT State Vice President of DEI. The Equity Council created a personalized CT State equity statement (see Appendix Y), identified seven strategic pillars for equity (see Appendix Z), and developed a new framework in which CT State commits to bold and disruptive change through three main steps:

1

actively identifying, naming, and dismantling structural racism, systemic poverty, and other barriers caused by marginalization

2

establishing equitable and anti-racist policies and practices

3

empowering students, faculty, staff, and administrators to advance racial, social, and economic justice

Actions to Be Completed Prior to July 2023

Ensuring a College-Wide Focus on DEI

Significant momentum has been made towards advancing equity (see Appendix AA) and CT State will begin operationalizing DEI principles and practices in all levels of the institution to ensure a solid and enduring foundation for the future. CT State will establish specific goals and benchmarks to chart progress in improving key performance indicators (KPIs); incorporate the seven equity principles in all actions; and integrate equity, inclusion, and student success in planning and development at the local and state levels. This combined operationalization of the six BOR core principles of the merger and the seven strategic pillars for equity provide the cornerstone for CT State to comprehensively focus on continuous improvement and institutional accountability. This will advance equity and excellence in teaching and learning to serve all students and strengthen local communities. The core collective responsibility for the future is to continuously assess practices and policies and create transformational community change by eliminating inequities.

Conclusion

The BOR and CT State leadership team understand the importance of regularly reviewing the mission and vision and this has been incorporated into the strategic planning process (see Standard 2). The leadership team has also committed to reviewing these foundational and guiding statements at regular intervals in staff meetings to support common understanding and acceptance of the CT State mission and vision. In alignment with the mission, CT State is focused on advancing equity and improving student success. The CT State equity statement, the seven pillars for equity, and the equity framework guide will guide college action.

STANDARD TWO: Planning and Evaluation

CT State is in the process of establishing a comprehensive and extensive system for planning and evaluation to identify, integrate, implement, and continually assess the operations of the College. CT State is also working to incorporate appropriate planning and evaluation roles and responsibilities throughout all levels of the College. This integration is occurring in concert with the development of the CT State Shared Governance Proposal and ongoing collective bargaining agreement negotiations (see Standard 3).

Response to the Commission's Concerns

Planning and Evaluation (Special Attention Area # 1)

Content Analysis of Strategic Plans

In Fall 2020, the newly appointed CT State leadership team initiated a formal CT State strategic planning process by analyzing the current 12 colleges' strategic plans, identifying common themes, and creating guiding principles for CT State based on these existing plans. During this process, six common themes that aligned with the CT State mission and vision and the BOR core principles were identified:

- equity and college culture;
- student access, support, and success;
- enrollment management;
- innovation, effectiveness, and growth;
- community engagement; and
- stewardship, affordability, and sustainability.

Once these themes were established, feedback was elicited from many stakeholder groups including the CT State leadership team, 12 colleges' CEOs/Presidents, SF ASA CC, Academic Deans Council, Faculty Advisory Committee (FAC), Center for Teaching Steering Committee, 12 colleges' Achieving the Dream (ATD) co-leads, and the CT State Teaching and Learning Council.

Executive Strategic Planning Council and Priority Areas

In Spring 2021, the CT State Executive Strategic Planning Council (ESPC) was formed composed of 50 individuals representing constituents (faculty, staff, students, and external stakeholders) from 11 of the 12 colleges (see Ap-

pendix AB). The ESPC was charged with developing a CT State Strategic Plan and designing a process to effectively implement and assess the plan's goals and objectives (see Appendix AC) and gathering feedback from all constituencies. Initially, the 11 priority areas that were identified in Spring 2021 focused on: excellence, mobility, accessibility, orientation, support, user-friendliness, common core, transferability, workforce development, efficiency, and savings (see Appendix AD).

Ongoing Work Aligned with Strategic Planning Priorities

Aligned with the overarching strategic planning goals, CT State is increasing student retention and completion by hiring more Guided Pathways (GP) advisors; reducing barriers to student equity through work with the ATD organization, the Charles A. Dana Center at the University of Texas at Austin, and the CSCU Student Success Center; reforming developmental education from a prerequisite to a corequisite model; aligning curricula to make it easier for students to take classes at multiple campuses; and creating one college application and financial aid award processes that can be used statewide.

Current Strategic Planning Work

In January 2022, an ESPC sub-committee established three meta-priorities (effectiveness, equity, and community) from the initial priority list (see Appendix AE). The sub-committee is moving each of the 11 priorities into one of the three meta-priorities and to date the work is more than half complete. In Spring 2022, the sub-committee will align the remaining priorities and incorporate the plans, goals, and benchmarks of major college-wide initiatives in the CT State strategic plan. Key performance indicators (KPIs) will be developed for each meta-priority

and sub-committees of the ESPC will regularly assess CT State’s achievement in each area. A second ESPC sub-committee started developing institutional values for CT State (see Appendix AF). Ten overarching values have been identified and the group is working on refining and operationalizing them. Once these steps are complete, the group will present them to the full ESPC group for review and vetting.

Finalization and Implementation of the Strategic Plan

The remainder of the CT State Strategic Plan is under development through a phased approach. The next steps are to: 1) engage with stakeholders across the institution and constituents from the business community, 2) gather and review feedback, and 3) communicate the plan. As noted in the timeline below, regular communication about the strategic planning process is planned with multiple opportunities for feedback and review. The CT State strategic plan will be reviewed for approval by the leadership by late spring 2022 and will then go through an annual review process with revisions over the first three years (2022-2025).

Actions Accomplished Related to the Standard

January 2022	Revise strategic plan based on feedback from CT State leadership
February 2022	Disseminate revised draft to entire college community, including faculty, staff, students, and external stakeholders for review/feedback
March 2022	Revise strategic plan based on feedback from the college community
April 2022	Disseminate updated draft to college community for final review/validation
May 2022	Submit strategic plan to CT State leadership and BOR for final approval

Focus on Equity: KPIs and Achieving the Dream

A focus on equity is at the heart of the CT State mission, vision, and strategic plan. To promote equitable student success, the CT State evaluation framework is grounded in the 23 KPIs adopted by the BOR in October 2018. These KPIs are based on national GP best practices and reflect institutional and system priorities such as enrollment, persistence, and retention.

The KPIs are updated every Fall and are available on a [public dashboard](#). To further advance equity, all 12 colleges joined ATD by June 2019 and started a three-year process to evaluate their capacity for a data-informed

focus on student equity. All 12 colleges completed the ATD Institutional Capacity Assessment Tool in Winter 2020 to assess their capacity to undergo this redesign and change plans were finalized in Spring 2020. In academic year 2020-2021, each college aligned their ATD activities with those of CT State. CT State Leadership will be renegotiating the relationship with ATD in Spring 2022 to determine the level of support that ATD will provide over the next several years.

Enrollment Management (EM) Plan and Council

CT State developed a three-year enrollment management (EM) plan in 2019 to bridge the transition to a single institution (see Appendix AG) and established a statewide Enrollment Management Council (EMC) in 2021 (see Appendix AH). The statewide EM plan, reviewed annually by the EMC, was intended to serve as a tool to align the college enrollment management plans prior to the merger and to serve as a communication channel for the CT State leadership and the colleges on matters related to enrollment (see Standard 5).

Data Governance Council

The newly formed Data Governance Council (DGC), which includes CSCU and CT State representatives, was charged in Fall 2021 (see Appendix AI). Through the council, CT State leadership ensures that it will retain decision authority in data matters that originate with CSCU Human Resources and Finance and with CSCU Information Technology (IT). The Council plans to complete its review of available data products and begin the policy-making process for data standards, security, and auditing by April 2022. The recently appointed CSCU Data Privacy Officer will collaborate with the DGC and the Office of Institutional Effectiveness and Planning (IE&P) to establish system-wide policies on CT State applicant and student data collection.

Actions to Be Completed Prior to July 2023

Technology Infrastructure

Central to effective institutional research is a technology infrastructure that will support the research and information needs of a large, multi-campus community college. To advance towards this goal, CT State is developing a clear governance process for technology review, approval, and deployment across the 12 CT State campuses. A Technology Steering Committee will be formed in 2022 with representatives from CT State leadership, CSCU Office of

IT, and the colleges to review the selection of technology platforms. Work is also underway to launch a new, consolidated iteration of the student information system, Ellucian Banner, with modules to support admissions (CRM Recruit), advising (CRM Advise), and registration (Ellucian Experience). The first online modules will launch in January 2022 with full operations available by March 2023 when registration opens for CT State (see Standard 5).

Institutional Effectiveness and Planning (IE&P)

The CT State interim AVP IE&P (appointed in January 2021) oversees a team shown in the diagram below. For IR, the AVP IE&P responds to federal and state reporting requirements while the Regional IR Directors each supervise staff at the colleges who focus on the day-to-day requests. The Director of Regional and Specialized Accreditation is working with program coordinators and 29 national professional organizations to ensure the transition of the existing specialized accreditations, recognitions, and approvals to CT State (see Appendix AJ).

By July 2022, IE&P organizational changes will begin to reframe the current, geographically based Regional IR Directors to functionally based Senior Directors, each with a focus on a particular IR area to support CT State as a whole (the proposed organizational chart is below). Each college/campus and region will continue to have an IR contact person to manage the receipt and delivery of requests to the appropriate functional team and maintain the highest level of service.

Actions Planned After July 2023

Facilities Master Planning

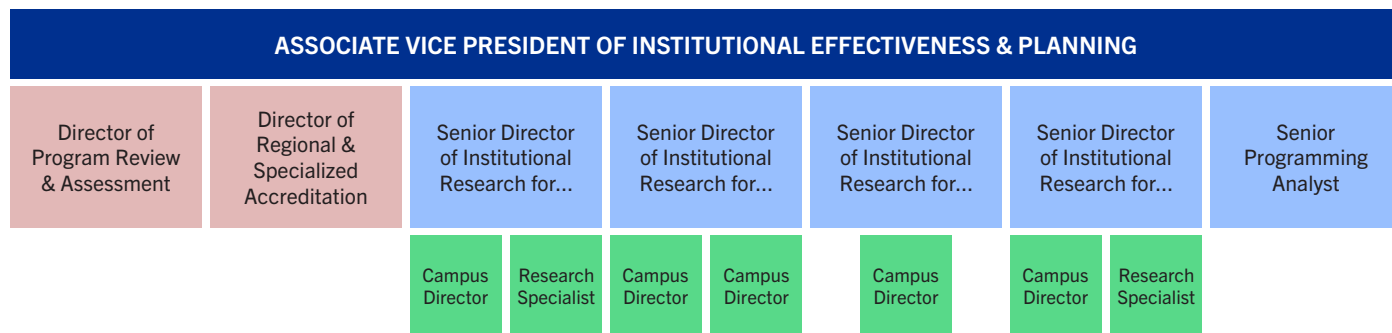
CT State leadership will develop a prioritized list for all necessary facilities upgrades, deferred maintenance, and long-range master planning across all campuses. Leadership will also work closely with campus CEOs, the CSCU Facilities Office, and the CT Bond Commission to define the needs for ongoing capital funding. Ongoing work is needed to align the current 12 colleges' facilities master plans into a single master plan that prioritizes campuses with more critical facilities' needs while also aligning with long-range academic planning.

Assessment

The Director of Program Review and Assessment, reporting to the Provost, will coordinate statewide academic program review (APR) efforts to assure regular and consistent evaluation of the quality, integrity, and effectiveness of academic programs (see Standard 8). To build an institutional and campus culture committed to continuous improvement, the CT State leadership team will regularly share and discuss performance toward goals with Regional Presidents and CEOs.

Conclusion

During the work to plan and build CT State, the College will maintain partnerships with national leaders in the community college reform agenda. During the first few years of CT State's operation, there will be opportunities for stakeholders throughout the College to be involved in developing a new strategic plan for 2025 and beyond that further prioritizes the College's goals.



STANDARD THREE: Organization & Governance

CT State will be a merger of the 12 individual community colleges, who already share a common governing Board of Regents (BOR), into a single institution. While the CSCU System Office has, historically, provided centralized support in certain areas that were common among the colleges (e.g., Student Information System technical support), the colleges have had individual operations, policy interpretations, and internal governing structures. In preparation for the completion of the merger, leadership (initially in the System Office and later in CT State)

- designed a governance structure to support the transition;
- designed a separate governance structure for the merged college; and
- ensured the organizational design is sufficient to fully support the merged college, separate and apart from the CSCU system office.

The CT State structure is a single entity with multiple campuses. CT State will have common policies, a single catalog of aligned academic programs and curricula, a statewide governance structure that incorporates and preserves local campus governance bodies, and a matrixed organizational structure that is designed to support equitable student success and greater fiscal health across the institution. The organizational structure for CT State can be found in Appendix AK.

Response to the Commission's Concerns

Faculty/Staff Participation in Formation of CT State (Special Attention Area #2)

The Commission requested in the July 2021 and October 2021 letters a discussion on faculty and staff participation in the consolidation process. Seven hundred and thirteen individual faculty, staff, and administrators have participated in consolidation activities of some form (e.g., committee/work group, alignment, feedback, endorsement). Full-time faculty comprised approximately 63% of the number of individuals participating in some way, although participation levels varied by individual. A comprehensive list of all CT State committee/work groups and participants (2018-2021) and all curriculum alignment

participants (2020-2021) with name and function, sorted by institution is available [here](#).

CT State Committees and Work Groups

CT State was built by the work of hundreds of dedicated faculty, staff, and administrators. The transitional governance bodies included:

- College Consolidation Implementation Committee (CCIC);
- Students First Academic and Student Affairs Consolidation Committee (SF ASA CC); and
- Aligned Program Review Committee (APRC) as our transitional curriculum governance body.

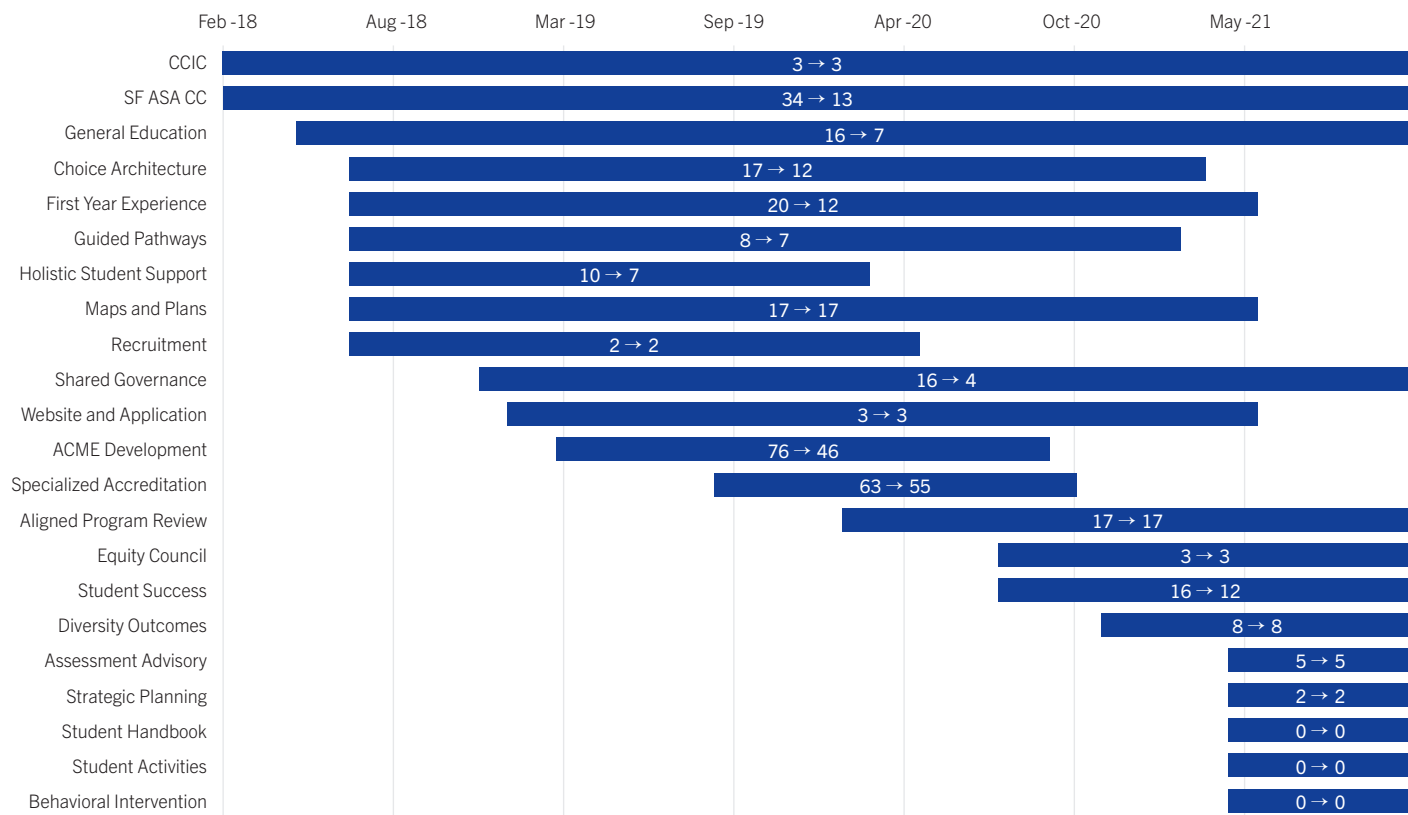
The table below lists additional committees and work groups that played a significant role in the various aspects of the formation of CT State.

Aligned Program Review Committee	Serve as transitional curriculum review committee
Alignment & Completion of Math & English	Promote college-level course completion in first year
Assessment Advisory Committee	Develop systems to advance all forms of assessment
Behavioral Intervention Design	Create process to positively respond to behaviors
Choice Architecture	Promote early choice & remove success barriers
CT State Success Team	Examine data & promote equity to help all students
Diversity Outcomes	Develop outcomes for diversity requirement
Equity Council	Develop equitable & inclusive policies & practices
First-Year Experience	Develop a first-year experience course
General Education	Develop general education core for CT State
Guided Pathways Task Force	Improve student success with Guided Pathways
Holistic Student-Support Redesign	Redesign advising & student-support services
Program Maps & Academic/Career Plans	Develop guidelines for academic & career plans
Recruitment Architecture	Streamline enrollment & strengthen partnerships
Shared Governance	Craft a governance structure proposal for CT State
Specialized Accredited Programs	Gather accreditation data to inform next steps
Student Activities	Develop a structure for student clubs & activities
Student Handbook	Create a common student handbook for CT State
Website & Streamlined Application	Inform website design, inquiry & application

At the peak, 468 faculty, staff, administrators, students, and foundation members joined the effort through service on these committees/work groups, with full-time faculty comprising 49.1% of the total membership across the groups. In total, approximately 34% of all full-time faculty across the 12 colleges engaged in at least one work group or committee, although participation levels varied by individual.

Committee and Work Group Timeline and Faculty Participation

Numbers within bars represent faculty participation (maximum → current or # at group completion)



The chart above presents the timeline of each committee/work group as well as the number of full-time faculty participating in each. Please note that some full-time faculty members participated in multiple groups, therefore the numbers within the chart contain duplicates.

In addition to formal group membership, CT State has regularly solicited, welcomed, and considered faculty and staff input. For example, the Alignment and Completion of Math and English (ACME) proposal, which will impact all CT State students, was distributed to all 12 community colleges for feedback in late Fall 2020. Subsequently, 22 individuals and just over 20 college governance and/or faculty groups submitted responses to the proposal, totaling 87 pages of commentary and feedback. The ACME group leadership carefully considered the feedback, and many of the recommendations were incorporated into the [final proposal approved by the BOR](#) in May 2021. (See Standard 4 for *Faculty Participation in ACME, Special Attention Area #7*.)

Following a similar process, the Shared Governance work group recently revised the CT State governance proposal based on extensive input received through a variety of channels. Although challenging to quantify all contribu-

tions (such as the number of individuals who provided input during college meetings), many hundreds of faculty and staff throughout the system contributed valuable ideas that substantially shaped and strengthened these proposals, and all feedback was carefully considered leading to modifications and refinement. (See Standard 4 for *Faculty/Staff Participation in Curriculum Alignment Work, Special Attention Area #6*.)

Organization & Governance (Special Attention Area #3)

Organization Structure

Throughout the development of CT State, teams first from the CSCU System Office and later the CT State leadership, designed the institution's organizational structure. Starting in 2017, leadership worked closely with staff from NECHE (then NEASC) and the National Center for Higher Education Management Systems (NCHEMS) to guide this development. Particular attention has been placed on designing a structure that adequately supports the CT State academic enterprise and forming clear roles and responsibilities of governance that build upon governance bodies that currently exist.

The updated organizational chart (see Appendix AK) is the result of a detailed development process that includes input gathered through almost two years of leadership team meetings with hundreds of stakeholders. These stakeholders included the 12 college CEOs/Presidents; three Regional Presidents; participants of college-wide town hall meetings at eight of the 12 colleges; and other constituent groups. From Spring 2020 to Fall 2021, the hundreds of meetings generated very helpful feedback to the proposed model that resulted in many beneficial changes that clarified responsibilities.

The diagram below shows the intricate relationships between the three organizational levels of CT State (the College/blue, three Regions/green, and 12 Campuses/pink) as well as the role of the CSCU System Office (shown in yellow). Where shared responsibility exists for functions, color gradients are used to indicate this; however, in all such functions, overall responsibility rests with the CT State college administration. Information about the roles and responsibilities of the CT State President, Regional Presidents, and Campus CEOs is included in a section below.

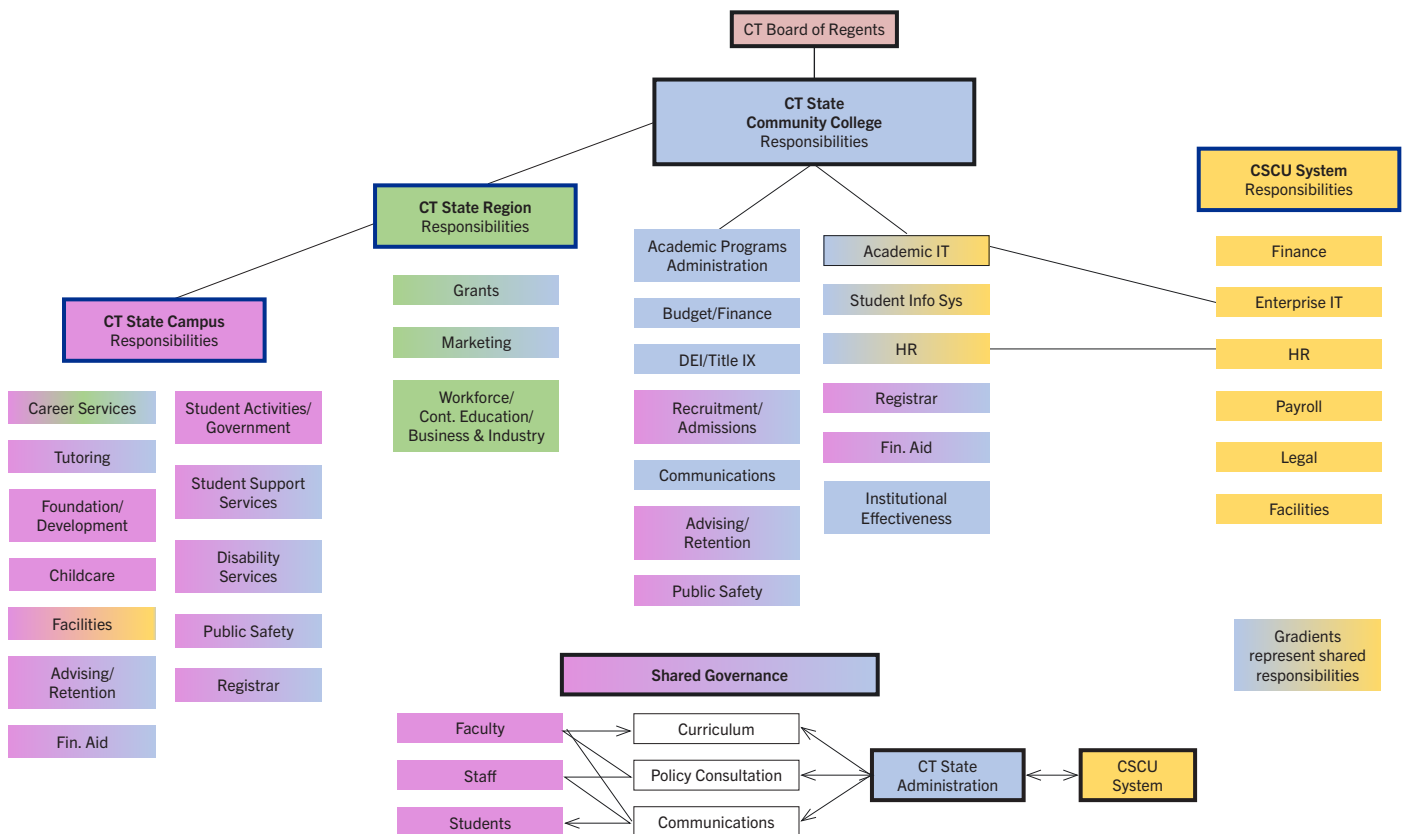
All authority ultimately resides with the BOR who delegates that authority to the CSCU President and CT State

President to ensure that the institution operates in accordance with NECHE accreditation standards, all federal and state regulations and statues, and BOR policies. The existing colleges have maintained NECHE accreditation for many decades and that same clarity of authority, responsibilities, and decision-making have been built into CT State. Detailed information about shared governance for CT State is provided in the sections below.

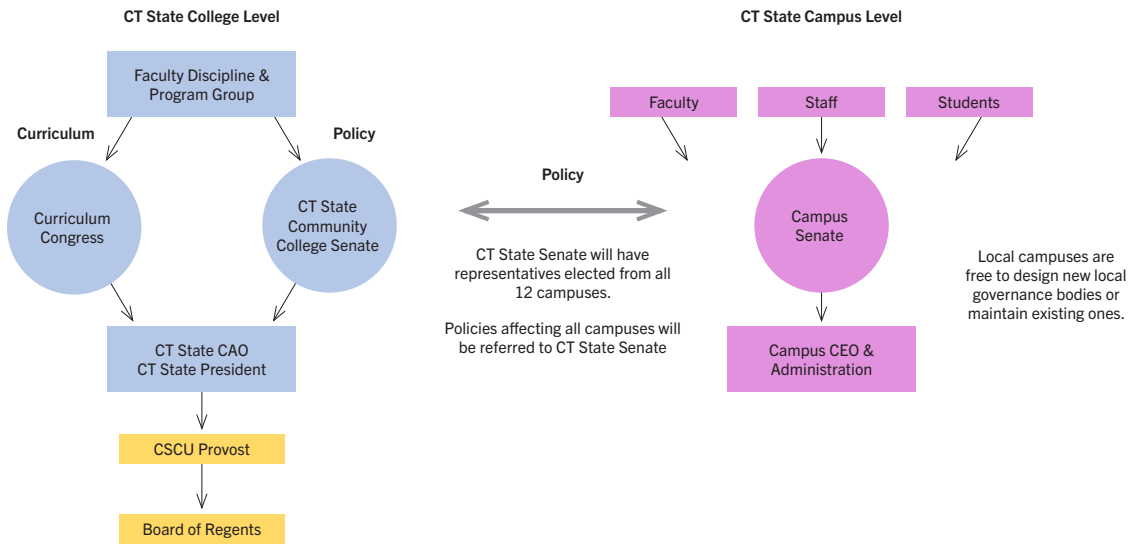
Faculty/Staff Voice in Governance and Decision-Making (Special Attention Area #4)

Governance Structure

The governance structure that will be launched for CT State in Spring 2022 is shown below. It is based on the governance models at the individual colleges that have existed for many years. The CT State model includes two statewide governance bodies, the College Senate, and the Curriculum Congress. Each shall be representative of all campuses and college constituents (faculty, staff, and students). In addition, each campus will continue to have their own local campus governance bodies that will forward items to the statewide College Senate if the issue affects CT State broadly. Students will also have a role in all aspects of governance including membership on both



CT State Standard 3 Organization & Governance Structure to Ensure Inclusive Governance



statewide elected bodies. This structure has been designed to provide a substantive voice for all stakeholders in the planning and operation of CT State.

The College Senate will focus on crafting policy and procedural recommendations to the College administration, while the Curriculum Congress will review and vet all curricular proposals for CT State. Both bodies are built with significant faculty representation. The College Senate will be comprised of 39 voting members: three elected representatives from each campus (12 total full-time faculty, 12 total professional/classified staff, and 12 total non-management members) plus one student government representative elected from each of the three regions in CT State (three total students). The Curriculum Congress will be comprised of 33 voting members. Ongoing regular assessment of the CT State Governance Model is planned. (See Standard 4 for *Faculty/Staff Participation in Curriculum Alignment Work, Special Attention Area #6.*)

Shared Governance (Special Attention Area #5)

As indicated above, each college currently has local governance bodies that provide a voice to all campus community members. These existing bodies will remain, with each college determining how to align their local governance bodies to the new governance structure for CT State. However, the existing model for student government will be adjusted to reflect the new college structure to make certain that all campuses have representation and separate student activities budgets that reflect enrollment at

each campus, ensuring that students receive direct benefit from student fees.

The Shared Governance Work Group convened in 2018 to develop the internal governance structure (see Appendix AL). The initial governance proposal was presented in Spring 2021 to the colleges for consideration. Following feedback, faculty representation was expanded. An updated diagram for curriculum development and approval was included in the shared governance proposal to clarify the faculty role. The revised proposal was approved by SF ASA CC and presented to CCIC in January 2022 for approval in February 2022 (see Appendix AM).

The updated proposal includes a timeframe for implementation that begins with governance elections at all 12 colleges, taking place in Fall 2022. As with the current processes at the colleges, faculty continue to remain at the center of the CT State curricular development and approval process. Curricula proposals will continue to emanate from faculty within CT State and this can occur at a variety of levels (e.g., individual faculty members, collaborative faculty groups, campus faculty, or program/disciplinary faculty groups) within the new statewide academic department structure (see Standard 6).

In response to the Commission's October 2021 letter, it is noted that there appears to be a misperception by those providing public comment that curriculum will be campus-based in CT State; however, all curriculum for CT State will belong to the entire institution as part of a single academic catalog. This curriculum alignment will also ease student transfers to upper-division institutions.

Historically, the colleges have offered academic programs with similar names, but these programs have often differed in content, admission requirement, and/or prerequisite structure. For CT State, these same programs have been, or are currently undergoing, curriculum alignment by program faculty for inclusion in the CT State catalog. Legacy academic programs at the 12 colleges will be discontinued by Fall 2023 with crosswalk maps in place for students to transition from legacy programs to aligned programs of CT State.

Actions Accomplished Related to the Standard

Leadership Structure and Transition

In May 2020, the BOR appointed a CT State leadership team consisting of an interim President, interim Provost/CAO, interim Vice President for Administration/CFO, and a Vice President for Enrollment Management and Student Affairs (EMSA). This team also includes the three Regional Presidents, who were hired in 2019. The permanent Vice President for Administration/CFO was named in January 2022. The search has been launched for the permanent CT State President and the permanent Provost/CAO will be sought following the appointment of the permanent president.

The Regional Presidents play a key role in the CT State structure, providing leadership and support for the campus CEOs as their direct supervisors. Regional Presidents support campus efforts to improve student access and success; work to secure additional funding; engage with local, state, and national stakeholders to increase support for the campuses; lead regional and statewide continuing education, workforce, and business and industry efforts; assist with regional marketing and recruitment initiatives; and drive opportunities for greater fiscal sustainability. The Regional Presidents will be instrumental in ensuring policies and practices adopted by the BOR or CT State leadership are implemented consistently at the campus level and that both challenges and opportunities that arise at the campus level are elevated across campuses and to the CT State President.

Beginning in 2023, CEOs will be primarily responsible for management of day-to-day campus operations, local community relations/outreach, campus fundraising/resource development and foundation support, oversight of campus-related budgets, management of physical campus buildings and facilities, and management of local student and faculty-related issues. The CEOs will continue to play a critical role in supporting the local learning environ-

ment and ensuring students have the resources they need to learn and succeed. They will also identify local concerns and consult with the Regional Presidents to find or advocate for local, regional, and statewide solutions.

CT State has invested significant effort to prepare for the transition of staff into the new structure with minimal disruption to students and employees.

Actions to Be Completed by Prior to July 2023

Matrix Organization

The structure of CT State as outlined above is highly matrixed. This presents a departure from existing operations for most college staff. The structure anticipates several formal cross-functional teams that will advise CT State leadership on college operations. While some operational teams have been identified, over the coming months a more robust set of operational groups and processes will be clarified to support the matrix structure.

Policy Review

A review is nearing completion of all BOR academic, student, auditing, and financial policies (see Standards 4, 5, and 7). Recommendations will be advanced to ensure clear and consistent language and alignment of all supporting procedures for implementation prior to July 2023.

Governance Meetings

In keeping with CT State's role as a public entity, all CT State governance bodies will meet in public session and all agendas will be posted in advance to the college website. Reorganization of both the BOR Student and Faculty Advisory Committees is being considered to better reflect the strategic initiatives of the single college. For example, the Student Advisory Committee will review its membership, quorum structure, and bylaws. A regular review cycle will be established for all college policies and procedures.

Actions Planned After July 2023

Standards Two and Eight outline the commitment to continuous improvement fundamental to the operations of CT State. The Director of Assessment will ensure regular assessment of both the organizational and governance structures and college policies and procedures to ensure an optimal environment to support teaching and learning and to advance CT State's vision. A strategic priority for CT State will be to coordinate and expand dual enrollment

agreements with many of the state's high schools, expanding the number of students, particularly first generation and students of color to access college credits, closely following NECHE's standards on dual enrollment credit.

Conclusion

An undertaking of this complexity has created a significant degree of apprehension. Communication, though regular and varied in format, has been inadequate. The leadership team is committed to improving communications to better support the organizational change. The CT State Director of Communication and Strategic Marketing was named in the Fall of 2021 and is providing critical support in this area. CSU President, Terrence Cheng, recently completed an extensive listening tour across the state, supported by the CT State Vice President for Administration/CFO and the Regional Presidents. The questions raised formed the basis of a new communication plan. Improved communications related to the transition are an organizational priority (see Standard 9).

STANDARD FOUR: The Academic Program

As mature, accredited institutions, the colleges have successfully developed programs of study needed by the state and our students. Over 640 individual associate degrees, 330 individual credit certificates, and more than 4,000 credit courses existed prior to curricular alignment. These duplicative programs had inconsistent requirements, course titles, and outcomes which, confuse students and hamper transfer. Curricular alignment has brought together the most effective elements from the colleges to meet the mission and purposes of CT State. All aligned curricula will continue to comply with established guidelines and credit limits for associate degrees and certificate programs.

In addition to providing a more consistent and higher quality experience for students, a consolidated academic structure enhances our ability to meet burgeoning workforce needs. There is a great demand for trained workers and no single college can fulfill these needs. CT State Regional Workforce Development Officers are working to address this as a statewide problem of capacity and are deploying resources where needed to satisfy employment needs.

In Fall 2021, CT State representatives were appointed to the statewide Governor’s Workforce Council (GWC), which is led by the Office of Workforce Strategy and includes industry partners in IT, manufacturing, and healthcare, collaborating to better meet labor needs of local industry. CT State is a critical partner and is featured prominently in the GWC Strategic Plan (see Appendix AN).

Response to the Commission’s Concerns

Faculty/Staff Participation in Curriculum Alignment (Special Attention Area #6)

CT State Curriculum-Alignment Work

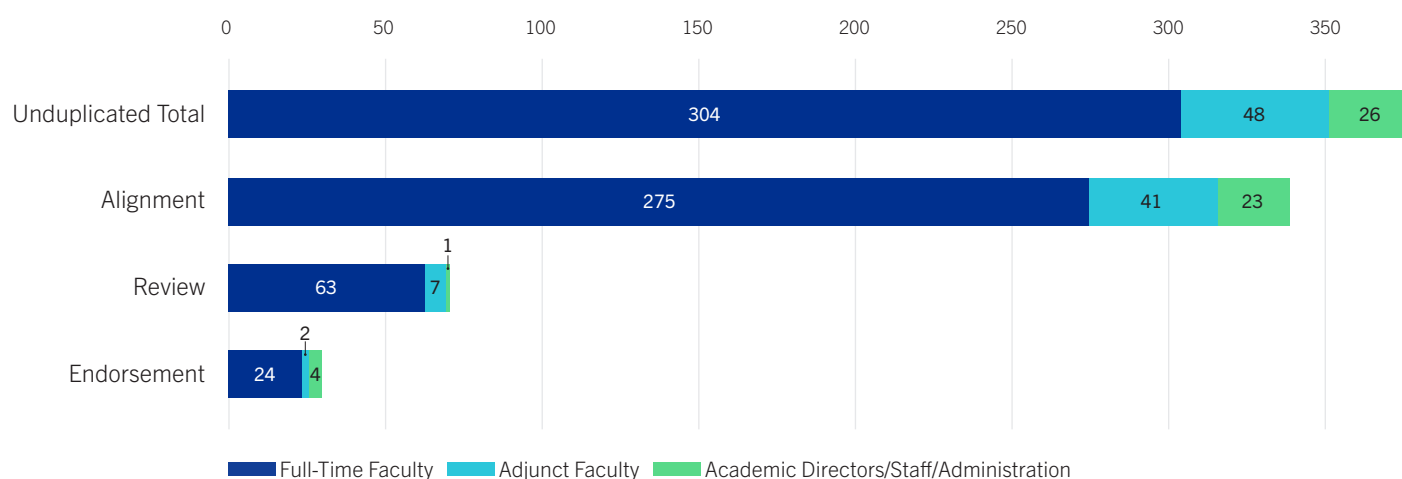
Curriculum alignment for CT State was a significant and complex undertaking. Managed by the Aligned Program Review Committee (APRC), a group with representation from all community colleges and with 75% of the membership comprised of full-time faculty (see Appendix AO), CT State has implemented an approach to curriculum alignment that respected the NECHE standards, followed the principles of shared governance throughout

the transition, and provided multiple opportunities for faculty input.

The development of aligned curricula for CT State was based on currently offered programs at the colleges that were approved through local governance structures and the CSCU governing bodies (see Appendix AP). During the alignment process, hundreds of faculty members from all colleges collaborated to identify, review, and analyze both common and unique programs with a special emphasis on common course titles, numbers, prerequisites, corequisites, descriptions, credits, and student learning outcomes. Six curriculum-alignment managers (all current/former faculty members) provided support and direction to the program faculty work groups who have ownership of their curriculum.

Faculty were continually invited to participate, and financial compensation was provided. In late Spring 2020, 198 faculty members (full- and part-time) signaled their willingness to participate in response to a renewed invitation from the leadership team (see Standard 3 and Appendix AQ). Between 2020 and 2021, 378 unduplicated faculty and academic staff members engaged in at least one part of the curriculum-alignment process. This number includes 303 unduplicated faculty from the community colleges (one faculty participant from a state university has been excluded from this number). In total, approximately 47% of all full-time faculty across the 12 colleges engaged in at least one part of the curriculum alignment process. The chart below shows the number of full-time faculty; adjunct faculty; and academic directors, staff, and administrators who participated at least once in each of these steps.

Participation in Curriculum Alignment, Review, and Endorsement



NOTE: Participation levels varied by individual, and some individuals participated in multiple steps, therefore they are counted separately within the alignment, review, and/or endorsement numbers. The participant counts do not include faculty and academic staff who participated outside the purview of the curriculum-alignment management team such as individuals who were involved through direct contact with their work groups or state-wide discipline groups. Alignment participants engaged in at least one part of the curriculum-alignment process.

After review of the aligned curriculum by the APRC, each program-alignment proposal is sent to each of the 12 colleges’ governance bodies and publicly posted online for review and feedback during an endorsement period for open-ended commentary and critique. Hundreds of full- and part-time faculty have provided input or feedback during the curricular-review process. Since Fall 2020, APRC representatives submitted over 1,925 comments of feedback gathered from the colleges, which have provided the opportunity for ongoing curriculum modification and refinement as part of the comprehensive curriculum-alignment process.

Response to the Commission’s Concern

Faculty Participation in ACME (Special Attention Area #7)

In March 2019, an Alignment and Completion of Math and English (ACME) Work Group was authorized by the CSCU Provost to begin researching a redesign of developmental education in English and mathematics based on work that the CSCU Student Success Center had done over the previous few years in collaboration with the Charles A. Dana Center at the University of Texas at Austin and other national partners. The ACME Work Group was composed of faculty, staff, and administrators from all 17 CSCU institutions as well as the University of Connecticut.

The ACME Work Group presented a final report to the BOR in October 2020 and a policy proposal was drafted

and shared with all stakeholders in April and May 2021 for feedback. Some raised concerns about the timeframe for implementation of the policy and the elimination of prerequisite requirements for students. The Coalition of Connecticut English Teachers (CCET) opposed the policy, arguing that some students should continue to be required to take prerequisite courses, whereas the proposed ACME policy eliminated prerequisites and required a faculty-designed curriculum with corequisite supports. The [ACME policy](#) follows national best practices in community college English and mathematics remediation efforts to increase student success by reducing or removing barriers to their success, namely additional prerequisite coursework.

In September 2021, two new groups were formed to lead ACME design and implementation work: 1) the ACME Core Steering Committee, composed of faculty and staff who are charged with leading the curricula planning and implementation work and 2) a larger ACME Advisory Council that receives current information on design and implementation work, identifies concerns or needs related to the ongoing work, and communicates with both the Core Steering Committee and back to their constituents. Both work groups receive extensive monthly updates on curriculum progress for the ACME policy implementation. English and math faculty have been asked to present curricula proposals in Spring 2022 for adoption into all CT State degree programs.

Actions Accomplished Related to the Standard

General Education

Prior to the planned merger, faculty from the 17 CSCU institutions worked collaboratively to develop transfer degrees to satisfy the Transfer and Articulation Policy (TAP) for programs that guarantee transfer as rising juniors to the CSCU universities. The TAP framework requires a 30-credit general education (“Framework”) core (see Appendix AR) that is paired with a 30-credit program core for specified programs. The TAP Framework and Implementation Review Committee (FIRC), with representatives from the 12 colleges, developed a process to assess general education outcomes across the institutions to ensure delivery of consistent course content and comprehensive assessment of student learning outcomes.

Leveraging the TAP “framework,” the new 21-25 credit CT State general education core was approved by the BOR in May 2020 (see Appendix AS) to be used in all non-TAP programs in CT State. Due to the TAP framework, outcomes were already in place for the majority of the general education categories, which include instruction in arts and humanities, English composition, math/quantitative reasoning, oral/written communication, scientific reasoning/ knowledge and understanding, social/behavioral sciences/historical knowledge, and an embedded diversity requirement.

The proposal for the CT State general education core was developed between May 2018 and December 2019 by a General Education workgroup comprised of faculty and staff elected from each of the 12 colleges. Upon BOR approval, FIRC was subsequently charged with reviewing and revising the current TAP Framework outcomes and creating additional outcomes for the CT State general education categories as needed. In addition, a Diversity Outcomes Work Group was formed in Spring 2021 and charged with developing recommendations regarding outcomes to meet the embedded diversity requirement. These recommendations were made available for review and public comment in Fall 2021 and will be finalized in Spring 2022.

Credit Curriculum Alignment (Rounds 1-4)



Sixty-seven programs (50 degrees and 17 certificates) have completed full review by APRC and CT State transitional governance committees, according to the process shown above, and were approved by the BOR between June 2021 and December 2021. All feedback was reviewed by APRC and shared with faculty work groups and transitional governance bodies.

Non-Credit Curriculum Alignment and Regional Workforce Initiatives

The three CT State Regional Workforce Development Offices have been aligning workforce development programs that are offered at more than one college. As of January 2022, six workforce programs have been aligned in preparation for implementation in Fall 2022: Dental Assistant; Emergency Medical Technician; Medical Administrative Assistant; Pharmacy Technician; Bookkeeper; and Central Sterile Processing Technician.

Academic Policy Alignment

A significant deliverable needed for the development of a single CT State catalog is the review and alignment of policies and procedures used across the 12 individual colleges. A primary goal of this policy review has been to minimize additional substantive policy changes until the permanent CT State shared governance structure is in place (see Standard 3). To date, 24 major academic policies have been reviewed. In most cases, the revisions include updating language specific to CT State without substantively changing the existing policy. These wording changes will be brought forward to the BOR-ASA and the BOR as information items for approval in February 2022. These updates have been reviewed by the Community College Academic Deans Council and will move through the CT State transitional governance structure before being considered by the BOR.

Actions to Be Completed by July 2023

Credit Curriculum Alignment (Rounds 5-11)

A total of 257 programs (and their related aligned courses) are scheduled for review and board approval by June 2022 (see Appendix AT):

- 67 aligned programs already approved by the BOR in 2021
- 142 programs (79 degrees and 63 certificates, in APRC rounds 5-8) have completed initial review by the CT State transitional governance committees between September 2021 and December 2021 and are currently in the endorsement process
 - Anticipated to go to the BOR for final approval between February 2022 and April 2022
- 48 programs (35 degrees and 13 certificates, in APRC rounds 9-11) are scheduled for review by transitional governance committees and endorsement in Spring 2022
 - Board approval is anticipated to follow in May 2022 and June 2022

The following course topics are also scheduled for review and board approval by June 2022:

- Anthropology, College and Career Success, Computer Applications, English co-requisites, Health, Honors, Interdisciplinary Studies, Math pathways and co-requisites, Philosophy, Science (generic), Social Science (generic), and Women's Studies

Accreditations for specialized programs will move from legacy colleges to CT State by July 2023.

Non-Credit Curriculum Alignment

The following workforce development (non-credit) programs are currently being aligned with the expectation of being available by July 2023:

- CompTIA A+, Certified Nurse Aide, Phlebotomy Technician, Medical Billing and Coding, Manufacturing, EKG Technician, Ophthalmic Assistant, Personal Care Assistant, Personal Trainer, Security Guard, Real Estate, and Veterinary Assistant

Catalog Development

In preparation for a Fall 2023 opening, CT State is finalizing development of a single academic catalog. The back-end build of the catalog, using the Acalog digital technology platform, began in Spring 2021 and the “go live” date is projected for Fall 2022. Since CT State will begin accepting student applications in Fall 2022, a draft (transitional) version of the catalog will be available for students,

staff, and faculty by October 2022 and the official 2023-24 catalog, with all remaining content and edits finalized, will be available by May 2023. Goals, objectives, and learning outcomes for CT State curricula will be included in the catalog, course outlines, and/or various other published documentation for academic programs. Policies for some specialized programs, such as Nursing and other accredited programs, will also be available in program-specific policy manuals and handbooks for CT State, as was the case for many programs in the 12 legacy colleges.

Academic Quality, Consistency, and Effectiveness

The transition of the academic programs at the current colleges to CT State is focused on ensuring academic quality, consistency, and effectiveness on all campuses in alignment with CT State's mission and purposes. As the launch of CT State in Fall 2023 draws near, the CT State Associate Vice President of Academic Operations and the Director of Scheduling and Online Programs will work closely with the Associate Vice President of Academic Programs and Curriculum and academic program-area and department leaders for CT State to develop the schedule and delivery methods of credit courses each academic term.

Pathways and Partnerships

Expanding the academic structure for CT State, the Associate Vice President of Higher Education Transitions will assure ongoing development and maintenance of relevant transfer pathways and high school partnership programs. Although there is a common policy, the 12 colleges currently receive separate funding from the CT Department of Education and have distinct Perkins grants, high school partnerships, and dual-enrollment programs. CT State leadership is working with the CT Department of Education to merge these initiatives.

All consortium agreements and contractual arrangements, such as those with hospital facilities for our allied health programs and with corporate partners for our automotive, railroad, and manufacturing programs, 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. CT State will develop an agreement with our sister institution, Charter Oak State College, to be the provider of Prior Learning Assessments for any students seeking credit for prior learning, in addition to assisting with course design and being a transfer partner to help with student retention and graduation. The Transfer Articulation Policy (TAP) that was established by the BOR will need to be updated to name CT State as the entity with which all transfer agreements are made with our state university partners.

Actions Planned After July 2023

Academic Quality, Consistency, and Effectiveness

CT State administration is committed to an annual, rotating policy-review schedule and process to ensure currency and alignment with the CT State mission and vision as well as relevant federal and state regulations. Assessment work that the 12 colleges are doing separately now will transition to the new statewide CT State structure under the leadership of the Director of Program Review and Assessment (see Standard 8).

In addition to enhancements made to online delivery of courses and programs during the pandemic, the individual colleges advanced the adoption of accelerated terms within the standard 15-week semesters to help address needs of non-traditional learners. The duration and frequency of these accelerated terms have varied widely across the colleges. Accelerated options will be aligned in CT State using a 7-1-7-week format to deliver programming during the spring and fall semesters.

Conclusion

With Fall 2023 as a target, the CT State team has made a significant progress to align all degrees, certificates, and courses and provide coherent and high-quality curricular offerings. Faculty are working to streamline duplicate programs while maintaining unique programs. Despite clear progress on curriculum and intensive communications, the consolidation process has been a heavy lift. Team leaders are committed to building on successes, addressing problems and concerns head-on, maintaining open channels of communication, and fostering a collaborative and collegial environment.

At the same time, despite union objections, benefits of the curriculum-alignment process have emerged. Students can complete most general education courses at any of the 12 campuses and the aligned curriculum will allow for a seamless transition for students who move between campuses. The consistency in course titles, numbers, prerequisites, corequisites, credits, descriptions, and student-learning outcomes in a single catalog for CT State will ensure academic quality and integrity in the award of academic credit. On the course level, students taking advanced-level courses and program electives will have consistent foundational learning outcomes, college-wide assessment will be easier and more robust with a common curriculum, and faculty from different campuses can easily share curricular and instructional ideas.

STANDARD FIVE: Students

The formation of CT State was grounded in two key objectives: improving the financial stability of community college operations in the wake of steep enrollment declines and improving student success. A single college provides a way to remove barriers for students, implement student-success reforms at scale, and provide the resources to address years of under-investment in infrastructure and staff development at individual colleges. For example, the collective enrollment of CT State is expected to meet the threshold for designation as a Hispanic Serving Institution (HSI) by the U.S. Department of Education. An application will be submitted to seek this designation once CT State is formed. This fuels our commitment to reversing CT's opportunity gap. Substantial work has been accomplished to ensure that CT State meets required standards related to students when the colleges merge.

Response to the Commission's Concerns

■ Students (Special Attention Area #8)

Enrollment Projections

The June 2021 update to the Commission outlined CT State's model for enrollment projections. While components have been revised (see Appendix A) based on Fall 2021 actuals and college retention patterns, the model is still used. The model included three components:

1. **Baseline enrollment trends:** The model uses historical data for two-year public college in the Northeast and Mid-Atlantic going back to 2000. The CT State model considered two approaches to the baseline model. The first approach places greater weight on the distant past to project future trends; the second places greater weight on the more recent three years. The two models provided a "trends continue" and a "trends reverse" projection. The 2021 projection model also considered qualitative data to arrive at a baseline projection. The most significant change between 2021 and 2022 is a revision of the estimate for the reengagement of students who stopped attending in the pandemic. The 2021 model assumed an optimistic "COVID bounce" of 75%; however, the enrollment-management team has been monitoring re-engagement of stop-outs

and projections have been revised to include a more measured curve with a return rate of 25% over time.

2. **PACT:** CT's free community college program, the Pledge to Advance Connecticut (PACT), was launched in Fall 2020 without state appropriations. Funded in the first year by the BOR with \$6 million in System Office reserves, the program could not fully meet the demand. Full funding for the program was not resolved until May 2021, with the State Appropriations Committee identifying funding in FY 22 and FY 23 as well as a permanent funding source for the program. Late funding, after most traditional-age students had decided on college plans, presented recruitment challenges in FY 2022. The challenges have been addressed and more robust marketing is underway.
3. **Guided Pathways Advising:** 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. Enrollment projections factor in increases in college retention rates as the Guided Pathways advisors are hired. While it is still early to fully assess, the early indicators support a strong impact on retention (see below for details).

Enrollment Management Plan

The community colleges in CT are committed to the mission of open access. The CT State Strategic Enrollment (EM) Management Plan (see Appendix AG), developed in 2019 and serves as a transitional planning document prior to the merger, articulates this commitment. The three-year plan outlines enrollment goals related to maintaining the current market share of traditional-age students, growing the adult learner population, and retention. Since the colleges have unique enrollment-management plans that align with the statewide plan to varying degrees, the focus of the transition has been on providing greater collaboration while still acknowledging individual college goals. The CT State Strategic EM Plan undergoes annual review and assessment by the cross-functional and cross-college Enrollment Management Council. It was last updated in Spring 2021 and will be updated in Spring 2022.

The adult-learner segment, both in numbers and as a percentage of the enrollment, has fallen in recent years and it is acknowledged that this trend must be reversed. To that end, the CT State AVP for Recruitment, Admissions and Community Outreach is working closely with each college to address adult-learner issues. CT State has engaged with the Council for Adult and Experiential Learning (CAEL) to identify policy and process barriers for the adult learners. This work is scheduled to be completed in March 2022. One challenge in improving services to non-traditional students has been college operating hours. Precedent and written agreements with some collective bargaining units have made it difficult to change operating hours for student services to include year-round evening hours Monday-Thursday difficult. However, as colleges have hired new advisors, the expectation that staff will work evening hours has been made clear and this has been operationalized for advising. The goal is for the other divisions to follow.

Guided Pathways Advising (GPA)

The Holistic Student-Support Redesign (HSSR) work group was charged with exploring and recommending best practices connected with academic advising, monitoring student progress, designing a common first-year experience and developing wraparound services to address external barriers to student success. The HSSR team created and recommended a Holistic Case-Management Advising (HCMA) policy (see Appendix AU), which defined a new Guided Pathways Advising (GPA) model based on data from national best practices; local expertise; and broad stakeholder feedback including students, faculty, staff, and administrators. The GPA model places diversity,

equity, and inclusion as a central tenet in recruitment, hiring, training and professional learning, advising practice, data collection and disaggregation, and outcomes. The GPA mission and vision statement, which grounds the work, embeds principles that foster DEI and strategically and systematically disrupts structures that promote inequality—for example, by instituting evening advising hours, year-round, to be more supportive of adult learners and working students.

In the new advising model, launched in 2021, students receive regular and strategic outreach, and they engage with their assigned GP 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. With this model, every student has an advisor who is an advocate and champion to provide support from start to finish. CRM Advise, the student-success platform, came online in January 2022. The program includes a robust professional development program to support faculty and professional advisors.

The goal for the GPA model was initially set to transition the student-to-advisor ratio from 750:1 to 250:1 by the launch of CT State, but with the support of federal funds, CSCU and CT State leadership accelerated the implementation timeline to mitigate the cataclysmic decline in retention during the pandemic. To date, academic advising staff at the colleges has increased from 65 (before GPA implementation) to 84. By the start of the Fall 2021 semester, GP advisors were fully implemented at three colleges (Housatonic, Middlesex, and Northwestern) with four more fully staffed by the end of December 2021 and the five remaining colleges slated by the end of FY 2022. Early indicators for the program are encouraging. At the first day of the Spring 2022 semester, Northwestern had an 11% increase in headcount over the first day of the Spring 2021 semester. Middlesex outperformed all registration benchmarks for November and December and as of the date of this document, full-time spring enrollment is up 27%. At Housatonic, the Fall-to-Spring retention of first-time, full-time students is up nearly 10 percentage points compared to the same time last year.

The hiring of advisors at all colleges will be complete by the end of Spring 2022, bringing the total number of advising staff to 195 and tripling the original number of staff. To work toward building an advising team that represented the unique diversity of the student body, GPA leadership reviewed the Integrated Postsecondary Education Data System (IPEDS) information at each college and used

student diversity demographics as benchmarks. Prior to the sustained effort at increasing diversity, typically less than 25% of advising staff members at the colleges identified as a race/ethnicity other than white. The diversity of the GPA team has significantly increased at every level due to these purposeful efforts. The team members identifying as Black/African American, Hispanic, and other races/ethnicities now range from 42-50% on the leadership team, leads, and advisors.

Actions Accomplished Related to the Standard

In addition to the items listed above, CT State would like to call attention to additional work completed in support of adherence to the standard.

EMSA Staff Transition

The migration of staff from the existing colleges to CT State is a work in progress. Impact bargaining will continue with the collective bargaining units to transition staff to new CT roles in a phased approach. CSU anticipates many upcoming retirements resulting from changes to retirement benefits from the state; therefore, planning is underway across all colleges to anticipate the impact of retirements on operations. All replacement positions have been and will continue to be aligned to the future organizational structure.

Admissions

In May 2020, all colleges began using CRM Recruit, an Elucian product, to support admissions and prospect management. CRM Recruit provided admissions staff with the ability to monitor an applicant's progress and provide the necessary outreach to support them through enrollment. The introduction of this product has positively impacted onboarding processes as well as streamlined communication efforts regarding prospects and applicants alike.

In preparation for the launch of the CT State application on October 1, 2022, admissions staff have begun the work to establish best practices and reach consensus on common admissions operating procedures. With the support of InsideTrack and CAEL, the teams have documented existing processes and have identified unnecessary barriers to student onboarding and opportunities for service improvements. At the conclusion of the engagement in March of 2022, clarification on staff roles and a

common process will be documented to support essential training and professional development necessary to guide staff in the newly established practices prior to the CT State application going live.

Financial Aid

Starting in AY 2021-22 all college administered aid programs are under a common procedural manual for both staff and community college students. Under the supervision of the CT State AVP for Financial Aid Services and Title IV Compliance, systemic compliance deficiencies have been addressed through customized training and corrective action.

Professional Development

The Strategic EM Plan includes goals to improve professional development opportunities for staff. A Director of Training and Professional Learning was hired to coordinate all professional development opportunities within EMSA, and CT State has already expanded opportunities during the transition. Staff members also belong to professional development organizations such as American Association of Collegiate Registrars and Admissions Officers (AACRAO), National Association of Veterans' Program Administrators (NAVPA), National Association of Student Financial Aid Administrators (NASFAA), and Connecticut Association of Professional Financial Aid Administrators (CAPFAA) to stay current in best practices.

Student Affairs

In the Spring of 2021, three committees were launched to complete key student-affairs deliverables. The committees made initial recommendations to the CT State Leadership Team on the student handbook, student activities and clubs in the merged institution, and the behavioral intervention procedures/operations for CT State. The recommendations are currently under consideration.

Student Policies and Procedures

CT State has begun to align regulatory and policy interpretations and college operating procedures to support the transition into a single institution (see Standards 3, 4, and 7). The colleges have undertaken cross-functional procedure alignment in other areas such as registration appeals, PACT appeals, and emergency student grants. This alignment will continue during the transition to CT State.

Actions to Be Completed Prior to July 2023

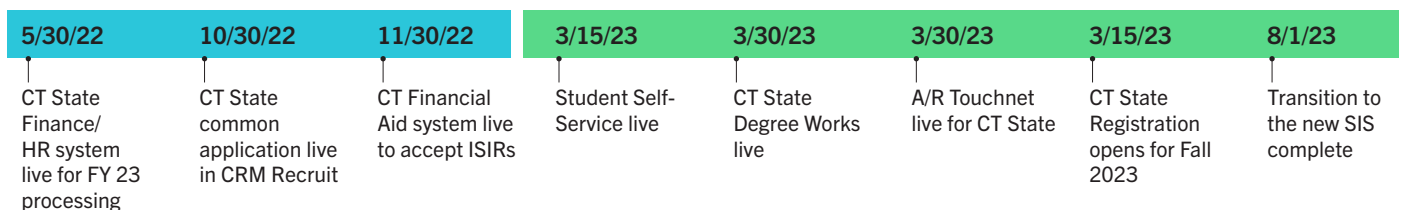
U.S. Department of Education

The success of the merger depends both on approval of NECHE and the successful completion of the U.S. Department of Education merger requirements. Since 2017 the CSCU System Office and CT State leadership have been in regular discussions with the Department on the timelines and requirements necessary to complete the merger. Since there is no formal written guidance provided by the Department, the verbal direction from Region 1 is critical to ensure there is no disruption for students. The Regional Office has identified several key items that must be finished for the merger to approved.

1. All programs must be settled in advance of the merger for inclusion on the E-App. Expected completion May 2022.
2. All student information systems for the merged institution must be in place for transacting purposes. Expected completion March 2023.
3. The E-App with request for merger must be submitted at least one year in advance. All programs and locations will be included. Expected to commence in Spring 2022.
4. In addition, CT State has been advised on the importance of carefully auditing existing federal enrollment reports by location to ensure that all existing college reports are without error prior to formal application.

Infrastructure

Discussions with the U.S. Department of Education made clear the importance the Department places on having a single Student Information System (SIS) completed and able to transact as CT State prior to the merger. In October 2020, the CSCU System Office and CT Leadership team launched the “One College Banner” project to ensure the infrastructure is in place to satisfy the Department’s requirements. The project is on track to meet the following milestones:



Continuous Improvement

Performance measures and benchmarks were established as part of the EMSA Service Level Agreements (see Standard 7). These will be reviewed annually and there are plans to share the evaluations and continuous improvement efforts with the broader community in the future.

Conclusion

The COVID-19 pandemic accelerated declines in community college enrollment in Connecticut. It has been especially challenging to forecast enrollment when the historic models are no longer useful. In addition, the qualitative decision points that drove the projections in the June 2021 update to the Commission proved to be overly optimistic and the CT State team has taken a far more conservative approach. Managing enrollment across the colleges in the transition has also proved challenging. Individual college operations differ significantly. Retirements in key positions will take time to refill. The ability to move staff among locations will allow for equitable staffing levels.

The EMSA Service-Level Agreements (SLAs) have provided valuable insight into the need to codify norms and clarify communication channels and expectations in a matrixed organization (see Standard 3). As an example, the cross-functional Enrollment Management Council, launched with the intention to help facilitate communication and input regarding statewide goals and objectives, has not been a successful communication vehicle. A new Council will be launched in 2022 under a new charter. While the challenges are significant, cross-college teams have made significant progress in clarifying future roles and responsibilities. The colleges benefit from dedicated student-affairs professionals committed to serving students well in unprecedented times.

STANDARD SIX: Teaching, Learning, and Scholarship

Faculty and Academic Staff

The CT State mission statement centers on student success through academically rigorous and innovative education.

To fulfill this mission, as of December 2021, the 12 colleges employ:

- 2,694** faculty members
- 84** advisors
- 84** librarian staff members
- 21** instructional designers with expertise in their respective disciplines

Of the **638 full-time faculty** (24% of all faculty), there are:

- 390** professors
- 100** associate professors
- 91** assistant professors
- 29** instructors
- 25** lecturers
- 3** faculty (unspecified rank)

There are 434 tenured full-time faculty (68% of full-time faculty). There are 2,056 part-time faculty (76% of all faculty).

Though the total count of part-time faculty out number full-time faculty by a ratio of 4:1, the number of credit course sections taught by part-time versus full-time faculty in Fall 2021 was roughly equal, with 2,937 sections taught by full-time faculty (49%) and 3,071 sections taught by part-time faculty (51%).

At least 23% of the full-time faculty hold terminal/professional degrees; however, the exact number is not presently known since some faculty have not formally notified HR of their change in status upon completion of a terminal/professional degree after their date of initial hire. HR is working on creating a systematic process for collecting this information.

The job categories, qualifications, roles and responsibilities, and compensation for faculty and academic staff are delineated within collective bargaining agreements (CBAs), along with criteria and procedures for recruitment, appointment, evaluation, promotion, tenure, and grievance resolution. Although the current CBA contracts expired on July 1, 2021, the terms remain in place until

new contracts are agreed upon. Negotiations with the college bargaining units have been underway for several months.

The confluence of the pandemic, enrollment declines, and increased retirements has negatively impacted full- and part-time faculty numbers, with respective decreases of 1.8% and 16.8% since 2019. At the same time, a significant upcoming state retirement benefit change may prompt many retirements of full-time faculty. It is anticipated that close to 30% of faculty and staff may retire at the end of the Spring 2022 semester; however, these retirements may also provide an opportunity to recruit additional diverse candidates when positions are re-filled.

Actions Accomplished Related to the Standard

Academic Structure Development

CT State will incorporate a new academic organization wherein faculty members are organized into college-wide departments/divisions based on disciplines and programs. These departments will become the new college's academic structure in Fall 2023, with faculty being notified

of the unit into which they are being placed in 2022. (See Standard 3 for *Organization & Governance, Special Area #3.*)

Equity Focus

As an emerging issue, CT State is committed to promoting access, addressing equity issues, and using equity as a lens when examining policies, budget priorities, and academic programming. Colleges have launched Diversity, Equity, and Inclusion (DEI) Centers to provide support and resources to students and faculty as part of their Achieving the Dream efforts (see Appendix AA). The focus on equity is highlighted in recent policy changes and initiatives, such as enhanced efforts at faculty/staff diversification and inclusion. As of December 2021, all bargaining unit employees across the 12 colleges were 60% female, 39% male, 1% unknown gender, 72% white, 9.5% Black, 6.3% Hispanic, 3.6% Asian, and 8.6% other or unspecified.

CT State Leadership consulted with the National Center for Higher Education Management Systems (NCHEMS) to benchmark with comparable colleges to ensure the staffing needs of CT State would be met. Although significant hiring is underway to substantially increase the number of professional academic advisors at the community colleges to fully implement the Guided Pathways Holistic Case Management Advising model (see Standard 5 and Appendix AU), the plan is to review the faculty and academic staff needs to meet current enrollment. HR also follows detailed Equal Employment Opportunity compliance standards when reviewing applicants and interviewing candidates for full- and part-time positions, with the overall goal being for CT State to increase diversity to reflect the composition of the student body. In addition, CT State will continue to concentrate on issues related to diversity, equity, and inclusion under the direction of a new interim Vice President for DEI.

Teaching and Learning Enhancement

To promote high-quality instruction and to support scholarship, research, and creative activities, faculty are encouraged to participate in professional development activities. CT State has hired an Associate Vice President of Teaching & Learning and an interim Director of Professional Development. The duties of these new positions include faculty and staff development opportunities and coordination with other teaching and learning initiatives and activities.

In September 2020, The AVP of Teaching and Learning reconstituted the Teaching and Learning Council (TLC) across the 12 colleges. The TLC meets monthly to

discuss ideas and goals, determine possible roadblocks to proposed actions, and use networks to allay concerns and criticisms at local colleges. Together, the group has composed a tactical plan for the CT State Teaching and Learning division outlining the mission, direction, and strategic goals for the next three academic years. These goals include supporting and enhancing online learning; prioritizing equity, access, and excellence; strengthening communication and collaboration; and providing for leadership opportunities and professional growth.

In response to the pandemic, representatives from the TLC and the CT State Educational Technology Council redesigned an existing online professional development and faculty peer mentoring resource (iTeach) to ensure robust proficiency standards for remote teaching as well as consistency and continued academic excellence in students' learning experiences regardless of delivery method.

With a forward-thinking focus on professional development, CT State has also created and launched new opportunities such as the CT State Leadership Academy for cohorts of faculty and staff in Fall 2021 and Spring 2021; the upcoming CT State Faculty and Staff Online Institute (scheduled for a January 2022 opening); and a new professional learning organization called the Center for Academic Support Excellence (CASE) that was launched in Fall 2021 to support and address specific needs of staff in areas such as tutoring, education technology, accessibility and disability services, library services, and advising.

In order to help ensure students are able to use the various technology tools and platforms that support instruction, an "Essential Blackboard Skills for Students" tutorial module is available to all students across the 12 colleges inside the Blackboard LMS platform. Furthermore, colleges also offer individual and group workshops and tutoring sessions (both in-person and remote) through their tutoring centers.

Actions to Be Completed by July 2023

Academic Structure Transition

During Spring 2022, internal searches will be launched to hire six Academic Deans to oversee the six broad academic program areas. Once hired, these individuals will assist in the hiring of 18 Associate Academic Deans and two Assistant Academic Deans (in English and Math) who will manage the 18 statewide academic departments of CT State. The current community college organizational structure for faculty will gradually transition to CT State in 2022-2023, with periodic statewide department meetings

convening in Fall/Spring 2022 in tandem with existing college departmental meeting structures throughout the academic year. One of the first activities that faculty will engage in within the new departmental structure for CT State will be the election of faculty representatives for the new CT State governance bodies that will begin operating by the end of Fall 2022.

Academic Advising Enhancement

With advising as a key to student success, CT State has started implementing a new Guided Pathways advising model to complement advising that will continue to be conducted by faculty members within specific academic program areas and courses. (See Standard 5).

Faculty Handbook Development

A small workgroup is developing the CT State Faculty handbook by reviewing existing handbooks of the 12 colleges and aligning all policies (see Standard 4). The new handbook will be available to distribute to all faculty in Fall 2022 and will help provide guidance for continual enhancement of teaching, learning, and scholarship, including expectations of faculty, academic policies and procedures, and information related to instructional resources and services.

Actions Planned After July 2023

Academic Structure Finalization

During the transition of the academic organizational structure from 12 colleges to the statewide structure of CT State, and as the new organizational structure is implemented, analyses will be completed to ensure academic staffing is at a sufficient level to support students, faculty, and staff, and to confirm alignment of staffing with CT State's mission and goals.

Online Learning and Digital Accessibility

Students in CT State online courses/programs will have the same opportunities as on-ground students to access student and academic services in an online/virtual format. Likewise, all student services will continue to be available to all students, regardless of whether they are online or on campus. Library services, tutoring, disability services, etc. will remain fully accessible to all students and services will be regularly reviewed to ensure continued accessibility of all services. Assessment of students in online programs and student evaluations of online courses/programs will be equivalent to their on-ground counterparts.

Conclusion

With approximately 60 years of experience, the existing 12 colleges have an established history of maintaining high standards and conforming to NECHE principles and practices for teaching and learning that will be continued with CT State. Overall, CT State takes great pride in its full- and part-time faculty and academic staff, who are dedicated, hard-working, and actively implementing practices to improve student success. Simultaneously, many faculty and staff members are participating in work groups and committees to bring about a smooth transition to CT State and it is anticipated that continued efforts and initiatives will encourage even broader participation (see Standards 3 and 4).

STANDARD SEVEN: Institutional Resources

The 12 community colleges have been plagued by fiscal instability as revenues have not kept pace with expenditures. The colleges have high fixed costs, with significant duplication across the 12 institutions. Enrollments have been declining and the BOR cannot increase tuition enough to offset shortfalls without sacrificing affordability and the colleges’ commitment to access and equity. The pandemic has exacerbated these trends and tuition has decreased from 41% of revenue in FY 18 to 28% of revenue in FY 22.

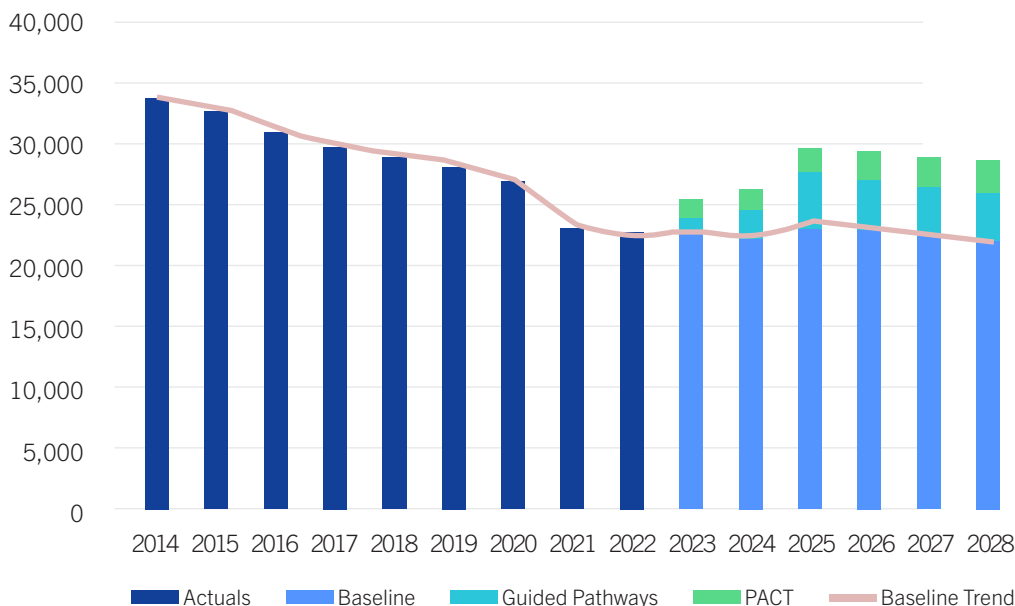
5-YEAR REVIEW OF COMMUNITY COLLEGE REVENUE	FY 18 ACTUAL	FY 19 ACTUAL	FY 20 ACTUAL	FY 21 ACTUAL	FY 22 BUDGET
State Appropriations	59%	61%	63%	64%	63%
Tuition & All Other (Gross)	41%	39%	37%	30%	28%
Federal Covid Aid: HEERF and CRF	0%	0%	0%	6%	9%
ALL REVENUE	100%	100%	100%	100%	100%

While the influx of federal pandemic aid provides temporary relief, it does not fundamentally change long-term fiscal stability, as two of the 12 colleges (Capital and Gateway) have negative reserves and face long-term insolvency. Closing colleges is not an option and it is only through the collective power of the colleges with system-level reserves and a shared operating fund that the

colleges have the cash and budget flexibility necessary to meet the accreditation standards.

Despite a negative baseline enrollment forecast, the formation of CT State improves revenue and yields long-term growth by investing in best practices to increase the success and retention of current students (see Appendix AV).

CT Community College Enrollment Forecast FTE



It has been challenging to allocate resources towards the creation of CT State while ensuring the 12 colleges have adequate resources and autonomy to meet accreditation standards. While this balance results in some cost duplication during the transition, these upfront costs are strategic investments to put CT State on the path to success and these costs will diminish over time. An effort to reduce resources for CT State during transition, to provide short-term budget relief would neither resolve immediate fiscal problems, nor provide a path to eventual fiscal recovery.

The transition to financial sustainability is underway. These actions focus CT State's efforts on improving student success and reducing non-student-facing costs by eliminating duplication, aligning staff with organizational needs, and achieving economies of scale.

Response to the Commission's Concerns

Institutional Resources (Special Attention Area #9)

Commitment to Providing an Affordable and Quality Education for Students

Despite the pandemic and fiscal challenges, CSCU and the 12 colleges have sustained their commitment to educational quality; demonstrated the ability to respond to unforeseen circumstances; and advanced the BOR's mission, vision, and goals for CSCU. In line with the CT State mission of affordable and accessible education, the BOR sets tuition rates and adopts policies and processes to equitably allocate state funding. The dedication to quality is evidenced by the consistent percentage of financial resources (60.8% to 62.8% of expenditures) allocated to instruction and academic support from FY 18 to FY 21 (see Appendix AW). Also, PACT (Pledge to Advance Connecticut)—a last-dollar, debt-free student financial aid program—was enacted by the CT legislature and approved by the BOR in December 2019 (see Standard 5). The strategic use of institutional HEERF (see Appendix AX) and state-administered federal American Rescue Plan Act (ARPA) 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 (GP) advising, faculty online-pedagogy training, and equipment and technology updates. Through prudent fiscal management and by strategically using HEERF funds, the FY 21 unrestricted net position is \$55 million, up from \$13.3 million

in FY 14. A more detailed analysis of the fiscal health of the colleges, using a composite financial index is available (see Appendix AY),

Budget Development and Review

During the transition to CT State, a new budget process will be developed to ensure that funding aligns with the College's strategic goals. The process will include leadership of the three Regional Presidents and engagement of the 12 campus CEOs and other stakeholders. 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. The review is evaluating program financial contributions and determine a standard for future financial decisions.

Contingency planning is integrated with budget implementation and aligned with BOR priorities and strategic plans. The 12 colleges currently handle disaster and business continuity planning, but the new CT State Technology Service Organization will develop and manage a single disaster and business continuity plan to cover all campuses in CT State.

CSCU system finances are reviewed by two standing BOR committees, which regularly report to the BOR for review and approval of key decisions. The Finance and Infrastructure Committee (F&IC) has general responsibility for financial oversight, and the Audit Committee monitors the adequacy and integrity of internal controls such as financial and ethics reporting, legal and regulatory requirements and compliance, and risk assessment. Fiscal policies are posted on the CSCU website and financial procedures are available on the CSCU intranet.

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 (see Appendix AZ).

Actions Accomplished Related to the Standard

Key Implementation of Shared Services

The CT State organizational structure centralizes many back office and processing functions to allow staff to have more time for direct student contact. This reorganization has been accomplished by implementing shared services. The shared-service model, which provides both short- and

long-term advantages, has been endorsed by the BOR (see Appendix BA). The model facilitates the transition to CT State while preserving the autonomy of the 12 colleges in the short-term, and it also standardizes services while achieving economies of scale in the long-term. Through this structure, CT State employees will continue to provide these important services, just in a new, more consistent way. Service-level agreements and/or governance committees are in place for these shared services and each college pays for services provided by central units. The varied approach to shared services reflects the history of how these functions have been provided and the unique nature of each service as shown in the table below. Duties and responsibilities of the college and service provider are outlined as well as fiscal responsibilities. Processes and procedures for accountability such as performance measures, periodic reviews, mandated response times, and/or dispute resolution provisions are also established (see Appendix BB).

Shared-Services Advantages, Challenges, and Plans for Improvement

Implementing shared services also allows staff to focus on specific functions that require greater specialization. This model allows staff to gain advanced skills and expertise and it improves outcomes and enhances compliance with state and federal law. Further, the implementation has promoted standard and consistent processes for assess-

ment and continuous improvement in these service areas and has set the foundation for operational excellence in CT State.

Even minor changes are disruptive and implementing shared services during a pandemic, with many staff working remotely, has been a difficult task. Consequently, there have been challenges during implementation. The transition to a larger, more complex structure has required a culture shift and the documentation of processes and standardization of communication continues to be an organizational challenge. Though there have been some challenges in implementing shared services, President Cheng is dedicated to the success and efficacy of this model and is committed to adding more resources as needed. The CT State leadership team is also focused on establishing a plan for more thorough and structured professional development to support faculty, staff, and administrators in navigating these new norms.

HR Shared-Services Reorganization

The HR shared-services model was instituted at the 12 colleges and Charter Oak State College in Fall 2020. HR has been reorganized into a Center of Excellence (COE) model that standardizes and streamlines HR policies, procedures, and functions and provides centralized access to services. Performance evaluations are conducted in accordance with CBA schedules and supervisors are notified

HISTORY & FUTURE OF SHARED SERVICE	ENROLLMENT MANAGEMENT & STUDENT AFFAIRS	HUMAN RESOURCES	FINANCE	INFORMATION TECHNOLOGY
Will shared service exist once CT State is operational?	No. This is a transitional arrangement.	Yes	Yes	Yes
OVERVIEW OF SHARED SERVICE	ENROLLMENT MANAGEMENT & STUDENT AFFAIRS	HUMAN RESOURCES	FINANCE	INFORMATION TECHNOLOGY
Scope of Current Services	<ul style="list-style-type: none"> • Admissions • Advising • Financial Aid • Registration 	<ul style="list-style-type: none"> • Diversity & Inclusion • HR Strategy • Labor Relations • Recruitment & Talent • Compensation, Benefits & HR Administration 	<ul style="list-style-type: none"> • Accounting • Purchasing/Accounts Payable • Payroll 	<ul style="list-style-type: none"> • Business • Communications • Information Security • Infrastructure • Teaching & Learning
Scope of Future Additional Services	Same	Same	<ul style="list-style-type: none"> • Fixed Assets • Accounts Receivable • Travel & Reimbursement 	<ul style="list-style-type: none"> • Desktop & Mobile Computing
Number of Employees providing service in FY 22	319	40	53	57

of contractual guidelines. HR policies and procedures are consistently applied, and policies are easily accessible to all employees through distributions and online trainings.

New Partnerships and Funding Opportunities

CSCU and CT State maintain long-term financial projections that are used to establish strategies and budgets. The merger and significant enrollment declines during the pandemic have prompted ongoing reevaluation of these plans and projections. CSCU and CT State are in the process of reducing expenses while increasing revenues by enhancing student retention and pursuing additional funding sources. New partnerships and funding opportunities are evaluated by the BOR and its committees and the recent CSCU Establishment of Centers and Institutes Policy (2020) indicates that justifications for new units must include a section on budget and sustainability (Appendix BC).

Some examples of opportunities include national partnerships for workforce development training that were established with Amazon Web Services and Google, and grant funding that was secured for accelerated short-term healthcare workforce training to meet COVID-driven demands. The Regional Presidents and campus CEOs/Presidents work closely with their foundations to advocate with donors about the needs of the campuses and most importantly the students. Individual college foundations also provide support for these initiatives through student financial aid and scholarships and fundraising for program enhancements such as tutoring and technology.

Information Technology (IT)

IT staffing levels have compressed due to attrition, but advanced service-support approaches have compensated for the loss and the 12 colleges' academic and administrative technology needs are being met. The capacity is sustainable at current levels; however, if IT staff attrition continues without replacement, service-request needs for CT State will ultimately outstrip the capacity. To counter the impacts of additional attrition, IT is partnering with Teaching and Learning PD staff to increase faculty and staff technology skills so that IT can focus service resources on supporting student needs. Another planned strategy is to identify students and interns, nurture their talent, and provide career advancement paths upon graduation.

CSCU, CT State, and college IT staff each have roles and responsibilities within the IT ServiceNow ticketing system to facilitate efficient and effective workflow, resource utilization, and quality to meet educational program needs and support institutional improvement. IT lead-

ership at the 12 colleges conduct monthly analyses of technology service tickets to evaluate requests, support staff responses, decrease response times, and improve resolution outcomes to ensure IT resource capacity meets service demands and to identify areas for improvement. Network infrastructure upgrades have also been completed to provide redundant 10 gigabyte connectivity to meet technology demands and to shift operations as needed with minimal disruption. These upgrades include Wi-Fi connectivity; movement to cloud-based programs; scalable pay-for-use services, and Office365 Enterprise, which offers integrated data security, embedded update cadence, and access anywhere from any device. To date, Office365 has had a 99.9% uptime. CSCU and CT State plan to offer 5G service within two years. Work is also underway to implement a new, single instance of Ellucian Banner; to develop a single catalog; and to create a new website for CT State (see Standards 4, 5 and 9).

Technology Steering Committee

The CT State Technology Steering Committee is the governance body responsible for aligning technology resources with CT State strategic goals. The committee will be charged with prioritizing organizational projects and advocating and securing resource support and funding for cross-functional departments. CSCU and CT State will determine whether a sustainable financial framework is in place to maintain sufficient information-technology staffing and equipment resources. During the shared-services reorganization, skills assessments will continue to be undertaken to determine training needs and to ensure that CT State employs qualified personnel to fulfill the College's mission (see Standard 2).

Physical and Technological Resources

Health, safety, and welfare of the students is paramount and annual facility evaluations are conducted at each college. These evaluations proactively identify safety concerns and ensure compliance with the Americans with Disabilities Act (ADA), Office of Civil Rights (OCR), and the CT fire code. Prioritized action plans are created and instituted to quickly correct any noted deficiencies. CSCU has a long-term commitment to proactively seek funding for facilities updates. Facilities master plans are periodically completed for the 12 colleges, and these allow for analysis of current and projected needs (see Standard 2). The colleges also develop capital budgets in concert with comprehensive master plans and these are revised as circumstances change (see Standard 2). Each of the existing satellite campuses will continue to operate and be funded as part of the legacy parent-campus in CT State—for

example Danbury campus-Naugatuck Valley and Meriden campus-Middlesex. As CT State matures, these campuses will be regularly reviewed to ensure equitable assignment of resources and services.

Library Services

For institutional benchmarking, peer analysis, and evaluation of 21st century trends, the 12 college libraries participate in the Integrated Postsecondary Education Data System (IPEDS) and Association of College and Research Libraries (ACRL) surveys to collect and analyze data. The interim CT State Library Director provides vision, leadership, and advocacy through active engagement with the leadership of the 12 college libraries. The directors are compiling information and working on a strategy and target date for CT State library e-resource changes. To fulfill research and public service requests in alignment with the CT State mission, the libraries need to remain responsive to student/faculty curriculum needs and be actively involved in the curriculum process.

Actions to Be Completed Prior to July 2023

The CT State leadership team and staff will be centrally located at 185 Main Street, New Britain, CT by March of 2022. Planning is underway for renovations at the colleges to accommodate the shared-services teams and new GP advisors.

Conclusion

Maintaining the status quo of 12 separate colleges with high overhead costs and poor completion, retention, and success rates is financially unsustainable. Whereas the level of state support has increased, it has not kept pace with operating costs. Compounding these fiscal challenges, the number of public high school graduates has been declining. These fast-changing, uncertain circumstances necessitate the shared resources and realignment of staff with organizational needs that the single, merged college offers.

The plan for the merger focuses on maximizing scarce resources and deepening investments in student-facing positions to increase student success and address equity gaps. CT State will be in a better position to advance student success and equity by maximizing investments in best practices and ensuring consistency of student experience regardless of campus. Financial stability will allow for investment in systemic reforms to address the most pressing challenges related to student success and outcomes, especially for our Black and Hispanic students.

STANDARD EIGHT: Educational Effectiveness

Historically, the 12 community colleges have developed processes for assessing institutional and educational effectiveness that aligned with their missions, modes of instruction, and student characteristics. Assessment techniques incorporate student retention and persistence rates, graduation metrics, key performance indicators (KPIs), student learning outcomes (SLOs), and end-semester student course ratings/evaluations. Colleges have assessed effectiveness, analyzed gaps and disparities, and made informed strategic decisions based on the assessment results. However, as separate institutions there are variations in definitions, practices, and processes among the colleges that make comparative analysis difficult. With these differences, there have been challenges coming to an agreement on common assignments, rubrics, and course evaluations as well as procedures to collect and analyze assessment data. There have also been discussions about the balance between instructor flexibility and the fidelity of outcome measures. Through the methods described in the sections below, CT State will facilitate a coordinated approach to the use of gathering, assessing, and evaluating SLOs.

Actions Accomplished Related to the Standard

Student-Success KPIs Published and Analyzed

Emphasizing thorough assessment, data-driven decision-making, and continuous quality improvement, CSCU provides a five-year GP KPI dashboard that is shared widely and publicly accessible [online](#) as well as a summary report of the findings (see Appendix BD). First-time student cohorts at the 12 colleges are evaluated annually based on the KPIs. The data dashboard allows for disaggregation by college, region, semester, full-/part-time status, gender, race/ethnicity, age, and zip code. As a system, this KPI work has been reinforced with national

benchmarking through the 12 colleges' association with ATD (see Standard 2). Through disaggregation of student-success rates, the community colleges have been able to identify the student groups most in need of support and direct enhanced outreach efforts, resources, and services to these students.

Overall, though, both enrollment and the student-success measures at the 12 colleges have been decreasing. Fall enrollment at the 12 colleges was 50,548 in Fall 2016; 45,148 in Fall 2019; and 38,869 in Fall 2020—this represents a five-year drop of 23% (see Appendix BE). From the end of the AY 2016 to 2020, the three-year graduation rate stayed stable at 16%, the three-year transfer rate

From 2013 to 2020, the KPIs have persistently demonstrated unsatisfactory levels of achievement

for all students and particularly for students of color. A review of disaggregated data through a DEI lens has identified significant gaps in Black and Hispanic student-learning outcomes. For example, only 20-23% of first-year community college students passed both college-level math and English, and only 34-37% earned 15 or more college-level credits. Equally disturbing, the percentage of white students that completed 24 or more credits after one year is approximately double the percentage of Hispanic students and three times the percentage of Black/African American students, and this has remained relatively constant over the eight years of the dataset (2013-2020) (see Appendix BE). Also, in 2020, the first-time, full-time, Fall-to-Fall retention at the 12 colleges was 53% (a 5% drop compared to 2019) and the graduation, transfer, and enrollment (students still enrolled) rates were 16%, 17%, and 21%, respectively, for an overall 53% success rate (combined sum of three rates based on raw data).

dropped overall by four percentage points (21% in 2016, 18% in 2019, and 17% in 2020), and the Fall-to-Fall retention decreased overall by five percentage points (58% in 2016, 58% in 2019, and 53% in 2020 (see Appendix BE). Although the pandemic influenced the 2020 values, the consistently low success measures over time make clear that despite the efforts of the individual colleges, students are not succeeding in these key metrics. These results signify the need for a large-scale, concerted, and systemic effort to improve student success at all colleges and this is a central priority at the heart of the merger proposal. As a single College, centralized resources can be devoted to creating the change needed to improve student success. Through these efforts, research suggests that CT State will be better able to make a meaningful improvement in student-success performance metrics over time.

General Education Outcomes and Evaluation

A long-standing faculty curriculum governance body known as the Framework Implementation and Review Committee (FIRC) convened more than 70 faculty from across the system in February 2020. The group worked together to develop common SLOs within the general education framework. These draft SLOs were approved by FIRC in Spring 2021 (see Appendix BF) and sent out for system-wide feedback. Since then, the group has incorporated edits based upon the feedback, and the draft SLOs will be sent out for endorsement this semester. For the evaluation of general education learning outcomes, some colleges have created well-organized assessment systems with standardized rubrics, common assignments, and digital assessment platforms to collect, analyze, and archive data.

Academic Program Review

Similarly, the colleges maintain cycles of rigorous academic program review (APR), a process mandated by the BOR to assess program quality and effectiveness and provide information for the continuous quality improvement of teaching and learning. The BOR requires that each degree and certificate granting program is subject to review at least once every seven years. Unfortunately, there is not a consistent APR cycle, procedure, or template that is used across all colleges; therefore, the formation of CT State will provide an opportunity to establish a uniform APR cycle and a standardized self-study reporting template and procedure. A timeline for developing the CT State APR reporting template and implementing the APR cycles and procedures is included in Appendix BG. CT State is also establishing an academic program cost vs. revenue system that is being provided by Grant Thornton. This will provide

a consistent cost-accounting method for existing and proposed academic programs that will allow the college to better understand program cost and affordability.

Assessment Advisory Committee

To guide the process of examining current assessment systems, identifying exemplary models, and standardizing SLO assessment and APR for CT State, an Assessment Advisory Committee (AAC) was formed in Spring 2021. The AAC is chaired by the CT State Director of Program Review and Assessment and includes five faculty members (representing five of the 12 colleges) and the three CT State Regional IR Directors. The AAC has been charged with overseeing all faculty-led assessment of academic programs and courses within CT State in collaboration with the curriculum governance bodies and statewide academic departments that will be in place in Fall 2023 (see Appendix BH).

Surveys on Student Satisfaction

To gain a broader perspective, the colleges measure student satisfaction based upon students' perceptions of institutional and academic experiences. All colleges use standardized, nationally normed instruments such as the Survey of Entering Student Engagement (SENSE) and the Community College Survey of Student Engagement (CCSSE) to assess their relative strengths and weaknesses based on students' perceptions and levels of engagement.

The 2021 CCSSE results for the 12 colleges revealed that:

- none of the categories scored above the mean;
- the categories of “student effort,” “academic challenge,” “student-faculty interaction,” and “support for learners” scored just below the national mean; and
- the category of “active and collaborative learning” scored the lowest and was quite a bit below the mean (see Appendix BI).

In the 2019 SENSE survey, the 12 colleges demonstrated:

- the highest score above the national mean in the “effective track to college readiness” category;
- scores at or just above the national mean for the categories of “high expectations and aspirations” and “academic and social support network;” and
- scores just below the national mean for the categories of “early connections,” “clear academic plan and pathway,” and “engaged in learning” (see Appendix BJ).

These findings reiterate that the community college

students in CT are not succeeding in key, national metrics and this highlights the urgency for CT State to collectively work towards improving student success.

In addition to the national surveys, the Enrollment Management and Student Affairs (EMSA) division of CT State also developed its annual survey of student satisfaction, the Survey Assessing Student Satisfaction (see Appendix BK), which augments the CCSSE survey and includes qualitative and quantitative input. The survey results—which provide details on admission and orientation processes, academic and career planning, academic and social-support systems, time management, and academic challenges—are used in developing and revising the EMSA performance indicators and benchmarks.

Actions to Be Completed Prior to July 2023

Assessment Advisory Committee Next Steps

Over the next year, the AAC will collaborate with key stakeholders to engage in on-going research and review internal and external best practices in program review and assessment. The AAC will also review multi-step assessment processes that involve establishing targeted SLOs, mapping outcomes to curriculum, choosing assessment measures, collecting and analyzing data, and making data-informed program-improvement decisions. To foster the culture of assessment, the AAC will create forms and develop policies and procedures to support consistent and coherent data collection, analysis, and reporting on academic and non-academic student-success data, SLOs, and program effectiveness. Student-success measures will involve multiple data sources (including KPIs, retention, persistence, transfer, and completion along with post-graduation outcomes such as loan default/repayment rates, licensure/credentialing results, and employment statistics) as well as various methods of inquiry such as direct and indirect measures, quantitative and qualitative methods, and internal and external reviews.

The AAC will also create a systemwide community of practice to discuss best practices in program review and SLO assessment, especially regarding belonging and DEI. The community of practice format offers opportunities for mentorship, ongoing training and consultation, model-assessment tools, clarification of guidelines and procedures, access to research, and an open forum to discuss questions or concerns. An additional goal of the AAC is to adopt a digital platform for assessment data collection and analysis that will allow faculty to upload student-learning artifacts in identified outcomes for subsequent review by appropriate disciplinary faculty groups.

Actions Planned After July 2023

Future Steps to Advance Assessment

To continue to foster a culture of assessment and continuous quality improvement, CT State will work in partnership with all stakeholders to implement a uniform and comprehensive system to collect and analyze educational-effectiveness metrics. The goal is to expand the AAC membership to include at least one representative from every college by Fall 2023. CT State will also offer robust, professional curriculum development and assessment learning opportunities for faculty and staff. The development of these initiatives will involve many stakeholders including faculty, staff, the AAC, IR, the CT State Director of Program Review and Assessment, and the CT State Director of Professional Development, as well as the CT State AVPs of Academic Programs and Curriculum, Institutional Assessment and Planning, and Teaching and Learning. The plan is for all forms of SLO assessment to be campus-based with system-wide reporting requirements. For general education and some forms of co-curricular assessment, the goal is to have a standard set of norms and practices that apply to all campuses by the end of Spring 2024. This will include a common set of SLOs, assignments, and rubrics, which will assure comparable, aggregated data collection from all campuses that can be uploaded to a systemwide platform so that CT State can generate a unified SLO report for the entire College.

Conclusion

CT State is building an institution where assessment is valued at all levels of the organization from front-line faculty and staff to the President's Cabinet. The establishment of goals aligned with the College's mission permits a shared sense of purpose and direction. Faculty and staff across the colleges are highly skilled in systematically conducting SLO assessment, academic program review, data collection, and analysis, and using the results to measure student success and support planning for the future. Likewise, many programs with specialized accreditation also provide exemplary, scalable systems for continuous improvement. CT State's leadership team is committed to leveraging current expertise and best practices as models for all campuses in the future. CT State will focus on measuring and comparing performance outcomes to goals in order to identify gaps and drive new strategies and tactics for improvement. Ultimately, these efforts will allow CT State to improve the capacity for data collection and analysis and build a culture of assessment, continuous improvement, and data-driven decision-making.

STANDARD NINE: Integrity, Transparency, and Public Disclosure

The CSCU system, which includes the existing colleges and the future CT State, is governed by the BOR and incorporates the [BOR bylaws](#). These bylaws define authority, membership, code of conduct, meetings, officers' duties, committees, and maintenance. The systemwide Faculty Advisory Committee ([FAC](#)), which includes faculty and professional staff, and Student Advisory Committee (SAC) are charged with providing information and advice to the BOR and legislative committees based on faculty, staff, and student perspectives.

Currently, the colleges operate as autonomous, independently accredited institutions with faculty, staff, student representative groups, and bylaws for organizational policies that offer freedom of expression related to academic and administrative matters. Full- and part-time non-managerial employees have union representation with contractual language for academic freedom and grievance procedures. Students can file grievances regarding academic and non-academic issues through processes detailed on the colleges' websites and in the Student Handbooks and Catalogs. In CT State, there will continue to be representative groups for faculty, staff, and students; collective bargaining agreements; contract language for academic freedom and faculty/staff grievance procedures; and processes for student grievances.

Actions Accomplished Related to the Standard

Communication

From the outset, CSCU and CT State leadership have been committed to operating with both internal and external stakeholders in an open and transparent manner. BOR and leadership meeting agendas are disseminated in advance by email, the meetings are livestreamed, and the [minutes](#) and [recordings](#) are publicly available on the CSCU website. These meetings regularly include progress updates along with presentations on finances, shared services, and academic and student-affairs matters (see Appendix BL). Many of the meetings also provide opportunities for public comments from faculty, staff, students, or other stakeholders; faculty and staff presentations;

question-and-answer sessions; and discussions about report and proposal revisions. As plans for CT State have evolved, there has been regular and consistent system-wide communication by email (see Appendix BM). CSCU also created a [website](#) that provides a wealth of information related to the plans to merge the 12 colleges, including the CT State mission and vision, alignment updates, and accreditation documents. A second website focused on the academic transition (e.g., academic organizational charts, academic implementation timelines, new academic positions, and FAQs) is being developed for launch by the end of Spring 2022. Details on the charges, leads, and membership lists of the [Guided Pathways](#) and [consolidation](#) working groups are also posted. For enhanced transparency, the community college financial statement, procurement manual, budget and actual results, audit, and expenditures are available [online](#). Additionally, the [KPI data](#) are publicly available on the CSCU website.

To improve communication, the CT State leadership team has conducted college and regional town hall meetings as well as departmental meetings to gather feedback and answer questions about the merger. The leadership team has presented and answered questions at both the FAC and SAC meetings, and they have updated legislators in public forums on the merger plans, projections, and financials. Students have been kept apprised of CT State progress through the SAC meetings and language about the merger has been printed in all 12 college catalogs since AY 2020-21 and in all new student applications since the start of AY 2021-22. CSCU President Terrence Cheng visited each of the community colleges in Fall 2021 (see Appendix BN) and held sessions with students, faculty, staff, leadership, and foundations. During these forums,

President Cheng provided detailed budget and enrollment updates and discussed system-wide strengths and challenges. The forums also included the opportunity for open question-and-answer sessions, which promoted candid communication about concerns related to the merger.

Diversity, Equity, and Inclusion and Equal Employment Opportunities

BOR, CSCU, and CT State leaders demonstrate their commitment to legal and ethical behavior through professional and personal actions, fair and honest decision-making, and consistent actions based on integrity and accountability. BOR, CSCU, and CT State are dedicated to DEI and this resolve is shown through non-discriminatory policies and practices in place at the community colleges; mandated Code of Conduct trainings for all employees; and focused systemwide efforts to improve DEI through the strengthened Equity Council, the creation of a CT State Office of DEI, and the appointment of an interim CT State Vice President of DEI. The CSCU HR Equal Employment Opportunity Center of Excellence, which is a shared service in place across the 12 colleges, oversees compliance with employment affirmative action and enrollment policies for under-represented minorities across the colleges. Affirmative Action Plans from the 12 colleges are sent to the Connecticut’s Commission on Human Rights and Opportunities (CHRO) on behalf of each region and are available [online](#). BOR policies that address integrity and transparency (for example, ethics, student and employee conduct, academic program proposal process, student learning assessment, Family Educational Rights and Privacy Act (FERPA), Title IX, financial aid, and refunds) will continue to exist in CT State with consistent implementation across all campuses.

CT State Website Planning

The CT State website project was launched in 2018 under a GP subcommittee, Website and Streamlined Application (WASA), which included representatives from areas such as academic affairs, admissions, communications, faculty, financial aid, and IT (see Appendix BO). The group was tasked with reviewing and assessing technology, marketing, and recruitment tools as well as evaluating strategies to integrate key elements of student inquiry, application, enrollment, and onboarding processes into a single website design. WASA designed a CT State website framework and developed a streamlined site map focused on facilitating onboarding, accessibility, and traceability for multiple internal and external audiences. The website outline includes the four key areas highlighted in the table below.

Onboarding Guides	Assist prospective students and answer common concerns
Support Access	Support all students and demonstrate consumer focus
Audience Landing Pages	Improve communication and provide comprehensive services
Campus Filterable Content	Allow content viewing specific to a campus location

Until the launch of the CT State website, the community colleges will continue to ensure readily accessible and accurate public college communications. This includes print and web-based versions of the current catalogs, access to archived catalogs, up-to-date digital and printed college information, programmatic and institutional evidence of student learning, details on college events and system-wide initiatives, U.S. Department of Education’s required consumer information, and prominent student and faculty success information. The colleges are in different stages of the process, but they are also working on posting applicable professional licensure agreements and National Council for State Authorization Reciprocity (NC-SARA) disclosures on their websites, as applicable (currently 11 of the colleges are NC-SARA institutions). There is a centralized webpage for the system’s participating NC-SARA colleges to direct students who have any NC-SARA-related complaints. Staff within CT State Academic Operations will oversee and coordinate all online programs to ensure compliance with NC-SARA and NECHE policies and to ensure that online programs are distributed statewide in a coordinated manner.

Actions to Be Completed Prior to July 2023

Logo

The plan to unveil and integrate the new CT State logo will be finalized in early Spring 2022 and expansion of internal and external communication will continue during Spring and Summer 2022. CT State is building a staff dedicated to promoting communications, and multiple personnel searches are anticipated to be complete by Spring/Summer 2022 (e.g., a Web Services Specialist and Regional Marketing Directors). Pending the final decision on the substantive change application, the kickoff for the CT State logo is planned for late Spring 2022. At that point, the goal will be to strongly focus efforts on rebranding the system and colleges in time for accepting the first student applications for CT State in October 2022.

CT State Website

The team charged with completing the CT State website includes the CT State Director of Communications & Strategic Marketing (appointed September 2021); the CSCU Web Communications & Design Coordinator; and a CEO, Marketing Director, and Web Designer & Developer from the community colleges. Fastspot has been selected as the vendor for the CT State website build, and a contract was signed in October 2021. The new *ctstate.edu* website will include easy access to all CT State information including the application, academic programs, registration, and financial aid services. The website is anticipated to be live by July 2022, although the progress and timing may be impacted by the development and interface with third-party programs such as DIGARC Acalog and Ellucian Banner, Degree Works, and CRM Recruit. Once the CT State website is live, some of the 12 colleges' pages will slowly link over to high-level sections and work will continue to move any remaining content to the new site. As consolidation processes are finalized, CT State will incorporate academic and departmental information into the new site and eventually full campus URLs (uniform resource locators) will be redirected to the new CT State URL.

Conclusion

Pending approval of the substantive change application, the BOR will provide governing oversight of CT State while maintaining the highest level of integrity and transparency. There are safeguards in place to ensure the College will fully adhere to and exceed the standards in relation to integrity, transparency, and public disclosure. Aligned with the mission, CT State will rely on data for evidence-based planning, evaluation, outcome assessment, resource allocation, policy creation, and decision-making and will regularly review policies to ensure currency. CT State will accept full responsibility for all activities that exist prior to its formation among the existing colleges, bringing them all under the authority of the CT State president. A review will be conducted to determine whether such activities should continue or be eliminated.

As discussed in the communication section above, the CT State leadership team has implemented a multipronged approach to elicit collaboration, respond to concerns, and build a broad-based network of communication. Nevertheless, there are varying opinions on the merger and CT State is aware that intensive negotiation may be needed to assuage lingering doubts, resistance, and fears in order to deal honestly with the ramifications of inaction and find areas of common ground to move forward. Along the way, CT State commits to increased communication; improved

public access to student-learning outcome and success data; enhanced overall data accessibility and usage; and strengthened data integrity, validity, and reliability. CT State will promote more faculty and staff participation in the establishment of student-success metrics and will encourage collaborative and comprehensive approaches to advancing equity and improving student success.

APPENDICES

Substantive Change Request for
Community College Consolidation

Tables of Appendix and Hyperlink Items Referenced in the Document

Appendix items referenced in the document. Page numbers below refer to this document. To view individual files, click the links located on each description.

Appendix	Description	Location	Page
A	<u>FTE Enrollment Projections</u>	Introduction, Standard 5	Appendix-1
B	<u>Consolidated Budget FY 19-28</u>	Introduction, Standard 7	Appendix-2
C	<u>Budget Assumptions</u>	Introduction, Standard 7	Appendix-3
D	<u>Impact of Consolidation & PACT on Budget FY 19-28</u>	Introduction, Standard 7	Appendix-5
E	<u>FY 19-28 Budget: CT State</u>	Introduction, Standard 7	Appendix-9
F	<u>FY 19-28 Budget: Shared Services</u>	Introduction, Standard 7	Appendix-10
G	<u>FY 19-28 Budget: System Office</u>	Introduction, Standard 7	Appendix-11
H	<u>FY 19-28 Budget: Guided Pathways</u>	Introduction, Standard 7	Appendix-12
I	<u>FY 19-28 Budget: Asnuntuck</u>	Introduction, Standard 7	Appendix-13
J	<u>FY 19-28 Budget: Capital</u>	Introduction, Standard 7	Appendix-14
K	<u>FY 19-28 Budget: Gateway</u>	Introduction, Standard 7	Appendix-15
L	<u>FY 19-28 Budget: Housatonic</u>	Introduction, Standard 7	Appendix-16
M	<u>FY 19-28 Budget: Manchester</u>	Introduction, Standard 7	Appendix-17
N	<u>FY 19-28 Budget: Middlesex</u>	Introduction, Standard 7	Appendix-18
O	<u>FY 19-28 Budget: Naugatuck Valley</u>	Introduction, Standard 7	Appendix-19
P	<u>FY 19-28 Budget: Norwalk</u>	Introduction, Standard 7	Appendix-20
Q	<u>FY 19-28 Budget: Northwestern</u>	Introduction, Standard 7	Appendix-21
R	<u>FY 19-28 Budget: Quinebaug Valley</u>	Introduction, Standard 7	Appendix-22
S	<u>FY 19-28 Budget: Three Rivers</u>	Introduction, Standard 7	Appendix-23
T	<u>FY 19-28 Budget: Tunxis</u>	Introduction, Standard 7	Appendix-24
U	<u>FY 19-28 Staffing</u>	Introduction, Standard 7	Appendix-25
V	<u>12 College Mission Statements Fall 2021</u>	Standard 1	Appendix-28
W	<u>BOR Resolutions to Adopt and Reaffirm Mission and Vision Statements 2018 and 2021</u>	Standard 1	Appendix-31
X	<u>Equity Council Charge</u>	Standard 1	Appendix-36
Y	<u>Equity Statement</u>	Standard 1	Appendix-37
Z	<u>Seven Strategic Pillars for Equity</u>	Standard 1	Appendix-38
AA	<u>Diversity, Equity, and Inclusion (DEI) Centers at CT State and Colleges</u>	Standards 1, 6	Appendix-39
AB	<u>ESPC Membership</u>	Standard 2	Appendix-41
AC	<u>ESPC Charge</u>	Standard 2	Appendix-42
AD	<u>ESPC Priorities</u>	Standard 2	Appendix-44
AE	<u>ESPC Meta-Priorities</u>	Standard 2	Appendix-48
AF	<u>ESPC Institutional Values Subgroup Work</u>	Standard 2	Appendix-51
AG	<u>Enrollment Management Plan 2021 Update</u>	Standard 2, 5	Appendix-53
AH	<u>Enrollment Management Council Membership</u>	Standard 2	Appendix-64
AI	<u>Data Governance Council Charge 2021</u>	Standard 2	Appendix-65

AJ	<u>Specialized Accreditations, Approval, and Recognitions 2021</u>	Standard 2	Appendix-68
AK	<u>Organizational Chart</u>	Standard 3	Appendix-74
AL	<u>Shared Governance Charge 2018</u>	Standard 3	Appendix-75
AM	<u>Shared Governance Proposal Jan 2022</u>	Standard 3	Appendix-77
AN	<u>Governor’s Workforce Council Workforce Strategic Plan 2020</u>	Standard 4	Appendix-103
AO	<u>APRC Charge 2020</u>	Standard 4	Appendix-104
AP	<u>Curriculum Alignment Information Goals, Guiding Principles, and Process Flow</u>	Standard 4	Appendix-106
AQ	<u>Curriculum Alignment Faculty Invitations Spring 2020</u>	Standard 4	Appendix-109
AR	<u>TAP Framework30 Core</u>	Standard 4	Appendix-113
AS	<u>General Education Core</u>	Standard 4	Appendix-114
AT	<u>Curriculum Alignment Progress Report Jan 2022</u>	Standard 4	Appendix-116
AU	<u>Holistic Case Management Advising Policy</u>	Standard 5, 6	Appendix-122
AV	<u>Overview of Guided Pathways Advising: Hiring and Funding</u>	Standard 7	Appendix-124
AW	<u>Sustained Commitment and Funding to Support Academic Quality</u>	Standard 7	Appendix-126
AX	<u>Overview of HEERF Funding</u>	Standard 7	Appendix-127
AY	<u>Composite Financial Index</u>	Standard 7	Appendix-128
AZ	<u>Multi-Year Financial Projections Provided to Board</u>	Standard 7	Appendix-130
BA	<u>Board Consideration of Shared Services</u>	Standard 7	Appendix-131
BB	<u>Shared Services Accountability and Performance Measures</u>	Standard 7	Appendix-132
BC	<u>CSCU Establishment of Centers and Institutes Policy</u>	Standard 7	Appendix-133
BD	<u>KPI Summary Report November 2021</u>	Standard 8	Appendix-137
BE	<u>College Enrollment, Graduation, Retention, and Transfer Rates 2016 – 2020</u>	Standard 8	Appendix-141
BF	<u>FIRC Draft Learning Outcomes 2021</u>	Standard 8	Appendix-142
BG	<u>APR Timeline</u>	Standard 8	Appendix-150
BH	<u>AAC Charge</u>	Standard 8	Appendix-151
BI	<u>CCSSE 2021 Executive Summary</u>	Standard 8	Appendix-152
BJ	<u>SENSE 2019 Executive Summary</u>	Standard 8	Appendix-156
BK	<u>Survey Assessing Student Satisfaction</u>	Standard 8	Appendix-160
BL	<u>Leadership Communications at BOR Meetings with Video Links</u>	Standard 9	Appendix-161
BM	<u>Email Communications Systemwide Related to the Merger</u>	Standard 9	Appendix-169
BN	<u>Schedule of President Cheng’s Fall 2021 Community College Visits</u>	Standard 9	Appendix-172
BO	<u>Website and Streamlined Application (WASA) Conclusion Document</u>	Standard 9	Appendix-173

Hyperlink items included in the document.

Standard	Description	URL
1 & 9	Community College Merger Website	https://www.ct.edu/sf
2, 8 & 9	Key Performance Indicator Dashboard	https://www.ct.edu/gp/kpi
3	Comprehensive list of all CT State committee/work groups and participants (2018-2021) and all curriculum alignment participants (2020-2021)	https://www.ct.edu/files/pdfs/CT-State-Workgroup-Participation-List.pdf
3 & 4	ACME Policy	https://www.ct.edu/acme
9	BOR Bylaws	https://www.ct.edu/regents/bylaws
9	Faculty Advisory Committee (FAC)	https://www.ct.edu/faculty/fac
9	BOR Meeting Minutes	https://www.ct.edu/regents/minutes
9	BOR Meeting Recordings	https://www.youtube.com/user/ConnSCU/videos
9	Guided Pathways Working Groups	https://www.ct.edu/gp
9	Consolidation Working Groups	https://www.ct.edu/consolidation
9	College Financial Statements	https://www.ct.edu/finance#documents
9	Equal Employment Opportunity	https://www.ct.edu/hr/diversity

FY 23 - 28 FTE Enrollment Projections & Tuition

Tuition							
Fiscal Year	FY 22 Actual	FY 23 Proposed	FY 24 Projected	FY 25 Projected	FY 26 Projected	FY 27 Projected	FY 28 Projected
12 Credit FT Tuition & Fees	\$ 4,476	\$ 4,700	\$ 4,935	\$ 5,182	\$ 5,441	\$ 5,713	\$ 5,998
<i>Percent Increase</i>		5.0%	5.0%	5.0%	5.0%	5.0%	5.0%

Enrollment							
Fiscal Year	FY 22 Actual	FY 23 Projected	FY 24 Projected	FY 25 Projected	FY 26 Projected	FY 27 Projected	FY 28 Projected
Baseline Enrollment	22,200	22,778	22,259	23,485	22,972	22,471	21,980
<i>Percent Increase (Decrease)</i>		2.6%	-2.3%	5.5%	-2.2%	-2.2%	-2.2%
PACT		1,422	1,679	2,023	2,281	2,539	2,797
Guided Pathways Enrollment		1,139	2,226	4,110	4,020	3,932	3,846
TOTAL ENROLLMENT		25,338	26,164	29,618	29,273	28,941	28,623

Appendix B

Connecticut Community Colleges

FY 19-28

Consolidated

Account Name	FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimate	FY23 Projection	FY24 Projection	FY25 Projection	FY26 Projection	FY27 Projection	FY28 Projection
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:										
Tuition (Gross)	123,421,252	118,874,976	101,528,519	93,716,321	105,998,105	114,921,707	136,597,564	141,756,754	147,161,554	152,816,509
Fees	60,333,722	58,872,668	50,136,851	48,004,928	50,405,174	52,925,433	55,571,705	58,350,290	61,267,805	64,331,195
State Appropriations	139,947,626	140,733,737	148,518,816	148,063,168	151,024,431	154,044,920	157,125,818	160,268,335	163,473,701	166,743,175
Addtl State Appropriation (Dev Edu and Outcomes)	8,662,680	8,523,583	8,523,582	8,564,677	8,564,677	8,564,677	8,564,677	8,564,677	8,564,677	8,564,677
State Appropriations RSA	-	-	-	27,538,726	36,166,644	23,611,127	23,611,127	23,611,127	23,611,127	23,611,127
GF Fringe Benefits Paid by State	124,748,958	123,693,721	134,807,284	136,157,463	160,282,423	165,420,618	167,576,169	173,102,579	176,564,630	180,095,923
OF Fringe Benefits Paid by State	16,200,000	24,400,000	36,550,000	37,532,961	37,532,962	37,532,962	37,532,962	37,532,962	37,532,962	37,532,962
Private Gifts, Grants and Contracts	67,285	175,917	118,224	111,500	111,500	111,500	111,500	111,500	111,500	111,500
Sales of Educational Activities	793,560	502,104	548,907	603,149	603,149	603,149	603,149	603,149	603,149	603,149
All Other Revenue	2,161,346	324,743	4,284,939	2,324,414	2,324,414	2,324,414	2,324,414	2,324,414	2,324,414	2,324,414
Less Contra Revenue	(2,727,136)	(2,152,522)	(1,741,504)	(1,892,743)	(1,905,699)	(1,955,391)	(2,166,246)	(2,224,874)	(2,285,168)	(2,346,998)
Total Revenue	473,609,293	473,948,927	483,275,618	500,724,564	551,107,780	558,105,116	587,452,840	604,000,912	618,930,351	634,387,633
Expenditures:										
Personnel Services:										
Subtotal Personnel Services	243,610,870	243,180,427	243,763,603	271,393,027	279,860,476	276,914,006	281,360,946	281,360,946	281,360,946	281,360,946
Shared Services Personnel Services	-	-	-	-	-	-	-	-	-	-
Total Personnel Services	243,610,870	243,180,427	243,763,603	271,393,027	279,860,476	276,914,006	281,360,946	281,360,946	281,360,946	281,360,946
Fringe Benefits	164,791,906	164,223,501	172,188,679	200,117,788	227,056,850	224,367,254	230,826,236	233,763,271	236,847,158	240,085,240
Shared Services Personnel Fringe Benefits	-	-	-	-	-	-	-	-	-	-
Total P.S. & Fringe Benefits	408,402,776	407,403,929	415,952,282	471,510,815	506,917,326	501,281,260	512,187,182	515,124,217	518,208,104	521,446,186
Other Expenses:										
Inst. Financial Aid/Match	15,395,147	14,054,491	19,866,308	14,260,302	17,128,166	18,666,721	22,315,772	23,182,867	24,091,433	25,042,264
Waivers	4,841,880	5,642,189	2,363,871	3,338,490	3,338,490	3,338,490	3,338,490	3,338,490	3,338,490	3,338,490
Utilities	9,862,280	9,114,961	8,474,951	9,586,204	9,682,066	9,778,887	9,876,676	9,975,442	10,075,197	10,175,949
All Other Expenses	42,518,960	41,146,815	39,422,377	64,869,906	66,167,304	67,812,650	69,167,293	70,549,004	71,958,326	73,395,809
Total Other Expenses	72,618,267	69,958,456	70,127,507	92,054,902	96,316,026	99,596,748	104,698,230	107,045,804	109,463,446	111,952,512
Total Expenditures	481,021,043	477,362,385	486,079,789	563,565,717	603,233,352	600,878,008	616,885,412	622,170,021	627,671,550	633,398,698
Addition to (Use of) Funds Before Transfers	(7,411,750)	(3,413,458)	(2,804,171)	(62,841,153)	(52,125,572)	(42,772,892)	(29,432,572)	(18,169,108)	(8,741,199)	988,935
Transfers, Additional Funds and Commitments										
Transfer in	15,903,379	19,343,757	32,653,038	29,405,121	23,355,702	23,875,644	24,353,157	24,840,220	25,337,024	25,843,764
Transfer out	(15,903,379)	(19,343,757)	(32,653,037)	(27,532,741)	(23,355,702)	(23,875,644)	(24,353,157)	(24,840,220)	(25,337,024)	(25,843,764)
HEERF Institutional: Lost Revenue	-	-	35,565,156	40,212,062	-	-	-	-	-	-
HEERF Guided Pathways	-	-	-	3,819,359	13,698,465	-	-	-	-	-
ARPA Funding	-	-	-	11,366,345	7,395,000	8,004,491	-	-	-	-
EMSA GP Transfer Out	-	-	-	-	-	-	-	-	-	-
Total Transfers, Additional Funds and Commitments	-	-	35,565,157	57,270,145	21,093,465	8,004,491	-	-	-	-
Restricted Expenditures										
Wages and Salaries	-	-	-	5,440,422	10,206,652	4,446,939	-	-	-	-
Fringe Benefits	-	-	-	4,352,337	8,165,322	3,557,552	-	-	-	-
Institutional Aid and Waivers	-	-	-	-	-	-	-	-	-	-
All Other Expenses (includes utilities)	-	-	-	526,600	322,000	-	-	-	-	-
	-	-	-	10,319,359	18,693,974	8,004,491	-	-	-	-
Net Result from Unrestricted and Select Restricted	(7,411,750)	(3,413,458)	32,760,985	(15,890,367)	(49,726,081)	(42,772,892)	(29,432,572)	(18,169,108)	(8,741,199)	988,935

FY 23-28 Budget Assumptions

Revenue	FY 22 Estimated	FY 23 Projected	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	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	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	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	Flat fund at FY 22 levels
Private Gifts, Grants, Contracts	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	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

FY 23-28 Budget Assumptions

Expenditures	FY 22 Estimated	FY 23 Projected	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	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	Flat fund at FY 22 levels
Other Expenses: Utilities	Reflects actuals	Assumes 1% increase	Assumes 1% increase	Assumes 1% increase	Assumes 1% increase	Assumes 1% increase	Assumes 1% increase
Other Expenses: All Other	Reflects actuals	Assumes 2% increase	Assumes 2% increase	Assumes 2% increase	Assumes 2% increase	Assumes 2% increase	Assumes 2% increase

FY 19-28: Impact of Merger Components on Baseline Forecast

Baseline Forecast		\$ millions								
	Act	Act	Est	Proj	Proj	Proj	Proj	Proj	Proj	Proj
	<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>
Revenue										
Tuition and Fees (Gross)	183.8	177.7	139.7	124.0	145.7	150.7	163.9	169.6	175.5	181.7
State Appropriations (includes Dev. Ed and OBF)	148.6	149.3	157.0	156.6	159.6	162.6	165.7	168.8	172.0	175.3
State Approp RSA	0.0	0.0	0.0	27.5	36.2	23.6	23.6	23.6	23.6	23.6
Fringe Benefits Paid by State	140.9	148.1	171.4	173.7	197.8	203.0	205.1	210.6	214.1	217.6
All Other Revenue	3.0	1.0	5.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Less: Contra Revenue	(2.7)	(2.2)	(1.7)	(1.9)	(1.9)	(2.0)	(2.2)	(2.2)	(2.3)	(2.3)
Total Revenue	473.6	473.9	471.3	483.0	540.4	541.0	559.2	573.5	586.0	598.9
Expenditures										
Wages and Salaries	250.4	253.5	254.3	282.3	289.0	271.2	271.2	271.2	271.2	271.2
Fringe Benefits	169.4	170.8	179.5	208.4	233.6	219.8	222.5	225.4	228.3	231.5
Institutional Aid and Waivers	20.5	19.7	22.2	17.6	20.5	22.0	25.7	26.5	27.4	28.4
All Other Expenses (includes utilities)	52.0	48.9	44.8	69.4	70.8	77.3	78.7	80.2	81.7	83.2
Total Expenditures	492.2	492.8	500.9	577.7	613.9	590.4	598.1	603.3	608.7	614.3
Net Results from Operations	(18.6)	(18.9)	(29.6)	(94.8)	(73.5)	(49.4)	(39.0)	(29.8)	(22.7)	(15.4)

PACT		\$ millions								
	Act	Act	Est	Proj	Proj	Proj	Proj	Proj	Proj	Proj
	<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>
Revenue										
Tuition and Fees (Gross)	0.0	0.0	12.0	17.8	5.9	7.4	9.3	11.0	12.9	14.9
State Appropriations (includes Dev. Ed and OBF)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fringe Benefits Paid by State	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
All Other Revenue	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Less: Contra Revenue	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Revenue	0.0	0.0	12.0	17.8	5.9	7.4	9.3	11.0	12.9	14.9
Expenditures										
Wages and Salaries	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Fringe Benefits	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Institutional Aid and Waivers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
All Other Expenses (includes utilities)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Expenditures	0.0	0.0	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Net Results from Operations	0.0	0.0	11.7	17.5	5.7	7.1	9.1	10.8	12.7	14.7

<u>Administrative Savings</u>		\$ millions									
	Act	Act	Est	Proj	Proj	Proj	Proj	Proj	Proj	Proj	Proj
	<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>	
Revenue											
Tuition and Fees (Gross)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
State Appropriations (includes Dev. Ed and OBF)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fringe Benefits Paid by State	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
All Other Revenue	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Less: Contra Revenue	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Revenue	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Expenditures											
Wages and Salaries	(6.9)	(10.5)	(13.8)	(16.7)	(19.9)	0.0	0.0	0.0	0.0	0.0	0.0
Fringe Benefits	(4.7)	(6.7)	(9.3)	(12.0)	(15.1)	0.0	0.0	0.0	0.0	0.0	0.0
Institutional Aid and Waivers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
All Other Expenses (includes utilities)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Expenditures	(11.6)	(17.2)	(23.1)	(28.6)	(35.0)	0.0	0.0	0.0	0.0	0.0	0.0
Net Results from Operations	11.6	17.2	23.1	28.6	35.0	0.0	0.0	0.0	0.0	0.0	0.0

<u>CT State & Transitional Costs</u>		\$ millions									
	Act	Act	Est	Proj	Proj	Proj	Proj	Proj	Proj	Proj	Proj
	<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>	
Revenue											
Tuition and Fees (Gross)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
State Appropriations (includes Dev. Ed and OBF)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fringe Benefits Paid by State	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
All Other Revenue	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Less: Contra Revenue	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Revenue	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Expenditures											
Wages and Salaries	0.2	0.2	3.1	5.6	10.6	0.0	0.0	0.0	0.0	0.0	0.0
Fringe Benefits	0.1	0.1	1.9	3.6	8.5	0.0	0.0	0.0	0.0	0.0	0.0
Institutional Aid and Waivers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
All Other Expenses (includes utilities)	0.2	1.4	3.1	5.1	5.1	0.0	0.0	0.0	0.0	0.0	0.0
Total Expenditures	0.5	1.7	8.0	14.2	24.1	0.0	0.0	0.0	0.0	0.0	0.0
Transfers											
Net Results from Operations	(0.5)	(1.7)	(8.0)	(14.2)	(24.1)	0.0	0.0	0.0	0.0	0.0	0.0

Students First: Advising

\$ millions

	Act	Act	Est	Proj	Proj	Proj	Proj	Proj	Proj	Proj
	<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>
Revenue										
Tuition and Fees (Gross)	0.0	0.0	0.0	0.0	4.8	9.8	19.0	19.5	20.0	20.5
State Appropriations	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fringe Benefits Paid by State	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
All Other Revenue: HEERF	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Less: Contra Revenue	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Revenue	0.0	0.0	0.0	0.0	4.8	9.8	19.0	19.5	20.0	20.5
Transfers, Additional Funds & Commitments										
Use of State ARPA funds	0.0	0.0	0.0	6.5	5.0	8.0	0.0	0.0	0.0	0.0
HEERF Institutional	0.0	0.0	0.0	3.8	13.7	0.0	0.0	0.0	0.0	0.0
Total Transfers	0.0	0.0	0.0	10.3	18.7	8.0	0.0	0.0	0.0	0.0
Expenditures										
Wages and Salaries	0.0	0.0	0.0	0.0	0.0	5.5	10.0	10.0	10.0	10.0
Fringe Benefits	0.0	0.0	0.0	0.0	0.0	4.4	8.2	8.3	8.4	8.5
Institutional Aid and Waivers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
All Other Expenses (includes utilities)	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.3	0.3
Total Expenditures	0.0	0.0	0.0	0.0	0.0	10.3	18.5	18.6	18.7	18.8
Restricted Expenditures										
Wages and Salaries	0.0	0.0	0.0	5.4	10.2	4.4	0.0	0.0	0.0	0.0
Fringe Benefits	0.0	0.0	0.0	4.4	8.2	3.6	0.0	0.0	0.0	0.0
Institutional Aid and Waivers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
All Other Expenses (includes utilities)	0.0	0.0	0.0	0.5	0.3	0.0	0.0	0.0	0.0	0.0
Total Expenditures	0.0	0.0	0.0	10.3	18.7	8.0	0.0	0.0	0.0	0.0
Net Results from Operations	0.0	0.0	0.0	0.0	4.8	(0.5)	0.5	0.9	1.3	1.7

Forecast of Merger Results

\$ millions

	Act FY2019	Act FY2020	Est FY2021	Proj FY2022	Proj FY2023	Proj FY2024	Proj FY2025	Proj FY2026	Proj FY2027	Proj FY2028
Revenue										
Tuition and Fees (Gross)	183.8	177.7	151.7	141.7	156.4	167.8	192.2	200.1	208.4	217.1
State Appropriations (includes Dev. Ed and OBF)	148.6	149.3	157.0	156.6	159.6	162.6	165.7	168.8	172.0	175.3
State Approp: RSA	0.0	0.0	0.0	27.5	36.2	23.6	23.6	23.6	23.6	23.6
Fringe Benefits Paid by State	140.9	148.1	171.4	173.7	197.8	203.0	205.1	210.6	214.1	217.6
All Other Revenue	3.0	1.0	5.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Less: Contra Revenue	(2.7)	(2.2)	(1.7)	(1.9)	(1.9)	(2.0)	(2.2)	(2.2)	(2.3)	(2.3)
Total Revenue	473.6	473.9	483.3	500.7	551.1	558.1	587.5	604.0	618.9	634.4
Expenditures										
Wages and Salaries	243.6	243.2	243.8	271.4	279.9	276.9	281.4	281.4	281.4	281.4
Fringe Benefits	164.8	164.2	172.2	200.1	227.1	224.4	230.8	233.8	236.8	240.1
Institutional Aid and Waivers	20.5	19.7	22.2	17.6	20.5	22.0	25.7	26.5	27.4	28.4
All Other Expenses (includes utilities)	52.1	50.3	47.9	74.5	75.8	77.6	79.0	80.5	82.0	83.6
Total Expenditures	481.0	477.4	486.1	563.6	603.2	600.9	616.9	622.2	627.7	633.4
Addition to (Use of) Funds Before Transfers	(7.4)	(3.4)	(2.8)	(62.8)	(52.1)	(42.8)	(29.4)	(18.2)	(8.7)	1.0
Transfers, Additional Funds & Commitments										
Transfer In	15.9	19.3	32.7	29.4	0.0	0.0	0.0	0.0	0.0	0.0
Transfer Out	(15.9)	(19.3)	(32.7)	(27.5)	0.0	0.0	0.0	0.0	0.0	0.0
HEERF Institutional:Lost Revenue	0.0	0.0	35.6	40.2	0.0	0.0	0.0	0.0	0.0	0.0
HEERF Institutional: Guided Pathways	0.0	0.0	0.0	3.8	13.7	0.0	0.0	0.0	0.0	0.0
State ARPA	0.0	0.0	0.0	11.4	7.4	8.0	0.0	0.0	0.0	0.0
Total Transfers Etc	0.0	0.0	35.6	57.3	21.1	8.0	0.0	0.0	0.0	0.0
Restricted Expenditures										
Wages and Salaries	0.0	0.0	0.0	5.4	10.2	4.4	0.0	0.0	0.0	0.0
Fringe Benefits	0.0	0.0	0.0	4.4	8.2	3.6	0.0	0.0	0.0	0.0
Institutional Aid and Waivers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
All Other Expenses (includes utilities)	0.0	0.0	0.0	0.5	0.3	0.0	0.0	0.0	0.0	0.0
Total Expenditures	0.0	0.0	0.0	10.3	18.7	8.0	0.0	0.0	0.0	0.0
Net Results from Operations	(7.4)	(3.4)	32.8	(15.9)	(49.7)	(42.8)	(29.4)	(18.2)	(8.7)	1.0
Unrestricted Improvement from Baseline	11.1	15.5	26.8	31.9	21.4	6.6	9.5	11.7	13.9	16.4

Appendix E

Connecticut Community Colleges
FY 19-28

CT State

Account Name	FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimated	FY 23 Projected	FY24 Projection	FY25 Projection	FY26 Projection	FY27 Projection	FY28 Projection
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:										
Tuition (Gross)	-	-	-	-	-	114,921,707	136,597,564	141,756,754	147,161,554	152,816,509
Fees	-	-	-	-	-	52,925,433	55,571,705	58,350,290	61,267,805	64,331,195
State Appropriations	-	-	3,145,579	5,534,289	5,644,975	143,392,704	146,473,602	149,616,119	152,821,485	156,090,959
Addtl State Appropriation (Dev Edu and Outcomes)	-	-	-	1,202,027	1,202,027	8,564,677	8,564,677	8,564,677	8,564,677	8,564,677
Appropriation for RSA	-	-	-	1,029,340	1,351,833	23,611,127	23,611,127	23,611,127	23,611,127	23,611,127
GF Fringe Benefits Paid by State	-	-	1,859,265	3,677,708	4,329,340	156,787,188	158,837,129	164,252,604	167,597,633	171,006,387
OF Fringe Benefits Paid by State	-	-	-	-	-	37,532,962	37,532,962	37,532,962	37,532,962	37,532,962
Private Gifts, Grants and Contracts	-	-	-	-	-	111,500	111,500	111,500	111,500	111,500
Sales of Educational Activities	-	-	-	-	-	603,149	603,149	603,149	603,149	603,149
All Other Revenue	-	-	-	-	-	2,324,414	2,324,414	2,324,414	2,324,414	2,324,414
Less Contra Revenue	-	-	-	-	-	(1,955,391)	(2,166,246)	(2,224,874)	(2,285,168)	(2,346,998)
Total Revenue	-	-	5,004,844	11,443,364	12,528,175	538,819,470	568,061,584	584,498,721	599,311,138	614,645,881
Expenditures:										
Personnel Services:										
Subtotal Personnel Services	-	-	3,962,558	5,590,356	10,590,356	266,261,790	270,708,730	270,708,730	270,708,730	270,708,730
Shared Services Personnel Services	-	-	-	-	-	-	-	-	-	-
Total Personnel Services	-	-	3,962,558	5,590,356	10,590,356	266,261,790	270,708,730	270,708,730	270,708,730	270,708,730
Fringe Benefits	-	-	2,609,482	3,576,009	8,482,686	215,733,824	222,087,196	224,913,296	227,880,161	230,995,704
Shared Services Personnel Fringe Benefits	-	-	-	-	-	-	-	-	-	-
Total P.S. & Fringe Benefits	-	-	6,572,040	9,166,365	19,073,042	481,995,614	492,795,926	495,622,026	498,588,891	501,704,434
Other Expenses:										
Inst. Financial Aid/Match	-	-	-	-	-	18,666,721	22,315,772	23,182,867	24,091,433	25,042,264
Waivers	-	-	-	-	-	3,338,490	3,338,490	3,338,490	3,338,490	3,338,490
Utilities	-	-	-	-	-	9,778,887	9,876,676	9,975,442	10,075,197	10,175,949
All Other Expenses	-	-	2,465,916	5,053,067	5,053,067	43,937,006	44,814,136	45,708,784	46,621,302	47,552,045
Total Other Expenses	-	-	2,465,916	5,053,067	5,053,067	75,721,104	80,345,073	82,205,584	84,126,422	86,108,748
Total Expenditures	-	-	9,037,956	14,219,432	24,126,109	557,716,718	573,140,999	577,827,610	582,715,313	587,813,182
Addition to (Use of) Funds Before Transfers	-	-	(4,033,112)	(2,776,068)	(11,597,934)	(18,897,248)	(5,079,415)	6,671,112	16,595,825	26,832,699
Transfers, Additional Funds and Commitments										
Transfer in	-	-	4,033,112	3,857,050	11,597,934	-	-	-	-	-
Transfer out	-	-	-	-	-	(23,875,644)	(24,353,157)	(24,840,220)	(25,337,024)	(25,843,764)
HEERF Institutional	-	-	-	-	-	-	-	-	-	-
HEERF Guided Pathways	-	-	-	-	-	-	-	-	-	-
ARPA Funding	-	-	-	-	-	8,004,491	-	-	-	-
EMSA GP Transfer Out	-	-	-	-	-	-	-	-	-	-
Total Transfers, Additional Funds and Commitments	-	-	4,033,112	3,857,050	11,597,934	(15,871,153)	(24,353,157)	(24,840,220)	(25,337,024)	(25,843,764)
Restricted Expenditures										
Wages and Salaries	-	-	-	-	-	4,446,939	-	-	-	-
Fringe Benefits	-	-	-	-	-	3,557,552	-	-	-	-
Institutional Aid and Waivers	-	-	-	-	-	-	-	-	-	-
All Other Expenses (includes utilities)	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	8,004,491	-	-	-	-
Net Change	-	-	0	173,208	-	(42,772,892)	(29,432,572)	(18,169,108)	(8,741,199)	988,935

Appendix F

Connecticut Community Colleges
FY 19-28

Shared Services

Account Name	FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimated	FY 23 Projected	FY 24 Projected	FY 25 Projected	FY 26 Projected	FY 27 Projected	FY 28 Projected
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:										
Tuition (Gross)	-	-	-	-	-	-	-	-	-	-
Fees	-	-	-	-	-	-	-	-	-	-
State Appropriations	-	-	-	-	-	6,831,275	6,831,275	6,831,275	6,831,275	6,831,275
Addtl State Appropriation (Dev Edu and Outcomes)	-	-	-	-	-	-	-	-	-	-
RSA Appropriation	-	-	-	-	-	-	-	-	-	-
GF Fringe Benefits Paid by State	-	-	-	-	-	5,536,748	5,604,378	5,675,423	5,750,567	5,829,127
OF Fringe Benefits Paid by State	-	-	-	-	-	-	-	-	-	-
Private Gifts, Grants and Contracts	-	-	-	-	-	-	-	-	-	-
Sales of Educational Activities	-	-	-	-	-	-	-	-	-	-
All Other Revenue	-	-	-	-	-	-	-	-	-	-
Less Contra Revenue	-	-	-	-	-	-	-	-	-	-
Total Revenue	-	-	-	-	-	12,368,023.35	12,435,652.97	12,506,698.23	12,581,842.26	12,660,401.92
Expenditures:										
Personnel Services:										
Subtotal Personnel Services	-	-	-	32,378,747	32,801,135	6,831,275	6,831,275	6,831,275	6,831,275	6,831,275
Shared Services Personnel Services	-	-	-	(32,378,747)	(32,801,135)	-	-	-	-	-
Total Personnel Services	-	-	-	-	-	6,831,275	6,831,275	6,831,275	6,831,275	6,831,275
Fringe Benefits	-	-	-	27,459,745	30,537,990	5,536,748	5,604,378	5,675,423	5,750,567	5,829,127
Shared Services Personnel Fringe Benefits	-	-	-	(27,459,745)	(30,537,990)	-	-	-	-	-
Total P.S. & Fringe Benefits	-	-	-	-	-	12,368,023	12,435,653	12,506,698	12,581,842	12,660,402
Other Expenses:										
Inst. Financial Aid/Match	-	-	-	-	-	-	-	-	-	-
Waivers	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-
All Other Expenses	-	-	-	22,654,565	23,145,931	23,268,333	23,733,700	24,208,374	24,692,541	25,186,392
Total Other Expenses	-	-	-	22,654,565	23,145,931	23,268,333	23,733,700	24,208,374	24,692,541	25,186,392
Total Expenditures	-	-	-	22,654,565	23,145,931	35,636,356	36,169,352	36,715,072	37,274,383	37,846,794
Addition to (Use of) Funds Before Transfers	-	-	-	(22,654,565)	(23,145,931)	(23,268,333)	(23,733,700)	(24,208,374)	(24,692,541)	(25,186,392)
Transfers, Additional Funds and Commitments										
Transfer in	-	-	-	22,700,605	23,145,931	23,268,333	23,733,700	24,208,374	24,692,541	25,186,392
Transfer out	-	-	-	-	-	-	-	-	-	-
HEERF Institutional	-	-	-	-	-	-	-	-	-	-
HEERF Guided Pathways	-	-	-	-	-	-	-	-	-	-
ARPA Funding	-	-	-	-	-	-	-	-	-	-
EMSA GP Transfer Out	-	-	-	-	-	-	-	-	-	-
Total Transfers, Additional Funds and Commitments	-	-	-	22,700,605	23,145,931	23,268,333	23,733,700	24,208,374	24,692,541	25,186,392
Restricted Expenditures										
Wages and Salaries	-	-	-	-	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-	-	-	-	-
Institutional Aid and Waivers	-	-	-	-	-	-	-	-	-	-
All Other Expenses (includes utilities)	-	-	-	-	-	-	-	-	-	-
Total Restricted Expenditures	-	-	-	-	-	-	-	-	-	-
Net Change	-	-	-	46,040	-	-	-	-	-	-

Appendix G

Connecticut Community Colleges
FY 19-28

System Office

Account Name	FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimated	FY 23 Projected	FY 24 Projected	FY 25 Projected	FY 26 Projected	FY 27 Projected	FY 28 Projected
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:										
Tuition (Gross)	-	-	-	-	-	-	-	-	-	-
Fees	235,933	-	121,017	-	-	-	-	-	-	-
State Appropriations	11,316,469	12,730,737	14,513,961	3,394,119	3,462,001	3,820,941	3,820,941	3,820,941	3,820,941	3,820,941
Addtl State Appropriation (Dev Edu and Outcomes)	-	-	-	-	-	-	-	-	-	-
RSA Appropriation	-	-	-	631,283	829,064	-	-	-	-	-
GF Fringe Benefits Paid by State	7,618,808	8,323,114	10,394,468	2,365,587	2,784,732	3,096,682	3,134,662	3,174,552	3,216,430	3,260,409
OF Fringe Benefits Paid by State	-	-	353,548	-	-	-	-	-	-	-
Private Gifts, Grants and Contracts	-	-	-	-	-	-	-	-	-	-
Sales of Educational Activities	-	-	-	-	-	-	-	-	-	-
All Other Revenue	447,309	265,080	336,452	-	-	-	-	-	-	-
Less Contra Revenue	-	-	-	-	-	-	-	-	-	-
Total Revenue	19,618,519	21,318,931	25,719,446	6,390,989	7,075,798	6,917,622	6,955,603	6,995,493	7,037,371	7,081,350
Expenditures:										
Subtotal Personnel Services	11,298,964	12,606,533	14,066,378	3,728,071	3,776,704	3,820,941	3,820,941	3,820,941	3,820,941	3,820,941
Shared Services Personnel Services	-	-	-	-	-	-	-	-	-	-
Total Personnel Services	11,298,964	12,606,533	14,066,378	3,728,071	3,776,704	3,820,941	3,820,941	3,820,941	3,820,941	3,820,941
Fringe Benefits	7,622,787	8,200,490	10,006,215	2,619,783	2,913,461	3,096,682	3,134,662	3,174,552	3,216,430	3,260,409
Shared Services Personnel Fringe Benefits	-	-	-	-	-	-	-	-	-	-
Total P.S. & Fringe Benefits	18,921,750	20,807,023	24,072,593	6,347,854	6,690,166	6,917,622	6,955,603	6,995,493	7,037,371	7,081,350
Other Expenses:										
Inst. Financial Aid/Match	-	-	-	-	-	-	-	-	-	-
Waivers	-	304,440	-	-	-	-	-	-	-	-
Utilities	794	830	860	-	-	-	-	-	-	-
All Other Expenses	7,371,333	8,903,515	12,496,040	582,763	595,403	607,311	619,457	631,846	644,483	657,372
Total Other Expenses	7,372,126	9,208,785	12,496,900	582,763	595,403	-	-	-	-	-
Total Expenditures	26,293,876	30,015,808	36,569,493	6,930,616	7,285,568	7,524,933	7,575,059	7,627,339	7,681,854	7,738,722
Addition to (Use of) Funds Before Transfers	(6,675,357)	(8,696,877)	(10,850,047)	(539,628)	(209,771)	(607,311)	(619,457)	(631,846)	(644,483)	(657,372)
Transfers, Additional Funds and Commitments										
Transfer in	11,966,593	15,275,037	19,477,058	494,320	209,771	607,311	619,457	631,846	644,483	657,372
Transfer out (Use of Unrestricted Reserves for PACT)	(3,926,351)	(4,079,072)	(9,138,229)	-	-	-	-	-	-	-
HEERF Institutional	-	-	-	-	-	-	-	-	-	-
HEERF Guided Pathways	-	-	-	-	-	-	-	-	-	-
ARPA Funding	-	-	-	-	-	-	-	-	-	-
EMSA GP Transfer Out	-	-	-	-	-	-	-	-	-	-
Total Transfers, Additional Funds and Commitments	8,040,242	11,195,964	10,338,829	494,320	209,771	607,311	619,457	631,846	644,483	657,372
Restricted Expenditures										
Wages and Salaries	-	-	-	-	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-	-	-	-	-
Institutional Aid and Waivers	-	-	-	-	-	-	-	-	-	-
All Other Expenses (includes utilities)	-	-	-	-	-	-	-	-	-	-
Total Restricted Expenditures	-	-	-	-	-	-	-	-	-	-
Net Change	1,364,885	2,499,088	(511,218)	(45,308)	-	-	-	-	-	-

Appendix H

Connecticut Community Colleges
FY 19-28

Guided Pathways

Account Name	FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimated	FY 23 Projected	FY 24 Projected	FY 25 Projected	FY 26 Projected	FY 27 Projected	FY 28 Projected
Revenue:										
Tuition (Gross)	-	-	-	-	-	-	-	-	-	-
Fees	-	-	-	-	-	-	-	-	-	-
State Appropriations	-	-	-	-	-	-	-	-	-	-
Addtl State Appropriation (Dev Edu and Outcomes)	-	-	-	-	-	-	-	-	-	-
RSA Appropriation	-	-	-	-	-	-	-	-	-	-
GF Fringe Benefits Paid by State	-	-	-	-	-	-	-	-	-	-
OF Fringe Benefits Paid by State	-	-	-	-	-	-	-	-	-	-
Private Gifts, Grants and Contracts	-	-	-	-	-	-	-	-	-	-
Sales of Educational Activities	-	-	-	-	-	-	-	-	-	-
All Other Revenue	-	-	-	-	-	-	-	-	-	-
Less Contra Revenue	-	-	-	-	-	-	-	-	-	-
Total Revenue	-	-	-	-	-	-	-	-	-	-
Expenditures:										
Subtotal Personnel Services	-	-	-	-	-	-	-	-	-	-
Shared Services Personnel Services	-	-	-	-	-	-	-	-	-	-
Total Personnel Services	-	-	-	-	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-	-	-	-	-
Shared Services Personnel Fringe Benefits	-	-	-	-	-	-	-	-	-	-
Total P.S. & Fringe Benefits	-	-	-	-	-	-	-	-	-	-
Other Expenses:										
Inst. Financial Aid/Match	-	-	-	-	-	-	-	-	-	-
Waivers	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-
All Other Expenses	-	-	-	-	-	-	-	-	-	-
Total Other Expenses	-	-	-	-	-	-	-	-	-	-
Total Expenditures	-	-	-	-	-	-	-	-	-	-
Addition to (Use of) Funds Before Transfers	-	-	-	-	-	-	-	-	-	-
Transfers, Additional Funds and Commitments										
Transfer in	-	-	-	-	-	-	-	-	-	-
Transfer out (Use of Unrestricted Reserves for PACT)	-	-	-	-	-	-	-	-	-	-
HEERF Institutional	-	-	-	-	-	-	-	-	-	-
HEERF Guided Pathways	-	-	-	-	-	-	-	-	-	-
ARPA Funding	-	-	-	-	-	-	-	-	-	-
EMSA GP Transfer Out	-	-	-	-	-	-	-	-	-	-
Total Transfers, Additional Funds and Commitments	-	-	-	-	-	-	-	-	-	-
Restricted Expenditures										
Wages and Salaries	-	-	-	-	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-	-	-	-	-
Institutional Aid and Waivers	-	-	-	-	-	-	-	-	-	-
All Other Expenses (includes utilities)	-	-	-	-	-	-	-	-	-	-
Total Restricted Expenditures	-	-	-	-	-	-	-	-	-	-
Net Change	-	-	-	-	-	-	-	-	-	-

Guided Pathways budgets reflected on campus budgets on Appendices I-T. Summary available in Appendix AV.

Appendix I

Connecticut Community Colleges
FY 19-28

Asnuntuck

Account Name	FY19 Actual	FY20 Actual	FY21 Actual	FY22 Rev Budget	FY22 Estimated	FY 23 Projected	FY 24 Projected	FY 25 Projected	FY 26 Projected	FY 27 Projected	FY 28 Projected
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:											
Tuition (Gross)	4,130,329	3,929,411	3,191,731	3,178,670	2,982,592	3,373,469	-	-	-	-	-
Fees	3,951,950	3,911,918	2,487,278	3,076,549	2,896,323	3,041,139	-	-	-	-	-
State Appropriations	6,593,569	6,751,708	7,035,491	7,326,811	7,326,811	7,473,347	-	-	-	-	-
Addtl State Appropriation (Dev Edu and Outcomes)	295,107	282,034	273,321	228,697	228,697	228,697	-	-	-	-	-
RSA Appropriation	-	-	-	-	1,362,736	1,789,683	-	-	-	-	-
GF Fringe Benefits Paid by State	6,012,848	6,218,173	6,713,833	7,150,460	7,150,460	8,417,409	-	-	-	-	-
OF Fringe Benefits Paid by State	690,388	855,369	950,263	873,537	873,537	873,537	-	-	-	-	-
Private Gifts, Grants and Contracts	-	-	-	-	-	-	-	-	-	-	-
Sales of Educational Activities	18,185	5,292	363	15,000	5,100	5,100	-	-	-	-	-
All Other Revenue	(233,829)	55,108	226,244	110,623	188,726	188,726	-	-	-	-	-
Less Contra Revenue	(127,972)	(86,369)	(61,839)	(65,217)	(65,217)	(39,060)	-	-	-	-	-
Total Revenue	21,330,574	21,922,644	20,816,685	21,895,130	22,976,188	25,352,047	-	-	-	-	-
Expenditures:											
Subtotal Personnel Services	11,088,198	11,305,980	10,395,696	9,741,635	10,492,614	10,629,492	-	-	-	-	-
Shared Services Personnel Services	-	-	-	1,038,516	1,212,949	1,228,772	-	-	-	-	-
Total Personnel Services	11,088,198	11,305,980	10,395,696	10,780,152	11,705,563	11,858,264	-	-	-	-	-
Fringe Benefits	7,412,929	7,733,195	7,679,295	7,483,489	8,119,124	9,029,280	-	-	-	-	-
Shared Services Personnel Fringe Benefits	-	-	-	865,003	1,028,677	1,143,992	-	-	-	-	-
Total P.S. & Fringe Benefits	18,501,127	19,039,175	18,074,991	19,128,644	20,853,364	22,031,536	-	-	-	-	-
Other Expenses:											
Inst. Financial Aid/Match	473,809	468,302	557,380	449,909	322,047	386,813	-	-	-	-	-
Waivers	181,931	210,112	137,575	126,568	118,568	118,568	-	-	-	-	-
Utilities	404,471	360,221	342,733	344,754	344,754	348,202	-	-	-	-	-
All Other Expenses	1,703,308	1,495,549	1,285,953	1,655,947	1,901,958	1,943,210	-	-	-	-	-
Total Other Expenses	2,763,519	2,534,184	2,323,641	2,577,178	2,687,327	2,796,793	-	-	-	-	-
Total Expenditures	21,264,646	21,573,359	20,398,632	21,705,822	23,540,690	24,828,329	-	-	-	-	-
Addition to (Use of) Funds Before Transfers	65,928	349,285	418,053	189,308	(564,503)	523,718	-	-	-	-	-
Transfers, Additional Funds and Commitments											
Transfer in	173,803	252,262	406,706	-	73,635	-	-	-	-	-	-
Transfer out	(388,642)	(537,877)	(876,060)	(1,038,376)	(835,644)	(1,060,875)	-	-	-	-	-
HEERF Institutional	-	-	2,160,843	849,068	2,082,779	-	-	-	-	-	-
HEERF Guided Pathways	-	-	-	-	115,921	415,761	-	-	-	-	-
ARPA Funding	-	-	-	-	344,979	224,445	-	-	-	-	-
EMSA GP Transfer Out	-	-	-	-	-	-	-	-	-	-	-
Total Transfers, Additional Funds and Commitments	(214,839)	(285,616)	1,691,489	(189,309)	1,781,670	(420,669)	-	-	-	-	-
Restricted Expenditures											
Wages and Salaries	-	-	-	-	165,122	309,781	-	-	-	-	-
Fringe Benefits	-	-	-	-	132,097	247,825	-	-	-	-	-
Institutional Aid and Waivers	-	-	-	-	-	-	-	-	-	-	-
All Other Expenses (includes utilities)	-	-	-	-	15,983	9,772.99	-	-	-	-	-
Total Restricted Expenditures	-	-	-	-	313,202	567,379	-	-	-	-	-
Net Change	(148,911)	63,669	2,109,542	(0)	903,965	(464,330)	-	-	-	-	-

Appendix J

Connecticut Community Colleges
FY 19-28

Capital

Account Name	FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimated	FY 23 Projected	FY 24 Projected	FY 25 Projected	FY 26 Projected	FY 27 Projected	FY 28 Projected
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:										
Tuition (Gross)	8,216,994	7,932,130	6,581,607	6,090,693	6,888,895	-	-	-	-	-
Fees	4,541,080	4,314,695	3,655,956	3,433,406	3,605,076	-	-	-	-	-
State Appropriations	10,035,728	9,618,861	9,798,884	10,771,823	10,987,259	-	-	-	-	-
Addtl State Appropriation (Dev Edu and Outcomes)	713,713	541,775	572,174	500,065	500,065	-	-	-	-	-
RSA Appropriation	-	-	-	2,003,485	2,631,179	-	-	-	-	-
GF Fringe Benefits Paid by State	9,437,645	8,950,788	9,721,197	10,081,554	11,867,847	-	-	-	-	-
OF Fringe Benefits Paid by State	1,559,440	2,065,871	3,845,988	3,559,251	3,559,251	-	-	-	-	-
Private Gifts, Grants and Contracts	-	-	-	-	-	-	-	-	-	-
Sales of Educational Activities	36,511	26,288	13,220	15,000	15,000	-	-	-	-	-
All Other Revenue	(60,440)	(184,722)	281,219	79,700	79,700	-	-	-	-	-
Less Contra Revenue	(278,494)	(229,898)	(162,230)	(175,000)	(176,198)	-	-	-	-	-
Total Revenue	34,202,178	33,035,787	34,308,015	36,359,977	39,958,075	-	-	-	-	-
Expenditures:										
Personnel Services:										
Subtotal Personnel Services	18,219,237	18,257,074	18,042,496	18,949,667	19,196,869	-	-	-	-	-
Shared Services Personnel Services	-	-	-	2,519,594	2,552,463	-	-	-	-	-
Total Personnel Services	18,219,237	18,257,074	18,042,496	21,469,261	21,749,332	-	-	-	-	-
Fringe Benefits	12,822,115	13,066,610	13,686,915	14,243,799	15,840,533	-	-	-	-	-
Shared Services Personnel Fringe Benefits	-	-	-	2,136,815	2,376,353	-	-	-	-	-
Total P.S. & Fringe Benefits	31,041,352	31,323,685	31,729,411	37,849,876	39,966,218	-	-	-	-	-
Other Expenses:										
Inst. Financial Aid/Match	1,362,747	1,055,522	1,145,868	850,000	1,020,942	-	-	-	-	-
Waivers	251,172	276,127	133,330	170,000	170,000	-	-	-	-	-
Utilities	818,591	781,422	815,781	767,458	775,133	-	-	-	-	-
All Other Expenses	2,509,175	2,526,810	1,741,256	2,360,741	2,411,945	-	-	-	-	-
Total Other Expenses	4,941,686	4,639,882	3,836,235	4,148,200	4,378,019	-	-	-	-	-
Total Expenditures	35,983,038	35,963,566	35,565,646	41,998,075	44,344,237	-	-	-	-	-
Addition to (Use of) Funds Before Transfers	(1,780,860)	(2,927,779)	(1,257,631)	(5,638,099)	(4,386,162)	-	-	-	-	-
Transfers, Additional Funds and Commitments										
Transfer in	281,146	292,634	381,729	174,683	-	-	-	-	-	-
Transfer out	(980,497)	(947,259)	(1,506,849)	(1,475,539)	(1,873,241)	-	-	-	-	-
HEERF Institutional	-	-	3,139,161	2,493,998	-	-	-	-	-	-
HEERF Guided Pathways	-	-	-	204,688	734,130	-	-	-	-	-
ARPA Funding	-	-	-	609,147	396,314	-	-	-	-	-
EMSA GP Transfer Out	-	-	-	-	-	-	-	-	-	-
Total Transfers, Additional Funds and Commitments	(699,351)	(654,625)	2,014,041	2,006,976	(742,797)	-	-	-	-	-
Restricted Expenditures										
Wages and Salaries	-	-	-	291,564	546,997	-	-	-	-	-
Fringe Benefits	-	-	-	233,251	437,597	-	-	-	-	-
Institutional Aid and Waivers	-	-	-	-	-	-	-	-	-	-
All Other Expenses (includes utilities)	-	-	-	28,222	17,257	-	-	-	-	-
Total Restricted Expenditures	-	-	-	553,037	1,001,851	-	-	-	-	-
Net Change	(2,480,211)	(3,582,404)	756,410	(4,184,159)	(6,130,810)	-	-	-	-	-

Appendix K

Connecticut Community Colleges
FY 19-28

Gateway

Account Name	FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimated	FY 23 Projected	FY 24 Projected	FY 25 Projected	FY 26 Projected	FY 27 Projected	FY 28 Projected
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:										
Tuition (Gross)	17,938,100	17,637,806	15,443,663	13,691,028	15,485,275	-	-	-	-	-
Fees	8,173,159	8,203,086	7,767,695	6,630,903	6,962,448	-	-	-	-	-
State Appropriations	17,062,964	16,835,105	17,159,775	17,910,578	18,268,790	-	-	-	-	-
Addtl State Appropriation (Dev Edu and Outcomes)	1,096,780	1,267,679	1,214,544	1,050,232	1,050,232	-	-	-	-	-
RSA Appropriation	-	-	-	3,331,244	4,374,927	-	-	-	-	-
GF Fringe Benefits Paid by State	15,039,903	14,448,446	15,532,050	16,691,677	19,649,180	-	-	-	-	-
OF Fringe Benefits Paid by State	1,887,911	3,036,938	5,223,391	5,215,167	5,215,167	-	-	-	-	-
Private Gifts, Grants and Contracts	-	-	-	-	-	-	-	-	-	-
Sales of Educational Activities	56,142	7,384	7,639	13,000	13,000	-	-	-	-	-
All Other Revenue	(35,804)	52,551	999,016	472,522	472,522	-	-	-	-	-
Less Contra Revenue	(363,583)	(304,327)	(195,313)	(103,036)	(103,741)	-	-	-	-	-
Total Revenue	60,855,571	61,184,668	63,152,460	64,903,315	71,387,799	-	-	-	-	-
Expenditures:										
Personnel Services:										
Subtotal Personnel Services	30,763,778	30,713,249	30,840,849	32,107,852	32,526,705	-	-	-	-	-
Shared Services Personnel Services	-	-	-	3,977,659	4,029,549	-	-	-	-	-
Total Personnel Services	30,763,778	30,713,249	30,840,849	36,085,511	36,556,253	-	-	-	-	-
Fringe Benefits	20,011,887	19,730,118	20,841,779	22,890,551	25,456,587	-	-	-	-	-
Shared Services Personnel Fringe Benefits	-	-	-	3,373,370	3,751,526	-	-	-	-	-
Total P.S. & Fringe Benefits	50,775,666	50,443,367	51,682,628	62,349,432	65,764,367	-	-	-	-	-
Other Expenses:										
Inst. Financial Aid/Match	2,653,652	2,656,523	3,249,934	2,315,429	2,781,080.81	-	-	-	-	-
Waivers	437,340	366,700	184,450	341,501	341,501.20	-	-	-	-	-
Utilities	971,339	818,824	781,475	918,000	927,179.97	-	-	-	-	-
All Other Expenses	6,875,632	6,083,764	5,506,275	7,309,662	7,468,204.72	-	-	-	-	-
Total Other Expenses	10,937,964	9,925,811	9,722,134	10,884,592	11,517,966.70	-	-	-	-	-
Total Expenditures	61,713,629	60,369,177	61,404,762	73,234,024	77,282,333.62	-	-	-	-	-
Addition to (Use of) Funds Before Transfers	(858,058)	815,490	1,747,698	(8,330,709)	(5,894,535)	-	-	-	-	-
Transfers, Additional Funds and Commitments										
Transfer in	475,222	467,878	922,198	347,134	-	-	-	-	-	-
Transfer out	(1,697,700)	(2,199,867)	(3,226,756)	(4,910,308)	(6,233,782.43)	-	-	-	-	-
HEERF Institutional	-	-	3,697,697	5,636,258	-	-	-	-	-	-
HEERF Guided Pathways	-	-	-	681,161	2,443,043.45	-	-	-	-	-
ARPA Funding	-	-	-	2,027,123	1,318,856.26	-	-	-	-	-
EMSA GP Transfer Out	-	-	-	-	-	-	-	-	-	-
Total Transfers, Additional Funds and Commitments	(1,222,479)	(1,731,989)	1,393,139	3,781,368	(2,471,882.72)	-	-	-	-	-
Restricted Expenditures										
Wages and Salaries	-	-	-	970,268	1,820,298	-	-	-	-	-
Fringe Benefits	-	-	-	776,215	1,456,239	-	-	-	-	-
Institutional Aid and Waivers	-	-	-	-	-	-	-	-	-	-
All Other Expenses (includes utilities)	-	-	-	93,916	57,427	-	-	-	-	-
Total Restricted Expenditures	-	-	-	1,840,399	3,333,964	-	-	-	-	-
Net Change	(2,080,537)	(916,498)	3,140,836	(6,389,740)	(11,700,382)	-	-	-	-	-

Appendix L

Connecticut Community Colleges
FY 19-28

Housatonic

Account Name	FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimated	FY 24 Projected	FY 24 Projected	FY 25 Projected	FY 26 Projected	FY 27 Projected	FY 28 Projected
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:										
Tuition (Gross)	12,795,843	12,233,929	9,506,467	8,775,000	9,924,988	-	-	-	-	-
Fees	4,835,642	4,540,288	4,148,930	3,850,900	4,043,445	-	-	-	-	-
State Appropriations	12,069,967	12,250,407	12,616,861	13,992,951	14,272,810	-	-	-	-	-
Addtl State Appropriation (Dev Edu and Outcomes)	855,775	773,542	849,627	729,480	729,480	-	-	-	-	-
RSA Appropriation	-	-	-	2,602,592	3,417,988	-	-	-	-	-
GF Fringe Benefits Paid by State	11,103,754	10,958,320	11,817,058	12,375,187	14,567,875	-	-	-	-	-
OF Fringe Benefits Paid by State	1,099,509	2,282,699	3,179,674	3,837,431	3,837,431	-	-	-	-	-
Private Gifts, Grants and Contracts	-	-	-	-	-	-	-	-	-	-
Sales of Educational Activities	135,993	99,878	98,003	135,000	135,000	-	-	-	-	-
All Other Revenue	134,386	154,097	336,828	222,384	222,384	-	-	-	-	-
Less Contra Revenue	(209,781)	(167,048)	(107,308)	(225,000)	(226,540)	-	-	-	-	-
Total Revenue	42,821,087	43,126,113	42,446,140	46,295,925	50,924,861	-	-	-	-	-
Expenditures:										
Personnel Services:										
Subtotal Personnel Services	21,556,193	21,493,304	21,018,063	20,321,622	20,586,722	-	-	-	-	-
Shared Services Personnel Services	-	-	-	4,049,370	4,102,195	-	-	-	-	-
Total Personnel Services	21,556,193	21,493,304	21,018,063	24,370,992	24,688,917	-	-	-	-	-
Fringe Benefits	14,840,117	14,531,650	15,059,591	15,108,739	16,802,432	-	-	-	-	-
Shared Services Personnel Fringe Benefits	-	-	-	3,434,187	3,819,160	-	-	-	-	-
Total P.S. & Fringe Benefits	36,396,310	36,024,954	36,077,654	42,913,918	45,310,509	-	-	-	-	-
Other Expenses:										
Inst. Financial Aid/Match	1,433,092	1,379,916	1,454,339	1,236,345	1,484,984	-	-	-	-	-
Waivers	547,413	360,231	177,459	402,000	402,000	-	-	-	-	-
Utilities	1,198,799	1,098,072	992,997	1,244,900	1,257,349	-	-	-	-	-
All Other Expenses	4,866,399	4,379,243	2,451,700	5,595,810	5,717,180	-	-	-	-	-
Total Other Expenses	8,045,704	7,217,461	5,076,495	8,479,055	8,861,513	-	-	-	-	-
Total Expenditures	44,442,014	43,242,415	41,154,149	51,392,973	54,172,023	-	-	-	-	-
Addition to (Use of) Funds Before Transfers	(1,620,927)	(116,302)	1,291,991	(3,439,616)	(3,247,162)	-	-	-	-	-
Transfers, Additional Funds and Commitments										
Transfer in	335,135	325,944	664,920	215,186	-	-	-	-	-	-
Transfer out	(1,165,531)	(1,537,814)	(2,405,651)	(2,415,914)	(3,067,075)	-	-	-	-	-
HEERF Institutional	-	-	3,596,843	4,061,696	-	-	-	-	-	-
HEERF Guided Pathwas	-	-	-	335,137	1,201,999	-	-	-	-	-
ARPA Funding	-	-	-	997,362	648,889	-	-	-	-	-
EMSA GP Transfer Out	-	-	-	-	-	-	-	-	-	-
Total Transfers, Additional Funds and Commitments	(830,396)	(1,211,870)	1,856,112	3,193,467	(1,216,188)	-	-	-	-	-
Restricted Expenditures										
Wages and Salaries	-	-	-	477,381	895,603	-	-	-	-	-
Fringe Benefits	-	-	-	381,904	716,482	-	-	-	-	-
Institutional Aid and Waivers	-	-	-	-	-	-	-	-	-	-
All Other Expenses (includes utilities)	-	-	-	46,208	28,255	-	-	-	-	-
Total Restricted Expenditures	-	-	-	905,492	1,640,339	-	-	-	-	-
Net Change	(2,451,323)	(1,328,172)	3,148,103	(2,809,073)	(6,103,689)	-	-	-	-	-

Appendix M

Connecticut Community Colleges
FY 19-28

College: Manchester

Account Name	FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimated	FY 23 Projected	FY 24 Projected	FY 25 Projected	FY 26 Projected	FY 27 Projected	FY 28 Projected
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:										
Tuition (Gross)	14,974,342	13,709,178	11,999,882	11,323,137	12,807,066	-	-	-	-	-
Fees	8,211,665	8,035,290	5,515,037	5,103,287	5,358,451	-	-	-	-	-
State Appropriations	14,665,588	14,426,503	14,574,544	14,617,235	14,909,580	-	-	-	-	-
Addtl State Appropriation (Dev Edu and Outcomes)	1,106,411	1,050,586	1,151,766	1,003,725	1,003,725	-	-	-	-	-
RSA Appropriation	-	-	-	2,718,705	3,570,478	-	-	-	-	-
GF Fringe Benefits Paid by State	13,824,140	13,503,842	14,157,960	14,605,480	17,193,341	-	-	-	-	-
OF Fringe Benefits Paid by State	2,533,955	3,686,391	5,149,294	5,648,070	5,648,070	-	-	-	-	-
Private Gifts, Grants and Contracts	-	-	-	-	-	-	-	-	-	-
Sales of Educational Activities	9,308	8,815	(95)	5,000	5,000	-	-	-	-	-
All Other Revenue	298,201	(300,538)	500,525	240,232	240,232	-	-	-	-	-
Less Contra Revenue	(327,480)	(220,818)	(235,051)	(250,000)	(251,711)	-	-	-	-	-
Total Revenue	55,296,131	53,899,249	52,813,862	55,014,871	60,484,232	-	-	-	-	-
Expenditures:										
Subtotal Personnel Services	28,110,362	26,848,710	25,961,930	26,149,500	26,490,626	-	-	-	-	-
Shared Services Personnel Services	-	-	-	3,133,999	3,174,883	-	-	-	-	-
Total Personnel Services	28,110,362	26,848,710	25,961,930	29,283,500	29,665,509	-	-	-	-	-
Fringe Benefits	19,858,093	19,270,718	19,414,169	20,887,793	23,229,320	-	-	-	-	-
Shared Services Personnel Fringe Benefits	-	-	-	2,657,880	2,955,829	-	-	-	-	-
Total P.S. & Fringe Benefits	47,968,455	46,119,428	45,376,099	52,829,173	55,850,658	-	-	-	-	-
Other Expenses:										
Inst. Financial Aid/Match	1,953,036	1,989,521	2,711,410	1,685,365	2,024,306	-	-	-	-	-
Waivers	612,416	480,488	202,439	295,000	295,000	-	-	-	-	-
Utilities	1,270,946	1,039,088	988,289	1,026,435	1,036,699	-	-	-	-	-
All Other Expenses	2,639,074	2,860,463	1,605,544	2,300,766	2,350,669	-	-	-	-	-
Total Other Expenses	6,475,473	6,369,559	5,507,682	5,307,566	5,706,674	-	-	-	-	-
Total Expenditures	54,443,927	52,488,987	50,883,781	58,136,739	61,557,332	-	-	-	-	-
Addition to (Use of) Funds Before Transfers	852,203	1,410,262	1,930,081	(3,121,868)	(1,073,100)	-	-	-	-	-
Transfers, Additional Funds and Commitments										
Transfer in	523,912	538,818	1,483,150	400,724	-	-	-	-	-	-
Transfer out	(1,563,605)	(1,966,988)	(3,036,636)	(3,299,610)	(4,188,952.97)	-	-	-	-	-
HEERF Institutional	-	-	5,737,784	5,036,709	-	-	-	-	-	-
HEERF Guided Pathways	-	-	-	457,724	1,641,666.88	-	-	-	-	-
ARPA Funding	-	-	-	1,362,178	886,239.92	-	-	-	-	-
EMSA GP Transfer Out	-	-	-	-	-	-	-	-	-	-
Total Transfers, Additional Funds and Commitments	(1,039,693)	(1,428,169)	4,184,298	3,957,725	(1,661,046.17)	-	-	-	-	-
Restricted Expenditures										
Wages and Salaries	-	-	-	651,997	1,223,197.09	-	-	-	-	-
Fringe Benefits	-	-	-	521,598	978,557.72	-	-	-	-	-
Institutional Aid and Waivers	-	-	-	-	-	-	-	-	-	-
All Other Expenses (includes utilities)	-	-	-	63,109	38,589.49	-	-	-	-	-
Total Restricted Expenditures	-	-	-	1,236,704	2,240,344.29	-	-	-	-	-
Net Change	(187,490)	(17,908)	6,114,379	(400,848)	(4,974,490)	-	-	-	-	-

Appendix N

Connecticut Community Colleges
FY 19-28

Middlesex

Account Name	FY19 Actual	FY20 Actual	FY21 Estimate	FY21 Actual	FY22 Estimated	FY 23 Projected	FY 24 Projected	FY 25 Projected	FY 26 Projected	FY 27 Projected	FY 28 Projected
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:											
Tuition (Gross)	6,633,827	6,403,375	5,457,035	5,455,541	5,289,604	5,982,821	-	-	-	-	-
Fees	3,301,192	2,997,251	2,965,948	3,046,337	3,013,154	3,163,812	-	-	-	-	-
State Appropriations	7,195,893	7,111,377	7,178,848	7,178,848	7,965,972	8,125,291	-	-	-	-	-
Addtl State Appropriation (Dev Edu and Outcomes)	606,956	446,551	461,050	461,050	397,463	397,463	-	-	-	-	-
RSA Appropriation					1,481,616	1,945,808	-	-	-	-	-
GF Fringe Benefits Paid by State	6,430,147	6,383,393	6,720,418	6,708,237	7,151,438	8,418,560	-	-	-	-	-
OF Fringe Benefits Paid by State	472,992	1,054,779	1,996,175	1,981,455	1,692,004	1,692,004	-	-	-	-	-
Private Gifts, Grants and Contracts	6,218	6,477	416	1,505	-	-	-	-	-	-	-
Sales of Educational Activities	3,344	7,279	4,266	4,266	12,000	12,000	-	-	-	-	-
All Other Revenue	95,208	19,985	70,725	212,286	116,542	116,542	-	-	-	-	-
Less Contra Revenue	(181,991)	(96,745)	(387,837)	(55,067)	(82,198)	(82,761)	-	-	-	-	-
Total Revenue	24,563,786	24,333,721	24,467,045	24,994,458	27,037,595	29,771,541	-	-	-	-	-
Expenditures:											
Personnel Services:											
Subtotal Personnel Services	12,409,393	12,506,187	12,512,579	12,623,371	12,781,919	12,948,662	-	-	-	-	-
Shared Services Personnel Services					2,224,408	2,253,425	-	-	-	-	-
Total Personnel Services	12,409,393	12,506,187	12,512,579	12,623,371	15,006,327	15,202,087	-	-	-	-	-
Fringe Benefits	8,155,897	8,327,031	8,715,720	8,734,571	8,698,603	9,673,719	-	-	-	-	-
Shared Services Personnel Fringe Benefits					1,886,474	2,097,948	-	-	-	-	-
Total P.S. & Fringe Benefits	20,565,290	20,833,219	21,228,299	21,357,942	25,591,404	26,973,754	-	-	-	-	-
Other Expenses:											
Inst. Financial Aid/Match	894,369	814,601	757,068	1,033,123	822,069	987,394	-	-	-	-	-
Waivers	219,567	273,698	45,000	66,801	200,000	200,000	-	-	-	-	-
Utilities	382,402	304,311	307,150	294,444	294,444	364,500	-	-	-	-	-
All Other Expenses	2,182,053	2,009,042	2,047,996	1,552,031	2,306,635	2,356,665	-	-	-	-	-
Total Other Expenses	3,678,392	3,401,652	3,157,214	2,946,399	3,693,204	3,912,204	-	-	-	-	-
Total Expenditures	24,243,682	24,234,871	24,385,513	24,304,341	29,284,608	30,885,958	-	-	-	-	-
Addition to (Use of) Funds Before Transfers	320,105	98,850	81,532	690,117	(2,247,013)	(1,114,417)	-	-	-	-	-
Transfers, Additional Funds and Commitments											
Transfer in	215,036	222,498	172,969	661,328	144,584	-	-	-	-	-	-
Transfer out	(665,502)	(841,802)	(1,357,210)	(1,357,210)	(1,431,448)	(1,817,266)	-	-	-	-	-
HEERF Institutional			778,452	1,402,818	2,139,891	-	-	-	-	-	-
HEERF Guided Pathways					198,571	712,194	-	-	-	-	-
ARPA Funding					590,945	384,472	-	-	-	-	-
EMSA GP Transfer Out				-	-	-	-	-	-	-	-
Total Transfers, Additional Funds and Commitments	(450,466)	(619,304)	(405,789)	706,936	1,642,543	(720,601)	-	-	-	-	-
Restricted Expenditures											
Wages and Salaries					282,852	530,652	-	-	-	-	-
Fringe Benefits					226,281	424,521	-	-	-	-	-
Institutional Aid and Waivers					-	-	-	-	-	-	-
All Other Expenses (includes utilities)					27,378	16,741	-	-	-	-	-
Total Restricted Expenditures					536,511	971,914	-	-	-	-	-
Net Change	(130,361)	(520,454)	(324,257)	1,397,053	(1,140,981)	(2,806,932)	-	-	-	-	-

Appendix O

Connecticut Community Colleges
FY 19-28

Naugatuck Valley

Account Name	FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimated	FY 23 Projected	FY 24 Projected	FY 25 Projected	FY 26 Projected	FY 27 Projected	FY 28 Projected
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:										
Tuition (Gross)	16,694,666	16,377,714	13,766,656	12,576,056	14,224,183	-	-	-	-	-
Fees	7,468,253	7,114,180	6,263,109	5,833,950	6,125,647	-	-	-	-	-
State Appropriations	16,586,647	16,555,279	16,892,619	18,144,527	18,507,417	-	-	-	-	-
Addtl State Appropriation (Dev Edu and Outcomes)	1,044,069	1,021,984	1,123,370	969,445	969,445	-	-	-	-	-
RSA Appropriation				3,374,757	4,432,072	-	-	-	-	-
GF Fringe Benefits Paid by State	15,724,732	15,514,231	16,539,527	17,170,727	20,213,110	-	-	-	-	-
OF Fringe Benefits Paid by State	2,516,343	3,965,582	5,663,935	6,032,525	6,032,525	-	-	-	-	-
Private Gifts, Grants and Contracts	-	-	-	-	-	-	-	-	-	-
Sales of Educational Activities	133,327	146,555	187,599	161,049	161,049	-	-	-	-	-
All Other Revenue	6,411	(155,887)	565,484	(76,941)	(76,941)	-	-	-	-	-
Less Contra Revenue	(227,254)	(196,900)	(425,674)	(332,577)	(334,854)	-	-	-	-	-
Total Revenue	59,947,193	60,342,739	60,576,625	63,853,518	70,253,654	-	-	-	-	-
Expenditures:										
Subtotal Personnel Services	30,890,465	30,566,742	29,682,385	30,121,333	30,514,272	-	-	-	-	-
Shared Services Personnel Services				4,389,713	4,446,978	-	-	-	-	-
Total Personnel Services	30,890,465	30,566,742	29,682,385	34,511,046	34,961,250	-	-	-	-	-
Fringe Benefits	22,215,671	22,012,096	22,322,894	23,820,273	26,490,532	-	-	-	-	-
Shared Services Personnel Fringe Benefits				3,722,825	4,140,154	-	-	-	-	-
Total P.S. & Fringe Benefits	53,106,136	52,578,838	52,005,279	62,054,144	65,591,936	-	-	-	-	-
Other Expenses:										
Inst. Financial Aid/Match	1,291,080	442,316	2,384,751	1,797,660	2,159,184	-	-	-	-	-
Waivers	1,462,758	1,945,031	504,319	578,994	578,994	-	-	-	-	-
Utilities	1,341,069	1,268,413	1,200,234	1,238,879	1,251,268	-	-	-	-	-
All Other Expenses	2,704,101	2,693,510	2,092,299	2,626,883	2,683,859	-	-	-	-	-
Total Other Expenses	6,799,008	6,349,270	6,181,603	6,242,416	6,673,305	-	-	-	-	-
Total Expenditures	59,905,144	58,928,108	58,186,882	68,296,560	72,265,241	-	-	-	-	-
Addition to (Use of) Funds Before Transfers	42,050	1,414,631	2,389,743	(4,443,043)	(2,011,587)	-	-	-	-	-
Transfers, Additional Funds and Commitments										
Transfer in	468,911	408,443	1,197,305	145,823	-	-	-	-	-	-
Transfer out	(1,564,423)	(2,094,270)	(3,144,069)	(3,528,824)	(4,479,947)	-	-	-	-	-
HEERF Institutional			4,739,240	5,280,042	-	-	-	-	-	-
HEERF Guided Pathways				489,521	1,755,709	-	-	-	-	-
ARPA Funding				1,456,805	947,804	-	-	-	-	-
EMSA GP Transfer Out			-	-	-	-	-	-	-	-
Total Transfers, Additional Funds and Commitments	(1,095,512)	(1,685,827)	2,792,476	3,843,367	(1,776,434)	-	-	-	-	-
Restricted Expenditures										
Wages and Salaries				697,289	1,308,169					
Fringe Benefits				557,831	1,046,535					
Institutional Aid and Waivers				-	-					
All Other Expenses (includes utilities)				67,493	41,270					
Total Restricted Expenditures				1,322,614	2,395,974					
Net Change	(1,053,463)	(271,196)	5,182,218	(1,922,290)	(6,183,995)					

Appendix P

Connecticut Community Colleges
FY 19-28

Norwalk

Account Name	FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimate	FY 23 Projected	FY 24 Projected	FY 25 Projected	FY 26 Projected	FY 27 Projected	FY 28 Projected
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:										
Tuition (Gross)	14,728,312	14,173,582	12,231,966	11,116,920	12,573,823	-	-	-	-	-
Fees	7,288,081	7,147,893	5,455,683	5,137,312	5,394,178	-	-	-	-	-
State Appropriations	13,008,025	13,089,321	13,291,588	13,556,557	13,827,688	-	-	-	-	-
Addtl State Appropriation (Dev Edu and Outcomes)	908,971	1,074,998	999,155	860,370	860,370	-	-	-	-	-
RSA Appropriation	-	-	-	2,521,426	3,311,392	-	-	-	-	-
GF Fringe Benefits Paid by State	11,176,265	11,118,751	11,400,776	12,960,258	15,256,612	-	-	-	-	-
OF Fringe Benefits Paid by State	1,869,542	2,481,750	3,012,513	3,274,976	3,274,976	-	-	-	-	-
Private Gifts, Grants and Contracts	-	-	-	-	-	-	-	-	-	-
Sales of Educational Activities	194,923	155,545	173,766	130,000	130,000	-	-	-	-	-
All Other Revenue	180,761	210,201	370,001	254,109	254,109	-	-	-	-	-
Less Contra Revenue	(283,585)	(273,617)	(103,492)	(284,000)	(285,944)	-	-	-	-	-
Total Revenue	49,071,294	49,178,424	46,831,956	49,527,928	54,597,204	-	-	-	-	-
Expenditures:										
Subtotal Personnel Services	25,094,114	24,746,340	23,521,641	25,218,516	25,547,496	-	-	-	-	-
Shared Services Personnel Services	-	-	-	3,081,707	3,121,908	-	-	-	-	-
Total Personnel Services	25,094,114	24,746,340	23,521,641	28,300,223	28,669,405	-	-	-	-	-
Fringe Benefits	15,335,480	14,944,003	14,523,070	15,336,380	17,055,593	-	-	-	-	-
Shared Services Personnel Fringe Benefits	-	-	-	2,613,532	2,906,509	-	-	-	-	-
Total P.S. & Fringe Benefits	40,429,594	39,690,342	38,044,711	46,250,135	48,631,507	-	-	-	-	-
Other Expenses:										
Inst. Financial Aid/Match	1,818,181	1,698,832	1,943,256	1,571,302	1,887,304	-	-	-	-	-
Waivers	501,126	541,905	409,714	620,291	620,291	-	-	-	-	-
Utilities	1,016,564	1,107,512	921,505	1,235,000	1,247,350	-	-	-	-	-
All Other Expenses	4,550,466	4,105,632	3,299,332	4,816,630	4,921,101	-	-	-	-	-
Total Other Expenses	7,886,335	7,453,881	6,573,807	8,243,223	8,676,045	-	-	-	-	-
Total Expenditures	48,315,930	47,144,224	44,618,518	54,493,358	57,307,552	-	-	-	-	-
Addition to (Use of) Funds Before Transfers	755,365	2,034,201	2,213,438	(3,148,963)	(2,710,348)	-	-	-	-	-
Transfers, Additional Funds and Commitments										
Transfer in	417,654	407,902	527,268	164,242	-	-	-	-	-	-
Transfer out	(1,401,646)	(1,830,514)	(2,886,238)	(2,569,563)	(3,262,137)	-	-	-	-	-
HEERF Institutional	-	-	4,440,504	4,656,315	-	-	-	-	-	-
HEERF Guided Pathways	-	-	-	356,451	1,278,444	-	-	-	-	-
ARPA Funding	-	-	-	1,060,793	690,157	-	-	-	-	-
EMSA GP Transfer Out	-	-	-	-	-	-	-	-	-	-
Total Transfers, Additional Funds and Commitments	(983,991)	(1,422,612)	2,081,534	3,668,239	(1,293,536)	-	-	-	-	-
Restricted Expenditures										
Wages and Salaries	-	-	-	507,741.19	952,562	-	-	-	-	-
Fringe Benefits	-	-	-	406,192.90	762,049	-	-	-	-	-
Institutional Aid and Waivers	-	-	-	-	-	-	-	-	-	-
All Other Expenses (includes utilities)	-	-	-	49,146	30,051	-	-	-	-	-
Total Restricted Expenditures				963,080	1,744,663					
Net Change	(228,627)	611,588	4,294,973	(2,260,272)	(5,748,546)					

Appendix Q

Connecticut Community Colleges
FY 19-28

Northwestern CT

Account Name	FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimated	FY 23 Projected	FY 24 Projected	FY 25 Projected	FY 26 Projected	FY 27 Projected	FY 28 Projected
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:										
Tuition (Gross)	3,203,845	3,342,004	3,211,924	2,920,222	3,302,925	-	-	-	-	-
Fees	1,100,950	1,154,198	1,223,146	1,118,364	1,174,282	-	-	-	-	-
State Appropriations	5,937,771	5,885,404	5,957,475	6,652,548	6,785,599	-	-	-	-	-
Addtl State Appropriation (Dev Edu and Outcomes)	240,754	336,069	215,475	185,307	185,307	-	-	-	-	-
RSA Appropriation				1,237,328	1,624,984	-	-	-	-	-
GF Fringe Benefits Paid by State	5,351,961	5,178,239	5,416,314	5,519,591	6,497,576	-	-	-	-	-
OF Fringe Benefits Paid by State	515,766	454,504	703,277	943,259	943,259	-	-	-	-	-
Private Gifts, Grants and Contracts	58,434	169,090	117,290	111,000	111,000	-	-	-	-	-
Sales of Educational Activities	-	-	-	-	-	-	-	-	-	-
All Other Revenue	47,983	32,077	37,121	20,810	20,810	-	-	-	-	-
Less Contra Revenue	(135,176)	(91,602)	(43,938)	(40,047)	(40,321)	-	-	-	-	-
Total Revenue	16,322,287	16,459,982	16,838,084	18,668,382	20,605,422	-	-	-	-	-
Expenditures:										
Subtotal Personnel Services	8,522,348	8,659,858	8,628,622	8,316,461	8,424,951	-	-	-	-	-
Shared Services Personnel Services				1,384,057	1,402,112	-	-	-	-	-
Total Personnel Services	8,522,348	8,659,858	8,628,622	9,700,519	9,827,064	-	-	-	-	-
Fringe Benefits	6,096,110	6,052,858	6,145,696	6,352,531	7,064,651	-	-	-	-	-
Shared Services Personnel Fringe Benefits				1,173,790	1,305,372	-	-	-	-	-
Total P.S. & Fringe Benefits	14,618,459	14,712,715	14,774,318	17,226,840	18,197,087	-	-	-	-	-
Other Expenses:										
Inst. Financial Aid/Match	278,570	342,174	676,114	380,904	457,507	-	-	-	-	-
Waivers	225,394	226,297	150,685	236,219	236,219	-	-	-	-	-
Utilities	514,401	476,879	435,206	494,278	499,221	-	-	-	-	-
All Other Expenses	772,216	659,005	443,022	731,491	747,357	-	-	-	-	-
Total Other Expenses	1,790,581	1,704,354	1,705,027	1,842,892	1,940,303	-	-	-	-	-
Total Expenditures	16,409,040	16,417,070	16,479,345	19,069,732	20,137,391	-	-	-	-	-
Addition to (Use of) Funds Before Transfers	(86,753)	42,913	358,739	(401,349)	468,031	-	-	-	-	-
Transfers, Additional Funds and Commitments										
Transfer in	281,007	259,416	523,518	149,966	-	-	-	-	-	-
Transfer out	(308,887)	(390,983)	(651,741)	(888,125)	(1,127,502)	-	-	-	-	-
HEERF Institutional			273,244	1,060,732	-	-	-	-	-	-
HEERF Guided Pathways				123,201	441,872	-	-	-	-	-
ARPA Funding				366,645	238,541	-	-	-	-	-
EMSA GP Transfer Out			-	-	-	-	-	-	-	-
Total Transfers, Additional Funds and Commitments	(27,880)	(131,567)	145,021	812,419	(447,088)	-	-	-	-	-
Restricted Expenditures										
Wages and Salaries				175,492	329,237	-	-	-	-	-
Fringe Benefits				140,394	263,389	-	-	-	-	-
Institutional Aid and Waivers				-	-	-	-	-	-	-
All Other Expenses (includes utilities)				16,987	10,387	-	-	-	-	-
Total Restricted Expenditures				332,872	603,013	-	-	-	-	-
Net Change	(114,632)	(88,654)	503,761	78,198	(582,070)	-	-	-	-	-

Appendix R

Connecticut Community Colleges
FY 19-28

Quinebaug Valley

Account Name	FY19 Actual	FY20 Actual	FY21 Estimate	FY21 Actual	FY22 Estimated	FY 23 Projected	FY 24 Projected	FY 25 Projected	FY 26 Projected	FY 27 Projected	FY 28 Projected
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:											
Tuition (Gross)	3,550,874	3,528,951	2,979,975	2,976,904	2,824,726	3,194,914	-	-	-	-	-
Fees	1,513,062	1,579,290	1,386,222	1,447,138	1,323,381	1,389,550	-	-	-	-	-
State Appropriations	5,928,250	5,828,684	5,876,947	5,876,947	6,354,205	6,481,289	-	-	-	-	-
Addtl State Appropriation (Dev Edu and Outcomes)	364,632	446,372	280,724	280,724	245,957	245,957	-	-	-	-	-
RSA Appropriation	-	-	-	-	1,181,838	1,552,110	-	-	-	-	-
GF Fringe Benefits Paid by State	5,085,508	5,280,299	5,407,522	5,383,184	5,753,152	6,772,520	-	-	-	-	-
OF Fringe Benefits Paid by State	303,400	394,946	612,543	573,576	883,351	883,351	-	-	-	-	-
Private Gifts, Grants and Contracts	-	-	-	-	-	-	-	-	-	-	-
Sales of Educational Activities	-	-	-	-	-	-	-	-	-	-	-
All Other Revenue	134,111	210,288	76,046	20,858	54,073	54,073	-	-	-	-	-
Less Contra Revenue	(75,204)	(39,786)	(267,017)	(54,706)	(62,091)	(62,516)	-	-	-	-	-
Total Revenue	16,804,634	17,229,044	16,352,962	16,504,625	18,558,592	20,511,248	-	-	-	-	-
Expenditures:											
Subtotal Personnel Services	8,577,447	8,593,717	8,327,488	8,380,218	8,398,731	8,508,294	-	-	-	-	-
Shared Services Personnel Services	-	-	-	-	1,266,033	1,282,549	-	-	-	-	-
Total Personnel Services	8,577,447	8,593,717	8,327,488	8,380,218	9,664,764	9,790,843	-	-	-	-	-
Fringe Benefits	5,731,962	6,034,100	5,902,401	5,981,317	6,089,472	6,772,104	-	-	-	-	-
Shared Services Personnel Fringe Benefits	-	-	-	-	1,073,696	1,194,058	-	-	-	-	-
Total P.S. & Fringe Benefits	14,309,410	14,627,817	14,229,889	14,361,535	16,827,933	17,757,005	-	-	-	-	-
Other Expenses:											
Inst. Financial Aid/Match	432,453	324,849	365,500	655,281	414,697	498,096	-	-	-	-	-
Waivers	63,856	205,187	45,639	99,019	106,667	106,667	-	-	-	-	-
Utilities	261,329	263,362	186,593	184,168	262,500	265,125	-	-	-	-	-
All Other Expenses	1,300,366	1,232,703	1,070,072	1,149,687	1,247,039	1,274,086	-	-	-	-	-
Total Other Expenses	2,058,004	2,026,101	1,667,804	2,088,155	2,030,903	2,143,974	-	-	-	-	-
Total Expenditures	16,367,414	16,653,918	15,897,693	16,449,690	18,858,835	19,900,979	-	-	-	-	-
Addition to (Use of) Funds Before Transfers	437,220	575,126	455,269	54,935	(300,243)	610,269	-	-	-	-	-
Transfers, Additional Funds and Commitments											
Transfer in	157,573	133,334	132,351	426,817	143,714	-	-	-	-	-	-
Transfer out	(370,848)	(460,324)	(685,085)	(685,085)	(1,160,214)	(1,472,926)	-	-	-	-	-
HEERF Institutional	-	-	644,849	919,796	1,192,298	-	-	-	-	-	-
HEERF Guided Pathways	-	-	-	-	160,946	577,245	-	-	-	-	-
ARPA Funding	-	-	-	-	478,971	311,621	-	-	-	-	-
EMSA GP Transfer Out	-	-	1,644	-	-	-	-	-	-	-	-
Total Transfers, Additional Funds and Commitments	(213,275)	(326,990)	93,759	661,528	815,715	(584,060)	-	-	-	-	-
Restricted Expenditures											
Wages and Salaries	-	-	-	-	229,256	430,102	-	-	-	-	-
Fringe Benefits	-	-	-	-	183,405	344,082	-	-	-	-	-
Institutional Aid and Waivers	-	-	-	-	-	-	-	-	-	-	-
All Other Expenses (includes utilities)	-	-	-	-	22,191	13,569	-	-	-	-	-
Total Restricted Expenditures					434,852	787,753					
Net Change	223,945	248,136	549,028	716,464	80,620	(761,544)					

Appendix S

Connecticut Community Colleges
FY 19-28

Three Rivers

Account Name	FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimated	FY 23 Projected	FY 24 Projected	FY 25 Projected	FY 26 Projected	FY 27 Projected	FY 28 Projected
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:										
Tuition (Gross)	10,130,359	9,464,870	8,201,740	7,579,666	8,573,002	-	-	-	-	-
Fees	4,477,522	4,611,417	4,696,854	4,355,547	4,573,324	-	-	-	-	-
State Appropriations	9,900,530	9,933,369	10,198,742	10,714,293	10,928,579	-	-	-	-	-
Addtl State Appropriation (Dev Edu and Outcomes)	637,208	649,929	702,090	604,584	604,584	-	-	-	-	-
RSA Appropriation	-	-	-	1,992,784	2,617,126	-	-	-	-	-
GF Fringe Benefits Paid by State	9,102,787	8,949,911	9,380,097	9,997,257	11,768,614	-	-	-	-	-
OF Fringe Benefits Paid by State	1,366,956	2,072,110	2,891,988	2,562,092	2,562,092	-	-	-	-	-
Private Gifts, Grants and Contracts	-	-	-	-	-	-	-	-	-	-
Sales of Educational Activities	-	-	-	-	-	-	-	-	-	-
All Other Revenue	998,617	138,871	428,124	482,839	482,839	-	-	-	-	-
Less Contra Revenue	(318,710)	(276,398)	(169,840)	(100,000)	(100,685)	-	-	-	-	-
Total Revenue	36,295,269	35,544,078	36,329,795	38,189,062	42,009,476	-	-	-	-	-
Expenditures:										
Subtotal Personnel Services	18,439,997	18,530,001	18,196,000	17,813,339	18,045,718	-	-	-	-	-
Shared Services Personnel Services	-	-	-	2,558,162	2,591,534	-	-	-	-	-
Total Personnel Services	18,439,997	18,530,001	18,196,000	20,371,501	20,637,251	-	-	-	-	-
Fringe Benefits	12,494,455	12,231,628	12,325,826	11,508,582	12,798,697	-	-	-	-	-
Shared Services Personnel Fringe Benefits	-	-	-	2,169,524	2,412,729	-	-	-	-	-
Total P.S. & Fringe Benefits	30,934,452	30,761,630	30,521,826	34,049,607	35,848,677	-	-	-	-	-
Other Expenses:										
Inst. Financial Aid/Match	1,536,288	1,471,583	1,974,848	1,257,297	1,510,150	-	-	-	-	-
Waivers	171,517	249,179	170,901	101,350	101,350	-	-	-	-	-
Utilities	834,240	826,540	807,033	855,000	863,550	-	-	-	-	-
All Other Expenses	2,820,292	2,073,113	1,492,802	2,592,934	2,649,174	-	-	-	-	-
Total Other Expenses	5,362,337	4,620,414	4,445,584	4,806,581	5,124,224	-	-	-	-	-
Total Expenditures	36,296,788	35,382,044	34,967,410	38,856,189	40,972,901	-	-	-	-	-
Addition to (Use of) Funds Before Transfers	(1,520)	162,035	1,362,385	584,084	1,036,576	-	-	-	-	-
Transfers, Additional Funds and Commitments										
Transfer in	341,314	447,700	931,821	153,895	-	-	-	-	-	-
Transfer out	(967,277)	(1,259,193)	(1,912,998)	(2,563,362)	(3,254,264)	-	-	-	-	-
HEERF Institutional	-	-	1,933,070	3,276,507	-	-	-	-	-	-
HEERF Guided Pathways	-	-	-	355,591	1,275,359	-	-	-	-	-
ARPA Funding	-	-	-	1,058,233	688,492	-	-	-	-	-
EMSA GP Transfer Out	-	-	-	-	-	-	-	-	-	-
Total Transfers, Additional Funds and Commitments	(625,963)	(811,494)	951,893	2,280,864	(1,290,414)	-	-	-	-	-
Restricted Expenditures										
Wages and Salaries	-	-	-	506,516	950,263	-	-	-	-	-
Fringe Benefits	-	-	-	405,213	760,210	-	-	-	-	-
Institutional Aid and Waivers	-	-	-	-	-	-	-	-	-	-
All Other Expenses (includes utilities)	-	-	-	49,028	29,979	-	-	-	-	-
Total Restricted Expenditures	-	-	-	960,756	1,740,452	-	-	-	-	-
Net Change	(627,483)	(649,459)	2,314,279	652,982	(1,994,291)	-	-	-	-	-

Appendix T

Connecticut Community Colleges
FY 19-28

Tunxis

Account Name	FY19 Actual	FY20 Actual	FY21 Actual	FY22 Estimated	FY 23 Projected	FY 24 Projected	FY 25 Projected	FY 26 Projected	FY 27 Projected	FY 28 Projected
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:										
Tuition (Gross)	10,423,764	10,142,026	8,960,438	8,546,677	9,666,743	-	-	-	-	-
Fees	5,235,233	5,263,161	4,308,671	5,308,401	5,573,821	-	-	-	-	-
State Appropriations	9,646,225	9,716,982	10,277,502	11,127,260	11,349,805	-	-	-	-	-
Addtl State Appropriation (Dev Edu and Outcomes)	792,304	632,064	680,286	587,325	587,325	-	-	-	-	-
RSA Appropriation				2,069,593	2,718,000	-	-	-	-	-
GF Fringe Benefits Paid by State	8,840,461	8,866,217	9,783,318	10,657,387	12,545,708	-	-	-	-	-
OF Fringe Benefits Paid by State	1,383,798	2,049,061	3,021,098	3,011,298	3,011,298	-	-	-	-	-
Private Gifts, Grants and Contracts	2,634	350	(571)	500	500	-	-	-	-	-
Sales of Educational Activities	205,826	45,069	64,146	127,000	127,000	-	-	-	-	-
All Other Revenue	148,431	(172,368)	(29,219)	269,418	269,418	-	-	-	-	-
Less Contra Revenue	(197,906)	(169,014)	(127,046)	(200,000)	(201,369)	-	-	-	-	-
Total Revenue	36,480,770	36,373,548	36,938,623	41,504,859	45,648,249	-	-	-	-	-
Expenditures:										
Subtotal Personnel Services	18,640,375	18,352,732	18,443,396	19,024,298	19,272,473	-	-	-	-	-
Shared Services Personnel Services				2,581,096	2,614,767	-	-	-	-	-
Total Personnel Services	18,640,375	18,352,732	18,443,396	21,605,393	21,887,240	-	-	-	-	-
Fringe Benefits	12,194,401	12,089,004	12,857,859	13,406,404	14,909,266	-	-	-	-	-
Shared Services Personnel Fringe Benefits				2,188,974	2,434,358	-	-	-	-	-
Total P.S. & Fringe Benefits	30,834,776	30,441,736	31,301,255	37,200,771	39,230,864	-	-	-	-	-
Other Expenses:										
Inst. Financial Aid/Match	1,267,870	1,410,353	2,080,004	1,607,187	1,930,406	-	-	-	-	-
Waivers	167,390	202,795	127,179	167,900	167,900	-	-	-	-	-
Utilities	847,336	769,489	710,226	834,500	842,845	-	-	-	-	-
All Other Expenses	2,224,543	2,124,465	1,840,520	2,788,962	2,849,453	-	-	-	-	-
Total Other Expenses	4,507,139	4,507,102	4,757,929	5,398,549	5,790,604	-	-	-	-	-
Total Expenditures	35,341,915	34,948,839	36,059,184	42,599,321	45,021,468	-	-	-	-	-
Addition to (Use of) Funds Before Transfers	1,138,854	1,424,709	879,439	(1,094,461)	626,781	-	-	-	-	-
Transfers, Additional Funds and Commitments										
Transfer in	266,072	311,892	1,016,108	239,560	-	-	-	-	-	-
Transfer out	(902,469)	(1,197,794)	(1,825,515)	(2,454,189)	(3,115,667)	-	-	-	-	-
HEERF Institutional	-	-	3,524,155	3,294,836	-	-	-	-	-	-
HEERF Guided Pathways	-	-	-	340,447	1,221,042	-	-	-	-	-
ARPA Funding	-	-	-	1,013,163	659,169	-	-	-	-	-
EMSA GP Transfer Out	-	-	-	-	-	-	-	-	-	-
Total Transfers, Additional Funds and Commitments	(636,397)	(885,902)	2,714,748	2,433,817	(1,235,456)	-	-	-	-	-
Restricted Expenditures										
Wages and Salaries	-	-	-	-	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-	-	-	-	-
Institutional Aid and Waivers	-	-	-	-	-	-	-	-	-	-
All Other Expenses (includes utilities)	-	-	-	46,940	28,702	-	-	-	-	-
Total Restricted Expenditures	-	-	-	919,838	1,666,327	-	-	-	-	-
Net Change	502,458	538,807	3,594,188	419,518	(2,275,002)	-	-	-	-	-

Appendix U

FY 19-28 Staffing by Component Unit

			Estimated	Projected	Projected	Projected	Projected	Projected	Projected
			FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Asnuntuck	TOTAL	FT	80	80	-	-	-	-	-
	TOTAL	PT	122	112	-	-	-	-	-
	Faculty	FT	25	25	-	-	-	-	-
	Faculty	PT	70	65	-	-	-	-	-
	Staff	FT	55	55	-	-	-	-	-
	Staff	PT	52	47	-	-	-	-	-
Capital	TOTAL	FT	105	105	-	-	-	-	-
	TOTAL	PT	219	203	-	-	-	-	-
	Faculty	FT	55	55	-	-	-	-	-
	Faculty	PT	110	102	-	-	-	-	-
	Staff	FT	50	50	-	-	-	-	-
	Staff	PT	109	101	-	-	-	-	-
Gateway	TOTAL	FT	201	201	-	-	-	-	-
	TOTAL	PT	448	423	-	-	-	-	-
	Faculty	FT	94	94	-	-	-	-	-
	Faculty	PT	316	302	-	-	-	-	-
	Staff	FT	107	107	-	-	-	-	-
	Staff	PT	132	121	-	-	-	-	-
Housatonic	TOTAL	FT	139	139	-	-	-	-	-
	TOTAL	PT	289	267	-	-	-	-	-
	Faculty	FT	54	54	-	-	-	-	-
	Faculty	PT	180	166	-	-	-	-	-
	Staff	FT	85	85	-	-	-	-	-
	Staff	PT	109	101	-	-	-	-	-
Manchester	TOTAL	FT	169	169	-	-	-	-	-
	TOTAL	PT	338	322	-	-	-	-	-
	Faculty	FT	73	73	-	-	-	-	-
	Faculty	PT	267	259	-	-	-	-	-
	Staff	FT	96	96	-	-	-	-	-
	Staff	PT	71	63	-	-	-	-	-
Middlesex	TOTAL	FT	84	84	-	-	-	-	-
	TOTAL	PT	175	165	-	-	-	-	-
	Faculty	FT	42	42	-	-	-	-	-
	Faculty	PT	101	96	-	-	-	-	-
	Staff	FT	42	42	-	-	-	-	-
	Staff	PT	74	69	-	-	-	-	-
Naugatuck Valley	TOTAL	FT	206	206	-	-	-	-	-
	TOTAL	PT	470	440	-	-	-	-	-
	Faculty	FT	83	83	-	-	-	-	-
	Faculty	PT	276	258	-	-	-	-	-
	Staff	FT	123	123	-	-	-	-	-
	Staff	PT	194	182	-	-	-	-	-

FY 19-28 Staffing by Component Unit

			Estimated	Projected	Projected	Projected	Projected	Projected	Projected
			FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Northwestern	TOTAL	FT	67	67	-	-	-	-	-
	TOTAL	PT	90	84	-	-	-	-	-
	Faculty	FT	25	25	-	-	-	-	-
	Faculty	PT	59	54	-	-	-	-	-
	Staff	FT	42	42	-	-	-	-	-
	Staff	PT	31	30	-	-	-	-	-
Norwalk	TOTAL	FT	144	144	-	-	-	-	-
	TOTAL	PT	276	255	-	-	-	-	-
	Faculty	FT	72	72	-	-	-	-	-
	Faculty	PT	201	187	-	-	-	-	-
	Staff	FT	72	72	-	-	-	-	-
	Staff	PT	75	68	-	-	-	-	-
Quinebaug Valley	TOTAL	FT	50	50	-	-	-	-	-
	TOTAL	PT	95	90	-	-	-	-	-
	Faculty	FT	21	21	-	-	-	-	-
	Faculty	PT	84	79	-	-	-	-	-
	Staff	FT	29	29	-	-	-	-	-
	Staff	PT	11	11	-	-	-	-	-
Three Rivers	TOTAL	FT	95	95	-	-	-	-	-
	TOTAL	PT	281	266	-	-	-	-	-
	Faculty	FT	48	48	-	-	-	-	-
	Faculty	PT	208	199	-	-	-	-	-
	Staff	FT	47	47	-	-	-	-	-
	Staff	PT	73	67	-	-	-	-	-
Tunxis	TOTAL	FT	109	109	-	-	-	-	-
	TOTAL	PT	280	265	-	-	-	-	-
	Faculty	FT	46	46	-	-	-	-	-
	Faculty	PT	184	176	-	-	-	-	-
	Staff	FT	63	63	-	-	-	-	-
	Staff	PT	96	89	-	-	-	-	-
System Office	TOTAL	FT	15	15	15	15	15	15	15
	TOTAL	PT	-	-	-	-	-	-	-
	Faculty	FT	-	-	-	-	-	-	-
	Faculty	PT	-	-	-	-	-	-	-
	Staff	FT	15	15	15	15	15	15	15
	Staff	PT	-	-	-	-	-	-	-
CT State	TOTAL	FT	51	63	1,836	1,839	1,841	1,841	1,843
	TOTAL	PT	4	6	2,579	2,579	2,579	2,579	2,579
	Faculty	FT	-	-	638	641	643	643	645
	Faculty	PT	-	-	1,940	1,940	1,940	1,940	1,940
	Staff	FT	51	63	1,198	1,198	1,198	1,198	1,198
	Staff	PT	4	6	639	639	639	639	639

FY 19-28 Staffing by Component Unit

			Estimated	Projected	Projected	Projected	Projected	Projected	Projected
			FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
HR, FIN & IT	TOTAL	FT	150	153	168	168	168	168	168
Shared	TOTAL	PT	5	5	5	5	5	5	5
Services	Faculty	FT	-	-	-	-	-	-	-
	Faculty	PT	-	-	-	-	-	-	-
	Staff	FT	150	153	163	163	163	163	163
	Staff	PT	5	5	5	5	5	5	5
EMSA Shared Services	TOTAL	FT	319	319	-	-	-	-	-
	TOTAL	PT	11	11	-	-	-	-	-
	Faculty	FT	-	-	-	-	-	-	-
	Faculty	PT	-	-	-	-	-	-	-
	Staff	FT	319	319	-	-	-	-	-
	Staff	PT	11	11	-	-	-	-	-
GRAND TOTAL	TOTAL	FT	1,984	1,999	2,014	2,017	2,019	2,019	2,021
	TOTAL	PT	3,103	2,914	2,584	2,584	2,584	2,584	2,584
	Faculty	FT	638	638	638	641	643	643	645
	Faculty	PT	2,056	1,943	1,940	1,940	1,940	1,940	1,940
	Staff	FT	1,346	1,361	1,376	1,376	1,376	1,376	1,376
	Staff	PT	1,047	971	644	644	644	644	644

Asnuntuck Community College's Mission Statement-

The mission of Asnuntuck Community College is to offer quality education in an accessible, affordable, and nurturing environment. The College fulfills its mission by

- offering associate degree and certificate programs for transfer opportunities, career preparation and enhancement, and lifelong learning.
- providing individualized support services to develop critical thinking skills, strengthen self-confidence, and foster personal growth.
- supporting community and workforce development with business, industry, and community partnerships.

Students come to Asnuntuck from many different backgrounds, with many different goals: we welcome them all and offer many different ways they can achieve personal success.

Capital Community College's Mission Statement-

The Mission of Capital Community College is to provide access to higher education to the diverse residents of the greater Hartford region. The College, an integral part of Hartford's cultural and economic district, does this by:

Preparing individuals for transfer education and careers through associate and certificate programs in academic and technical disciplines and workforce training;

Maintaining programs and support services that enable students to develop academic and professional skills that equip them for ongoing challenges and opportunities;

Fostering a student-centered environment committed to learning and teaching, the collegial process, cultural enrichment, and the respectful and vigorous dialogue which nourishes active participation and service to the community.

Gateway Community College's Mission Statement-

Gateway Community College offers high-quality instruction and comprehensive services in an environment conducive to learning. We respond to the changing academic, occupational, technological, and cultural needs of a diverse population. To realize this mission, Gateway Community College:

- Offers a broad range of credit and credit-free liberal arts and sciences, technical and career associate degrees and certificate programs, and courses leading to transfer, employment, and lifelong learning
- Encourages student success and inclusion through stimulating learning opportunities, innovative teaching, support services, and co-curricular activities
- Supports economic development through business, industry, government, and community partnerships.
- Strengthens our community through the sponsorship of intellectual, cultural, social, and recreational events and activities
- Engages students and community members as active, responsible leaders.

Housatonic Community College's Mission Statement-

Housatonic Community College, through a collaborative, learner-centered, technology-rich and stimulating educational environment, empowers all individuals to develop to their full potential

as lifelong learners. As a knowledgeable and dedicated faculty and staff, we inspire students to contribute responsibly to our dynamic regional and global society.

Manchester Community College’s Mission Statement-

Manchester Community College advances academic, economic, civic, personal and cultural growth by providing comprehensive, innovative and affordable learning opportunities to diverse populations. We are a learning-centered community committed to access, excellence and relevance.

Middlesex Community College’s Mission Statement-

The mission of Middlesex County College is to provide access to a quality, affordable education for a diverse population, to support student success for lifelong learning, and to strengthen the economic, social and cultural life of the community.

Naugatuck Valley Community College’s Mission Statement-

Naugatuck Valley Community College offers quality, affordable education and training in response to evolving community needs by providing opportunities to individuals and organizations to develop their potential

Northwestern Connecticut Community College’s Mission Statement-

The mission of Northwestern Connecticut Community College is to inspire learning through accessible, high quality education. NCCC is devoted to enriching lives by meeting individual and community needs in a supportive environment, while facilitating access to lifelong learning opportunities.

Norwalk Community College’s Mission Statement-

Norwalk Community College is a leader and partner in the academic, economic, cultural and social well-being of Southwestern Connecticut. We are an educational community, which embraces diversity and inspires excellence among our students, faculty and staff.

- We provide affordable education leading to degree completion, transfer, professional certifications, employment and lifelong learning;
- We promote student learning and success through high quality instruction, support services and co-curricular activities;
- We support workforce development through partnerships with labor, business, industry, government and our communities;
- We cultivate vibrant community partnerships through the sponsorship of intellectual, cultural, social and recreational events and activities;
- We prepare our students to be active and responsible contributors to the global society.

Quinebaug Valley Community College’s Mission Statement-

Quinebaug Valley Community College provides exceptional opportunities for northeast Connecticut residents to learn in an affordable, challenging, and supportive environment that enables students to become fully engaged citizens in an ever-changing global community. QVCC believes education transforms lives.

Three Rivers Community College's Mission Statement-

Three Rivers is an accessible, affordable, and culturally diverse community college that meets varied educational needs by creating an environment that stimulates learning. To accomplish its mission, Three Rivers Community College:

- Offers post-secondary educational opportunities;
- Encourages lifelong learning;
- Provides a well-rounded and rewarding educational experience with an emphasis on critical thinking, effective communication, and the College's institutional values;
- Fosters an appreciation of the natural and social sciences, humanities, technology, and the arts;
- Helps students achieve their goals;
- Serves as a community resource for people and institutions within its service area;
- Delivers its services efficiently and measurably; and
- Contributes to economic development of this region and the state.

Tunxis Community College's Mission Statement-

Tunxis Community College offers its students a quality, yet affordable education in an accessible and supportive environment, fostering the skills necessary to succeed in an increasingly complex world.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Mission and Vision for the Community College of Connecticut

March 9, 2018

WHEREAS: Section 10a-1c of the Connecticut General Statutes requires the Board of Regents to develop and implement distinct missions for the constituent units of the Connecticut State Colleges and Universities System; and

WHEREAS: The Board of Regents has resolved to consolidate the 12 individual community colleges within the Connecticut State Colleges and Universities System into a singularly structured and accredited College with 12 campuses; and

WHEREAS: The Board of Regents seeks approval via a Substantive Change from the Commission on Institutions of Higher Education at the New England Association of Schools and Colleges (NEASC) for accreditation of the consolidated College; and

WHEREAS: It is a critically important and requisite step that the governing body develops a statement of mission and purposes for the consolidated College in seeking its accreditation, per the NEASC Standards for Accreditation; therefore, be it

RESOLVED: That the Board of Regents adopt the following mission and vision statements for the consolidated Community College of Connecticut:

The Community College of Connecticut Mission

The Community College of Connecticut promotes student success through affordable access to academically rigorous and innovative education, career training, and lifelong learning. The College supports excellence in teaching and learning, makes data-informed decisions, promotes equity, and advances positive change for the diverse students, communities, and industries it serves, and awards associates degrees and certificates.

The Community College of Connecticut Vision

Through student-centered education, the College will collaborate with industry, government, educational partners, and other stakeholders to transform the communities we serve.




Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Adoption of Mission and Vision Statements for the proposed consolidation of the 12 individual community colleges within the Connecticut State Colleges and Universities System into a singularly structured and accredited Community College of Connecticut with 12 campuses

BACKGROUND

The Board of Regents is required by Section 10a-1c of the Connecticut General Statutes to develop and implement distinct missions for the constituent units of the Connecticut State Colleges and Universities (CSCU) System. A new mission for the CSCU community colleges is precipitated by the Board's decision to consolidate the 12 individual colleges into a singularly structured and accredited College with 12 campuses. Moreover, the Board is required to develop a statement of mission and purposes for the consolidated College in seeking its accreditation, per the Standards for Accreditation of the regional accreditation agency.

RATIONALE

A Consolidation Committee established the CSCU System Office examined each of the 12 community college mission statements for commonality and researched best practices for the construction of mission and vision statements. The committee reviewed the mission statements of similar sized institutions and reached consensus in agreement with a prominent researcher that "...more recent planning practice limits the mission to its primary function. The mission statement is stripped down to a very short, basic statement of purpose." The committee finalized such statements for the mission and vision of the proposed consolidated college and widely distributed them to the Community College Council of Presidents, Faculty Advisory Committee, Student Advisory Committee and others on the campuses for review and feedback. After considering and incorporating select feedback, the committee herein submits the proposed mission and vision statements to the Board of Regents for its consideration.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents adopts the proposed mission and vision statements for the consolidated Community College of Connecticut.

03/05/2018 – BOR Academic & Student Affairs Committee

03/09/2018 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION**RESOLUTION**

concerning

Mission and Vision for ~~the Community College of Connecticut~~
CONNECTICUT STATE COMMUNITY COLLEGE

May 20, 2021

- WHEREAS: Section 10a-1c of the Connecticut General Statutes requires the Board of Regents to develop and implement distinct missions for the constituent units of the Connecticut State Colleges and Universities System; and
- WHEREAS: The Board of Regents has resolved to consolidate the 12 individual community colleges within the Connecticut State Colleges and Universities System into a singularly structured and accredited College with 12 campuses; and
- WHEREAS: The Board of Regents seeks approval via a Substantive Change from the Commission on Institutions of Higher Education at the New England Association of Schools and Colleges (NEASC) for accreditation of the consolidated College; and
- WHEREAS: It is a critically important and requisite step that the governing body develops a statement of mission and purposes for the consolidated College in seeking its accreditation, per the NEASC Standards for Accreditation; and
- WHEREAS: The Board of Regents, at the March 9, 2018 meeting, approved the proposed mission and vision prior to naming the College, and
- WHEREAS: The Board of Regents, at the May 14, 2020 meeting, named the single accredited College: Connecticut State Community College, therefore, be it
- RESOLVED: That the Board of Regents approve the addition of the name of Connecticut State Community College to the previously approved mission and vision statement:

*The ~~Community College of Connecticut~~ CONNECTICUT STATE
COMMUNITY COLLEGE Mission*

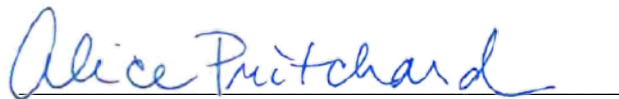
*The ~~Community College of Connecticut~~ CONNECTICUT STATE COMMUNITY
COLLEGE provides access to academically rigorous and innovative education*

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.

***The ~~Community College of Connecticut~~ CONNECTICUT STATE
COMMUNITY COLLEGE Vision***

The ~~Community College of Connecticut~~ 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.

A True Copy:



Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Update to the Connecticut State Community College mission and vision statements, specifically the addition of the BOR approved name of the college, Connecticut State Community College.

BACKGROUND

At its December 14, 2017 meeting, the Board of Regents approved the plan to e consolidate the 12 community colleges of the Connecticut State Colleges and Universities into a single, accredited community college. As part of that consolidation, the Board was required to develop a statement of mission and purposes for the consolidated College in seeking its accreditation, per the Standards for Accreditation of the regional accreditation agency.

The Students First Academic and Student Affairs Consolidation Committee, established by the CSCU System Office, examined each of the 12 community college mission statements for commonality and researched best practices for the construction of mission and vision statements. The committee reviewed the mission statements of similar sized institutions and reached consensus in agreement with a prominent researcher that “...more recent planning practice limits the mission to its primary function. The mission statement is stripped down to a very short, basic statement of purpose.” The committee finalized such statements for the mission and vision of the proposed consolidated college and widely distributed them to the Community College Council of Presidents, Faculty Advisory Committee, Student Advisory Committee and others on the campuses for review and feedback. After considering and incorporating select feedback, the committee submitted the proposed mission and vision statements to the Board of Regents for its consideration at its March 9, 2018 meeting. The Board of Regents approved the mission and vision.

Since that approval, at its May 14, 2020 meeting, the Board of Regents approved the official name of the single community college, namely Connecticut State Community College. This resolution asks the Board of Regents to approve modification of the mission and vision to incorporate the official name of the College.

The current resolution indicates, by strike through and capitalization, the replacement of the original language of the resolution with the name of the college.

RECOMMENDATION

That the Board of Regents approve this revision of the mission and vision of Connecticut State Community College to accurately reflect the name of the College.

05/07/2021 – BOR Academic and Student Affairs Committee

05/20/2021 – Board of Regents

CSCU Equity Council Charge

Group Name: CSCU Equity Council

Group Charge: The CSCU Equity Council will develop and recommend policies and practices to ensure the values of equity and inclusion are embedded throughout the culture of our colleges and universities by addressing systemic forms of oppression. The work will include collaboration with councils, workgroups, and other stakeholders to cultivate equitable policies and practices that guide faculty, staff, and administrators. In addition, this council will leverage resources for training and professional learning opportunities for campus stakeholders and will work with subject matter experts to promote an inclusive, responsive, and anti-racist culture. The CSCU Equity Council reports and makes recommendations to the CSCU Success Center Advisory Council.

Group Leads: Two members of the CSCU Equity Council will be identified by the CSCU Equity Council to serve as Co-chairs.

Group Membership: Membership should include representation from the community college campuses, the Connecticut State Universities, Charter Oak State College, CSCU System Office staff and other key stakeholders.



Charged by Jane Gates,
CSCU Provost and Senior VP Academic & Student Affairs



Charge Date

CT State Equity Statement

...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 Seven Strategic Pillars for Equity

Recruitment, Hiring, and Talent Development	We recruit and enlist talent to our teams whose passion, talent, energy, and diverse experiences are beneficial to the work and lives of our students, faculty, staff, and administrators. We invest system-wide fiscal, institutional, and personnel resources in professional learning programming and opportunities by and for administrators, faculty, and staff to develop and support equity-minded practice competencies that are job-embedded, tied to performance evaluations, and sustainable.
Collective Leadership	Our commitment to diversity, equity, inclusion, parity, and student success spans across our campuses and throughout our classrooms, offices, cabinets, and boards. We actively and collaboratively work in pursuit of a just and equitable world. We further demonstrate our commitment to Diversity, Equity, and Inclusion (DEI) by upholding equity-minded practices in every aspect of our policy and curriculum design and implementation, management, business processes, and daily interactions with all community members.
Community	We hold a public commitment and invitation for accountability to ensure our programs, certificates, services, and offerings allow the communities we serve to flourish.
Cultural Competence	We invest in professional learning opportunities that build upon each campus community member's cultural competence, one's ability to respectfully engage with individuals whose backgrounds and beliefs are different than ours. This requires strengthening culturally affirming awareness of self and reflection on social position, privilege, power, (dis)advantages while seeking out the perspective of others to increase our sound decision-making ability that recognizes the strength of diversity, reduces traditional exclusionary practices, and propels us toward an environment of inclusion.
Innovation	We drive disruptive innovation that creates an intentional culture and climate where the impact of policies, procedures, and practices are continuously assessed by disaggregated data trends and holistic student success indicators. The findings from these assessments inform our choices and actions at every level of campus operations and services.
Advocacy	We advocate for the interruption of practices that hinder equitable and inclusive opportunities, by leveraging our powerful position as one community college in CT to identify and address the extreme economic, health, and educational disparities that impede our students' success. We demand movement on policy that increases financial and educational resources that meet our students' holistic needs by using our platforms and voices to sponsor legislation, champion community action, and lead institutional efforts to achieve systemic equality.
Assessment and Reflection	We engage in continuous robust personal, departmental, and institutional assessment and reflection to ensure that all established policies and practices are anti-racist, close existing equity gaps, and support social mobility by making disaggregated quantitative and qualitative data, as well as key performance indicators, accessible and actionable to all to improve student outcomes particularly for low-income and racially minoritized populations.

Diversity, Equity, and Inclusion (DEI) Centers at CT State and at Community Colleges

CT State Office of Diversity, Equity, and Inclusion – Opened in September 2021

The Office of Diversity, Equity, and Inclusion (DEI) commits to ensuring that diversity, equity, and inclusion underscore the policies, practices, programs, and initiatives that result in a transformative and inclusive environment for all CT State Community College stakeholders.

The CT State Office of DEI, which is led by the interim Vice President of DEI, has some cross-over functions with system partners to provide a state-wide perspective of initiatives in public higher education. Some actions to date include:

- Working with Human Resources (HR) Equal Employment Opportunity (EEO) Center of Excellence (COE) on Equity Advocates pilot to infuse equity into the employee search process
- Partnering with HR EEO COE on DEI training module software for statewide compliance and for DEI training specific to administration, staff, and faculty
- Revised job posting language to include equity statement
- Working with state university DEI leads to examine equity efforts at the universities
- Revival of professional development programs and events, including the Global Majority Retreat for higher education professionals of color within Connecticut State Colleges and Universities (CSCU) and the Minority Fellowship Program which is a mentoring program for prospective and new employees of color

Brief History of Development of CT State Office of DEI – Prior to September 2021

Discussion about equity began in earnest during Summer 2020, following the racial and social unrest in the nation, and support for a Spring 2021 Office of Equity and Inclusion pilot at Tunxis Community College was secured from the system office. The success of this pilot gave way to broader discussions about a wide-reaching office within CT State. Subsequently, the CT State Office of DEI opened in September 2021. Programs and initiatives during the pilot included:

- System-wide college equity audit
- Discussion about increasing technology and textbook equity
- Compiling equity resources for the college
- Collaborations with system partners including but not limited to: CSCU Equity Council, CT State Office of Teaching and Learning, and CT State Digital Learning Office/OER
- Co-sponsored North-West Regional Professional Day (“Building an Equity Minded Campus”) with colleagues from Achieving the Dream (ATD) and Tunxis’ Dean of Student Affairs Office, Center for Teaching, and ATD Work Group (SOAR)
- Secured funding through the Office of Strategic Initiatives and sponsored research and outreach for the remaining community college regions to host “Building an Equity Minded Campus” professional days at their colleges

Capital Community College Equity, Diversity, and Inclusion Center

The mission of the Equity, Diversity, and Inclusion Center is to provide a complementary space where, in meaningful and transformative ways, students overcome barriers to success, remain

in school, and complete their course of study. Programs and services offered through the Center will be informed by scholarship, culturally-relevant practice, and a strengths-based process.

Naugatuck Valley Community College (NVCC) Center for Racial Dialogue and Communal Transformation

NVCC's Center for Racial Dialogue and Communal Transformation supports the college's mission to facilitate courageous conversations and promote positive change and healing in our community by providing opportunities for students, faculty, staff and community members to engage in respectful dialogue and learning opportunities concerning diversity and equity.

Norwalk Community College Center for Multicultural Affairs

The Center for Multicultural Affairs (CMA) enriches the educational experience of all Norwalk Community College students by helping them develop knowledge and appreciation for different races, religions, ages, gender identities or expressions, ethnic and cultural backgrounds, national origins, sexual preferences or orientations, and disabilities.

Executive Strategic Planning Council (ESPC) Membership

Name	College(s)		Name	College(s)	
Alfredo DiMauro Jr	ACC	Admin	Susan Houlihan	NVCC	Staff
Claudia Cupe	ACC	Student	Caitlin Boger-Hawkins	NWCC	Staff
Mary Bidwell	ACC	Admin	Debra Zavatkey	NWCC	Staff
Michelle Coach	ACC	Admin	Kimberly Dragan	NWCC	Staff
Teresa Foley	ACC	Admin	Richard Coutant	NWCC	Staff
Timothy St. James	ACC	Admin	Michael Rooke	NWCC/CT State	Admin
Travis Brown	ACC	Staff	Karen Hynick	QVCC	Admin
Victoria Orifice	ACC	Student	Brian Kennedy	TRCC	Faculty
Amanda MacTaggart	CSCU	Admin			
Angelo Simoni Jr	CSCU	Admin			
Joseph Danajovits	CSCU	Admin			
JD Mathewson	CSCU/CT State	Admin			
Carrie McGee-Yurof	CT State	Admin			
David Levinson	CT State	Admin			
Kimberly James	CT State	Staff			
Robert Steinmetz III	CT State	Admin			
Tanya Millner	CT State	Admin			
Thomas Coley	CT State	Admin			
Qing Mack	CT State/TXCC/ACC	Staff			
Alese Mulvihill	GCC	Admin			
Lawrence Salay	GCC	Staff			
W Terry Brown	GCC	Admin			
Vincent Tong	GCC/CT State	Admin			
Antonia Oglesby	HCC	Student			
Dwayne Smith	HCC	Admin			
Jaylen Daniels	HCC	Student			
Kim McGinnis	HCC	Admin			
Mario Pierce	HCC	Admin			
Robin Avant	HCC	Admin			
David Nielsen	MCC	Staff			
Tracy Ariel	MCC	Staff			
Coleen Joi Gaydownen	MXCC	Student			
Jill Flanigan	MXCC	Faculty			
Lacey Hall	MXCC	Student			
Sara Hanson	MXCC	Admin			
Carrie Bernier	NCC	Foundation			
Kellie Byrd-Danso	NCC	Admin			
Kristina Testa-Buzzee	NCC/CT State	Admin			
Kaylee Naumowicz	NVCC	Student			
Lisa Calabrese	NVCC	Staff			
Lisa Dresdner	NVCC	Admin			
Sarah Gager	NVCC	Admin			

SUPPLEMENT II - EXECUTIVE STRATEGIC PLANNING COUNCIL CHARGE

The CT State Community College Executive Strategic Planning Council is charged with creating an initial document that embodies the following mission, vision, guiding principles and priorities of Connecticut State Community College as delineated by the Connecticut Board of Regents of Higher Education:

Mission: *The Community College of Connecticut 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.*

Vision: *The Community College of Connecticut 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 Goals: *Successful First Year; Student Success; Affordability and Sustainability; Innovation and Economic Growth; and Equity*

Guiding Principles:

- Ensure students are at the center of all decisions [Equity, Inclusion, and College Culture]
- Prioritize teaching, learning, and high-quality academic programming [Academic Innovation, Institutional Effectiveness, and Professional Growth]
- Preserve and enhance student support services [Student Access, Support, and Success]
- Safeguard educational access and affordability [Stewardship, Equity, Affordability, and Sustainability]
- Be conscientious stewards of the students' and the state's investment in our Institutions [Stewardship and Enrollment Management]
- Ensure campuses are positioned to build partnerships with the state's businesses and other enterprises to prepare a highly skilled and well-educated workforce [Workforce Development and Community Engagement]

Priorities:

1. The College will seek excellence in all functions, both academic and administrative.
2. The College will serve as an engine of social mobility for historically underserved populations. Gaps in participation and completion for these populations will be reduced.

3. The College will provide access for students across the state to affordable, consistent, high quality academic programs offered by the College with hands-on, classroom and online offerings at times of day and days of the week that meet their schedules.
4. The College will provide an orientation for all students and help them select a field of study. Once students select a program of study, they will be presented with a clear sequence of required courses through Guided Pathways.
5. The College will provide students with the support services they need to successfully take advantage of an array of academic programs and services.
6. The College will be a user-friendly institution with and a single admission process and a single point of contact to arrange for and manage financial aid.
7. The College will have a common General Education core delivered at all campuses to yield improved learning outcomes for all students.
8. The College will provide a full array of transfer opportunities for students who want to earn a bachelor's degree.
9. The College will educate individuals, both job seekers and incumbent workers, in key industry areas such as manufacturing, healthcare, insurance and financial services and STEM to meet the state, regional and local workforce needs of business and industry and respond to emerging workforce needs.
10. Administrative services that are efficient, responsive and high quality will be delivered to all campuses. Campus stakeholders—faculty, staff and administrators - will have a single point of contact to address their needs.
11. Savings as a result of the consolidation into a single college will mitigate the impact of changes in state appropriations, enable the continued solvency of individual campuses and the system and support the hiring of additional advisors and faculty positions to meet student needs.

Appendix AD

Priority Group	Group Description	Members	Frameworks and Open Questions	Goals and Products	Related Initiatives	Related Values
1	Excellence in all functions	Byrd-Danso, Coach, Coley, Rooke, Simoni, Tong	<p>Are our mission, vision, and value statements aspiring? What does institutional excellence mean in the current context of higher education?</p> <p>What are our advantages and how can we utilize them to create more value for our students, and in return, more value for us? What are the set of activities or services that we can and should offer to our students so that they will choose to enroll in our institution rather than the others?</p> <p>What capabilities must be in place in order to make an institution excellent?</p>	Realization of the other 10 priorities; Alignment with NECHE standards; Alignment with SPs and operational/functional plans of programs and campuses. Develop a process to analyze and review external and internal data efficiently. Radical transparency. Clarify organizational structure.	FYE, 15-to-Finish, GPA, ACME	Effectiveness, Trust, Quality, Innovativeness
2	Engine of Social Mobility	Cooper, Murphy, Hanson, MacTaggart, Boger-Hawkins, D. Smith, Foley	What benchmark data is needed? How do we define the populations to be included? How is success defined? How are we defining social mobility?	Provide what's necessary to make the students successful before they get to campus, while they are on campus, and after they leave; Raise students socio-economic status; Inventory resources; Make enrollment easier; Help students persist and graduate; Track employment outcomes; Offer post-graduation services; Identify barriers to matriculation, correlates of stopping out	ATD, 15 to Finish, Holistic Case Management, GPA, TRIO, FESP, PASS, CCS101	Equity, Access

3	Access to High Quality Academic Programs	Flanigan, Foley, Coley, Steinmetz		<p>The college will provide programs that enable students to learn online, flex, blended, and traditional modalities.</p> <p>The course schedule will be coordinated to enable credential completion in a timely manner with metrics to assess program completion and retention.</p> <p>The college will ensure that students have access to complete programs in modality of preference maximizing student access throughout the college.</p> <p>The college will have a program assessment plan that includes accessibility and diversity.</p> <p>The assessment plan will evaluate student learning outcomes in programs and courses.</p> <p>The college will assess programs for their success in providing access to courses and credential that meet employer and transfer requirements.</p>	TAP, Curriculum Alignment, Continuing Education (Career Clusters), CCP/Dual Enrollment/HS Pathways, Summer Bridge Programs, Gateway- to-college, American Job Centers Partnerships	Access, Soft skills/Skilling up
4	Guided Pathways (Onboarding and orientationn	McGinnis, Zavatkay (prev.), MacTaggart, Boger-Hawkins,		Adopt and implement GP initiatives related to onboarding; assignment of GPA, Holistic case management, Student communication, Removing barriers to application process, Faculty-GP Advisor relationship.	GPA, FYE, ACME, Onboarding, Admissions,	Access, user-friendliness
5	Provide Students with Necessary Support Services	Gager, Mulvihill, Hall (student), Gaydownen	Provide students with the necessary support services they need to successfully take advantage of an array of academic programs and services. (*in the meeting, it was proposed to change the wording of this priority to say: "Provide students with the necessary support services they need to take advantage of support services available in order to better support their academic success".)	<ul style="list-style-type: none"> •Comprehensive Orientation program that would alert students to what services are available and how students would take advantage of them. •To support all services with reliable and user-friendly technology. For example, software to enhance communications, deliver orientations, and collect student feedback. •Incorporate important data surrounding student support services to better identify student needs and to assess the effectiveness of the support services students use. •Collaborating with and incorporating the student voice in all processes regarding support services to better address student need. •Innovative ways to fund and develop student support services. •Ensuring strong collaboration with community partners both statewide and locally 	<p>Services Identified by the team:</p> <ul style="list-style-type: none"> •Tutoring/ Academic Success Centers •Mental Health Services/Support •Disability Services •Food Pantry •Housing Services •Advising •Childcare •Student Activities •Clubs with cultural/equity/support 	Equity, Respect, Honesty, Trust, Responsiveness, Quality

6	User-friendly institution	Cooper, McGinnis, Zavatkey (prev.), Coutant, Salay, Calabrese	Who are our students and what are their barriers?	Provide student peer guides/advocates. Increase student connections to campus. Build peer networks. Establish a centralized resource for student assistance while also decentralizing information available; Consistent, available, aligned, and integrated information on websites & social media; Transportation Available	ADA, UPass, Foundation-Community Relations	User-friendliness, access
7	Common General Education	Mack, Tong, Avant, Foley	Define the "educated person"	Bring clarity to the language of General Education. Reinforce adoption of the 5/14/2020 General Education framework. Identify and develop an Assessment and revision process for the GenEd;	Framework30; Transfer Articulation Program;APRC, Program Review & Assessment	Quality
8	Provide Full Array of Transfer Opportunities	Houlihan, Coach, Avant, Nielsen, St. James	What are impacts of CSCC program alignment and General Education on existing transfer articulation agreements? Which college transfer agreements are priorities (if any) and which colleges we may not want to have agreements with? What will transfer coordination and articulation look like in the one college?	Increase student awareness of transfer opportunities early in a student's college career and connect these opportunities with academic planning. Use FYE courses to disseminate information. Student exposure to program options and their alignment with students' goals (immediate career/employment goals vs degree attainment vs personal enrichment). Develop a definition of "transfer": Institutional view, Student view, System view. Develop and empower transfer expertise under shared services and Guided Pathway Case Load Advising rollouts: Empower and support a Transfer Council that has representation from a transfer expert at each CSCC campus; Increase membership and participation in New England Transfer Association ; Provide 12 month availability of transfer experts for students ; Build formal connections between Transfer Experts and Admissions, Advising and Academic Affairs. Generation and sharing of transfer data, information, and ideas among members to help with a broader understanding of articulation and transfer policies and procedures. Opportunities for member networking, professional growth, and development associated with transfer concerns. Advocate for dedicated transfer position or lead as point person for in-depth knowledge of programs, partner institutions, and specific agreements to support GP Advisors with general transfer advising.	TAP, FYE, GPA, Individual External Transfer Agreements, GAP, CT Guarantee	User-friendliness, upward mobility, information availability and promptness

				Empowering and supporting a Transfer Council to uphold student concerns as it pertains to transfer. Strengthen partnerships with area colleges and universities by leveraging existing articulation agreements and establishing new programs. Increase student access to scholarships at transfer-out institutions.		
9	Educate in Key Industry Areas	Testa-Buzzee, Mack, Coach, Bidwell, Bernier			Governor's Workforce Council Workforce Dev Board, Key Business & Industry	Collaboration/Responsiveness
10	Efficient, Responsive, High Quality Administrative Services	Pierce, Mcgee-Yurof, Dragan, Salay, DiMauro		Develop standardized SLA templates across all disciplines. Develop an Administrative Services Committee (Possibly Transformation of Shared Committee?) Campus Meetings conducted quarterly with key personnel from the campuses for the purpose of "How is it going?" "What do you need?" etc. A dashboard should be formed for administrative service units with key indicators such as turnaround times, number of transactions, pertinent to each area. In addition, periodic reports should be issued by the Administrative Services Committee summarizing committee work/progress. This will provide an important feedback mechanism to our customers.	Shared Services Committee, OCB Migration, Joint Council for Data Governance	User friendliness, responsiveness, access, information availability, promptness, collaboration
11	Utilize Cost Savings Effectively to Meet Student Needs	Danajovits, Daniels, Dragan, Naumowicz, Steinmetz	Define Goal Criteria; Characterize Objectives Attributes to Achieve Goals; Prioritize Goals Using a Simple Decision Matrix Approach	To be defined by framework		Efficiency, Innovation

Appendix AE

Priority	Related Initiatives	Metapriority 1: Effectiveness	Metapriority 2: Equity	Metapriority 3: Community
Excellence in all functions	FYE, 15 to Finish, GPA, ACME	Implementation of goals below	Demographic representation and DEI training for all initiatives, constituencies, departments, etc...	
Engine of Social Mobility	ATD, 15 to Finish, Holistic Case Management, GPA, TRIO, FESP, PASS, CCS101		CT-StateWide ATD implementation and standardization; CT State-wide program for wraparound support for HOHs for students from low-SES households (transition from campus-based programs); Ensure and measure access to wraparound services; Rollout CCS101; Identification and providing opportunities for middle-skill careers; Rollout GPA	
Access to High Quality Academic Programs	TAP, Curriculum Alignment, Workforce Development [Continuing Education (Career Clusters {Perkins})], CCP/Dual Enrollment/HS Pathways, College Connections, Summer Bridge Programs, Gateway-to-college	Modification/Reimplementation of transfer articulation; Set student and post-graduation success benchmarks for programs/meta majors/areas of study; 100% reaccreditation and licensure in CT State	Build relationships between CT State and DOC for inmate and post-incarcerated access to education	Civic engagement; Democratic Education; Implement Cooperative/work-based learning programs and opportunities; Include business and industry on advisory boards; Responsiveness to local
Guided Pathways (Onboarding and orientation)	GPA, FYE, ACME, Onboarding, Admissions, Registration, KPIs	Build bridges from non-credit to credit programs; Continue monitoring KPIs; Implement Guided Pathways Benchmarks; Improve faculty advisor - GPA - student communication; Expand and deepen professional mentorship; Implement DEI training for advisors; ACME rollout	Representative staffing (relative to the student population)	Establish and deepen relationships between industry, job market and areas of study

Provide Students with Necessary Support Services	<p>Services Identified by the team:</p> <ul style="list-style-type: none"> •Tutoring/Academic Success Centers •Mental Health Services/Support •Disability Services •Food Pantry •Housing Services •Advising •Childcare •Student Activities •Clubs with cultural/equity/support missions •Career Services •Scholarship/Funding Support •Women and Men’s Centers •LGBTQ+ Support •Equity Programs •Title IX Training/Awareness • American Job Centers Partnerships 	Incorporating programs and initiatives into CT State	Ensure consistent, non-credit student access to same wraparound services as credit population; strive for accessibility to all initiatives (or equivalent) at all campuses	Improving student experience, building bonds between students in the campus and CT State communities; Availability of career services at all campuses
User-friendly institution	ADA, UPass, Foundation-Community Relations	Implement shopping cart tech for PE/LL/related noncredit; standardization and integration of student learning, assessment management, student information systems and related software titles; credit transferability (for graduation); streamlining/simplifying financial aid, registration, application processes; Set benchmarks for improving customer service; standardize	Universal design for learning (and in all other areas); Ensure transportation access to and between all campuses	Relationship with foundations: strengthen relationships between campus foundations and CT State and work together for community outreach and engagement
Common General Education	Framework 30; Transfer Articulation Program; APRC, Program Review & Assessment			

Provide Full Array of Transfer Opportunities	TAP, FYE, GPA, Individual External Transfer Agreements, GAP, CT Guarantee	
Educate in Key Industry Areas	Governor's Workforce Council, Workforce Dev Board, Key Business/Industry Partnerships, AWS/Google partnerships, APR, ARPA	
Efficient, Responsive, High Quality Administrative Services	Shared Services Committee, OCB Migration, Joint Council for Data Governance	
Utilize Cost Savings Effectively to Meet Student Needs	Utilize Cost Savings Effectively to Meet Student Needs	Affordability of access
		Personal Enrichment & Lifelong Learning Programs
		Relationship with foundations: strengthen relationships between campus foundations and CT State and work together for community outreach and engagement
		Shared governance
	Systematic/holistic investigation of initiative/policy/program effectiveness throughout CCC and at CT State, identify best practices; Investigate scalability of student effectiveness programs	

Developing Institution Values for CT State

Values Subgroup Discussion
1/20/2022

1

Values Discussion

- What should CT State’s Institutional Values be?
 - Values can represent philosophical, moral or ethical principles
 - Values represent our convictions – they should be deeply held and felt, and guide behavior and relationships throughout the institution
 - Values embody the “why” behind our mission, action and work
 - Values tend to be “transcendent” – they can change over time, but they are not (readily) subject to the whims or issues of the day

2

Guiding Principles

- As originally articulated, these could have been cast as goals, priorities, values
- We can retain them, reduce them, redefine them

GUIDING PRINCIPLES

- Equity, Inclusion, and College Culture
- Student Access, Support, and Success
- Enrollment Management
- Academic Innovation, Institutional Effectiveness, and Professional Growth
- Workforce Development and Community Engagement
- Stewardship, Affordability, and Sustainability

3

Values Brainstorming

- Student-Centered
- Students are our most valued asset
- Equity
- Inclusion
- Moral Issues
- Respected Equally
- Community Commitment
- Integrity
- Academic Integrity
- Hard Work
- Respect for Students
- Tenacity/Perseverance

- Supporting the Whole Student
- Accountability
- Empathy/Compassion
- (Defining) Student Success
- Listening to the Students’ Whole Story
- Effectiveness
- Care and Kindness
- Respect for Everyone
- Shared Stewardship
- Dissemination of Knowledge
- Change Agent

- Student Focus
- Compassion, Embracing
- Whole Student Care & Development
- Respect
- Integrity
- Equity/Inclusion

4

Institutional Values Brainstorming

- **Student Focus** – building trust; direct student engagement; goals, needs impact on students is the first/primary consideration; students at the heart of everything we do
- **Whole Student Care & Development** – facilitating development spirit/mind/body, and meeting of students’ educational and human needs
- **Compassion, Embracing** – openness to and embracing different ideas, uniqueness and diversity; embracing students/faculty/staff/community; building trust; promoting engagement,

5

Institutional Values Brainstorming

- **Respect** – Respect for self, others, community; deep hearing/listening; taking time to consider the other; treat others the way you want/they want to be treated
- **Integrity/Accountability** – Honesty, mutual trust, hold to principles, faithful, transparent; “own” your decisions and accept consequences and responsibility to change
- **Equity/Inclusion** – refer to Equity Statement
- **Effectiveness** - Accomplish what we set out to do; commitment to own growth and development; committing to assessing actions and changing/adapting

6

Institutional Values Brainstorming

- **Commitment to Teaching, Learning and Knowledge** – for students, employees, community; rigorous/quality/relevant academic program; variety of fields/disciplines/endeavors
- **Commitment to Service/Change/Transformation** – Working for the “greater good”; equity & inclusion necessary to serve effectively
- **Stewardship and Fiscal Responsibility** – Respect providers of resources (taxpayers, students, state, federal govt.) and their trust in us; affordability and access are very connected; use resources wisely and to their maximum effect; empower students to give back to their communities; commitment to both cost-effectiveness and wise investment

7

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.

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
- 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	Guiding Principles	Connection to Other Plans or Initiatives	Results/Status Update as of: April 2021
Goal 1: Achieve statewide community college enrollment of 29,246 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.			
1.4	FY 21	SO	Establish statewide benchmarks for application cycle time to increase yield rates.			Will establish when Fall 2021 cycle is complete.
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 launch and support the PACT campaign.
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	Guiding Principles	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	

2.3	FY 22	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	
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).			
2.5	FY 2021	Individual colleges	Explore online and hybrid program options to increase adult enrollments.		Online Learning Initiative (Blackboard Project)	
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.		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.

			students with a 0 EFC and a bachelor's degree).			
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.			
2.9	FY2022		Establish formal partnerships with adult education centers to allow for seamless transition to workforce and career programs.			
Metrics						
<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	Guiding Principles	Connection to Other Plans or Initiatives	Annual Results
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.						
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.			Program launched December 2019 for Fall 2020 enrollment. 2021 legislative session provided funding and a long-term revenue source (i.e., iLottery)
3.5	FY 2023	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	Guiding Principles	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.	Yes	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	Implement technology to support student advising and retention.	Yes	Guided Pathways	CRM Advise implementation underway with first modules scheduled to go live in January 2022.

		SO				
4.3	FY 2022	Individual Colleges	Investigate best practices to re-engage at-risk students, including the “stop-out” students, to increase enrollment.	None	Guided Pathways	
4.4	FY 2021	SO	With the implementation of Banner 9, implement waiting lists for classes to better forecast student demand.	Yes		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.	None	Guided Pathways PACT	Ongoing
4.6	FY 2021	SO & Individual Colleges	With the implementation of Banner 9, launch communications management to support student communications.	Yes	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.	None	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.	None	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	Potentially for implementation		
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	Guiding Principles	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.	Significant advising resources are expected		Implementation to start in W/S 2022
				Metrics		
<ul style="list-style-type: none"> Amount of annual audit findings 						

EM Goal		Lead	Action Plans	Guiding Principles	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.	None		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.	NACAC, NASFAA		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 						

Enrollment Management Council (EMC) Membership

Alison Buckley, CT State, Chair
Leigh Appleby, CSCU, Public Relations/Marketing
Marsha Ball-Davis, Capital Community College, Admissions
Gayle Barrett, CT State, Registration
Susan Breault, QVCC, Marketing
Michael Buccilli, CT State, Student Success
Tamika Davis, CT State, Recruitment and Admissions
Scott Farrell, NVCC, Admissions
Sara Hanson, Middlesex Community College, Dean of Students
Jesse-Douglas Mathewson, CT State, Institutional Research
Steve McDowell, CT State, Financial Aid
Nancy Melnicsak, CT State, Student Information Systems
Jennifer Meny, Asnuntuck Community College, Admissions
Michael Rooke, CT State, Academic Affairs
Noel Rosamillo, CT State, Registration
Anita Sparrow, Manchester Community College, Registration

Charge for a Joint Council for Connecticut State Community College Data Governance

Appendix AI

The Status Quo

As part of the ongoing merger of the Connecticut Community Colleges into a single Connecticut State Community College (CT State), the New England Commission of Higher Education (NECHE) has consistently requested that our system demonstrate the new institution's ability to meet accreditation standards. As it stands, an aging data warehousing and distribution infrastructure, combined with an absence of stewardship, pose four risks to meeting NECHE Standards 2, 3, 5, 7 & 8: potential breaches of sensitive data; inefficiencies resulting from re-negotiating data definitions and presentation methods; data that are unclear and unaudited, and; an inability democratize data for decision support due to time and labor spent remedying the three previous inefficiencies.

Charge and Mission

Judging the status quo and finding it suboptimal, I authorize the formation of the *Joint Council for Connecticut State Community College Data Governance*.

I charge the Joint Council for Connecticut State Community College Data Governance with advancing institutional effectiveness through the safeguarding, standardization, and democratization of data. Data governance ensures that CT State leaders can make equity-minded, evidence-driven decisions to advance the mission of the institution and meet our responsibilities to the accrediting body and other stakeholders. The council will answer this charge to:

- improve support for planning and evaluation
- ensure the provision of valid information to support institutional improvement
- integrate more reliably the findings of the assessment process into planning
- formulate, update, publish and disseminate policies regarding the retention, safety and security, and disposal of records
- clarify the division of labor and responsibility between the system and the institution
- improve the assessment of efforts to achieve an equitable educational experience for all students, and
- secure sufficient access to information technology...

...thereby ensuring robust and durable compliance with NECHE standards 2.2, 2.3, 3.2, 3.6, 5.19, 7.21, 7.26 and 8.10, as well as any other standards that may be met more effectively through improved data governance.

Responsibilities

It is the responsibility of the Joint Council for Connecticut State Community College Data Governance to:

- develop data standards and definitions
- audit data for clarity, accuracy and external validity

- consult on and approve policies to deploy, distribute and democratize data both internally and externally
- consult on and approve policies to ensure the security of sensitive data
- assist in data security and privacy efforts on behalf of CT State
- consult on and approve efforts to integrate non-credit data into current and future information infrastructure
- develop a framework to unite internal data—including credit- and non-credit level program data and student preferences, with external data—including workforce development needs and market demand
- promote awareness of—and the value of—data governance
- serve as a forum to mediate discussions and disagreements about data ownership, stewardship and validity
- develop and disseminate policies and procedures for adhering to data standards and definitions

The Council may form working groups and delegate responsibilities to said groups.

The CSCU President may annually request a report on the work, progress and plans of the Joint Council for Connecticut State Community College Data Governance. The Council will provide said report in a timely manner.

Scope

Policies and procedures that are the product of the Joint Council for Connecticut State Community College Data Governance and its subsidiary working groups apply solely to Connecticut State Community College, the Connecticut Community Colleges in preparation for the merger, and the activities of offices under the umbrella of the CSCU System Office in their work on behalf of the community college(s).

The scope of this charge may be revised by the CSCU President to expand and include the Connecticut State Universities and Charter Oak State College at a later date. The Council may additionally, by vote, recommend changes to its mission, responsibilities, and scope to the CSCU President for consideration.

Membership and Leadership

The permanent membership of the Joint Council for Connecticut State Community College Data Governance will consist of appointees of the following offices or officials:

- the CT State Vice President of Finance and Administration
- the CT State Vice President of Academic Operations (Provost)
- the CT State Vice President of Enrollment Management and Student Affairs*
- the CT State Chief Title IX and Equity, Diversity and Inclusion Officer
- the CSCU Vice President of Academic and Student Affairs (Provost)
- the CSCU Chief Information Officer
- the CSCU Vice President for Human Resources
- the CSCU Office of Research and System Effectiveness

Each of these officials or offices is encouraged to appoint one* report to the permanent membership and may serve in person or by appointing a proxy.

**It is requested that the CT State Vice President of Enrollment Management and Student Affairs appoint up to three members, with the understanding that those members would represent the functions of student financial aid, registration, and enterprise resource planning system (presently, Banner) management.*

The Council may also vote to invite and include additional non-permanent members. All members will enjoy full voting rights, except for a permanent seat that the CSCU President may occupy *ex officio* or fill with a non-voting observer. The Council may form working groups and appoint the chairs of these working groups.

The Council will be co-chaired by the appointees of the CT State Vice President of Academic Operations (Provost) and the CSCU Chief Information Officer. The co-chairs are jointly responsible for convening and facilitating the Council's meetings.

Schedule and Term of Service

The Joint Council for Connecticut State Community College Data Governance will meet, in person or virtually, at least once per Fall and Spring semester, and may endeavor to meet more often. The council will continue to meet until such time that the CSCU President deems the committee no longer useful or necessary, or upon its deprecation in favor of a broader data governance council governing the Connecticut State Universities and

Charter Oak State College.

Conclusion

It is my hope and intention that the Joint Council for Connecticut State Community College Data Governance will complement and advance the merger of the community colleges by ensuring that Connecticut State Community College is an effective institution on day one, an institution that consistently improves as we navigate this effort in the face of the many challenges confronting public education in our time and place.

Terrence Cheng

President, Connecticut State Colleges and Universities

Agency	Accreditation/ Approval/ Recognition	College	Program Name(s)	Degree(s)/ Certificate(s)
Accreditation Board for Engineering and Technology	Accreditation	Naugatuck Valley Community College	Electronic Engineering Technology	Degree (AS)
Accreditation Board for Engineering and Technology	Accreditation	Naugatuck Valley Community College	Engineering Technology: Mechanical Engineering Technology Option	Degree (AS)
Accreditation Commission for Education in Nursing, Connecticut State Board of Examiners for Nursing	Accreditation	Capital Community College	Nursing	Degree (AS)
Accreditation Commission for Education in Nursing, Connecticut State Board of Examiners for Nursing	Accreditation	Gateway Community College	Nursing	Degree (AS)
Accreditation Commission for Education in Nursing, Connecticut State Board of Examiners for Nursing	Accreditation	Naugatuck Valley Community College	Nursing	Degree (AS)
Accreditation Commission for Education in Nursing, Connecticut State Board of Examiners for Nursing	Accreditation	Northwestern Connecticut Community College	Nursing	Degree (AS)
Accreditation Commission for Education in Nursing, Connecticut State Board of Examiners for Nursing	Accreditation	Norwalk Community College	Nursing	Degree (AS)
Accreditation Commission for Education in Nursing, Connecticut State Board of Examiners for Nursing	Accreditation	Three Rivers Community College	Nursing	Degree (AS)
Accreditation Counsel for Education in Nutrition and Dietetics	Accreditation	Gateway Community College	Nutrition and Dietetics	Degree (AS)
Accreditation Counsel for Occupational Therapy Education	Accreditation	Manchester Community College	Occupational Therapy Assistant	Degree (AS)
Accrediting Bureau of Health Education Schools	Accreditation	Quinebaug Valley Community College	Medical Laboratory Technician	Degree (AS)

American Bar Association	Approval	Norwalk Community College	Legal Assistant	Degree (AS)
American Bar Association	Approval	Manchester Community College	Paralegal	Degree (AS) and Certificate
American Culinary Federation Education Foundation Accrediting Commission	Accreditation	Manchester Community College	Culinary Arts, Foodservice Management, Culinary Arts	Degree (AS), Degree (AS), and Certificate
American Health Information Management Association Professional Certificate Approval Program	Approval	Middlesex Community College	Health Information Management: Clinical Coding	Certificate
American Library Association - Allied Professional Association	Recognition	Three Rivers Community College	Library Technology	Certificate
American Veterinary Medical Association, Committee on Veterinary Technician Education and Activities	Accreditation	Middlesex Community College	Veterinary Technology	Degree (AS)
American Veterinary Medical Association, Committee on Veterinary Technician Education and Activities	Accreditation	Northwestern Connecticut Community College	Veterinary Technology	Degree (AS)
American Veterinary Medical Association, Committee on Veterinary Technician Education and Activities	Accreditation	Norwalk Community College	Veterinary Technology	Degree (AS)
Association of Collegiate Business Schools and Programs	Accreditation	Tunxis Community College	Business Administration	Degree (AS)
Commission on Accreditation for Health Informatics and Information Management Education	Accreditation	Middlesex Community College	Health Information Management: Health Information Technology - Data Management	Degree (AS)
Commission on Accreditation in Physical Therapy Education	Accreditation	Naugatuck Valley Community College	Physical Therapist Assistant	Degree (AS)
Commission on Accreditation in Physical Therapy Education	Accreditation	Norwalk Community College	Physical Therapist Assistant	Degree (AS)

Commission on Accreditation of Allied Health Education Programs, Accreditation Review Council on Education in Surgical Technology and Surgical Assisting	Accreditation	Gateway Community College	Surgical Technology	Degree (AS)
Commission on Accreditation of Allied Health Education Programs, Accreditation Review Council on Education in Surgical Technology and Surgical Assisting	Accreditation	Housatonic Community College	Surgical Technology	Degree (AS)
Commission on Accreditation of Allied Health Education Programs, Accreditation Review Council on Education in Surgical Technology and Surgical Assisting	Accreditation	Manchester Community College	Surgical Technology (Manchester Community College Hartford Hospital Surgical Technology Program)	Degree (AS)
Commission on Accreditation of Allied Health Education Programs, Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions	Accreditation	Capital Community College	Paramedic Studies, Paramedic Studies (Emergency Medical Services Instructor Option), Paramedic Studies (Emergency Management Response Option), Paramedic	Degree (AS), Degree (AS), Degree (AS), Certificate
Commission on Accreditation of Allied Health Education Programs, Joint Review Committee on Diagnostic Medical Sonography	Accreditation	Gateway Community College	Diagnostic Imaging and Therapy: Diagnostic Medical Sonography	Degree (AS)
Commission on Accreditation of Allied Health Education Programs, Medical Assisting Education Review Board	Accreditation	Capital Community College	Medical Assisting	Degree (AS)
Commission on Accreditation of Allied Health Education Programs, Medical Assisting Education Review Board	Accreditation	Norwalk Community College	Medical Assisting	Certificate
Commission on Dental Accreditation/American Dental Association	Accreditation	Manchester Community College	Dental Assistant	Certificate

Commission on Dental Accreditation/American Dental Association	Accreditation	Tunxis Community College	Dental Assisting	Certificate
Commission on Dental Accreditation/American Dental Association	Accreditation	Tunxis Community College	Dental Hygiene	Degree (AS)
Commission on Opticianry Accreditation	Accreditation	Middlesex Community College	Ophthalmic Design and Dispensing	Degree (AS)
Committee on Accreditation for Respiratory Care	Accreditation	Manchester Community College	Respiratory Care	Degree (AS)
Committee on Accreditation for Respiratory Care	Accreditation	Naugatuck Valley Community College	Respiratory Care	Degree (AS)
Committee on Accreditation for Respiratory Care	Accreditation	Norwalk Community College	Respiratory Care	Degree (AS)
Fire and Emergency Services Higher Education	Recognition	Gateway Community College	Fire Technology and Administration	Degree (AS)
Joint Review Committee on Education in Radiologic Technology	Accreditation	Gateway Community College	Diagnostic Imaging and Therapy: Radiation Therapy	Degree (AS)
Joint Review Committee on Education in Radiologic Technology	Accreditation	Gateway Community College	Diagnostic Imaging and Therapy: Radiography	Degree (AS)
Joint Review Committee on Education in Radiologic Technology	Accreditation	Manchester Community College	Radiologic Science: Radiation Therapy	Degree (AS)
Joint Review Committee on Education in Radiologic Technology	Accreditation	Manchester Community College	Radiologic Science: Radiography	Degree (AS)
Joint Review Committee on Education in Radiologic Technology	Accreditation	Capital Community College	Radiologic Technology	Degree (AS)
Joint Review Committee on Education in Radiologic Technology	Accreditation	Middlesex Community College	Radiologic Technology	Degree (AS)
Joint Review Committee on Education in Radiologic Technology	Accreditation	Naugatuck Valley Community College	Radiologic Technology	Degree (AS)

Joint Review Committee on Nuclear Medicine Technology	Accreditation	Gateway Community College	Diagnostic Imaging and Therapy: Nuclear Medicine Technology, Nuclear Medicine Technology	Degree (AS) and Certificate
National Association for the Education of Young Children	Accreditation	Asnuntuck Community College	Early Childhood Education	Degree (AS)
National Association for the Education of Young Children	Accreditation	Gateway Community College	Early Childhood Education	Degree (AS)
National Association for the Education of Young Children	Accreditation	Manchester Community College	Early Childhood Education	Degree (AS)
National Association for the Education of Young Children	Accreditation	Middlesex Community College	Early Childhood Education	Degree (AS)
National Association for the Education of Young Children	Accreditation	Naugatuck Valley Community College	Early Childhood Education	Degree (AS)
National Association for the Education of Young Children	Accreditation	Connecticut Community College	Early Childhood Education	Degree (AS)
National Association for the Education of Young Children	Accreditation	Quinebaug Valley Community College	Early Childhood Education	Degree (AS)
National Association for the Education of Young Children	Accreditation	Three Rivers Community College	Early Childhood Education	Degree (AS)
National Association for the Education of Young Children	Accreditation	Tunxis Community College	Early Childhood Education	Degree (AS)
National Association for the Education of Young Children	Accreditation	Norwalk Community College	Early Childhood Education - Career Program, Early Childhood Education - Transfer Program	Degree (AS) and Degree (AS)
National Association for the Education of Young Children	Accreditation	Capital Community College	Early Childhood Education, CSEO Pathway Transfer Degree: Early Childhood Teacher Credentialing Studies - ECTC Level A	Degree (AS) and Degree (AA)
National Association for the Education of Young Children	Accreditation	Housatonic Community College	Early Childhood Inclusive Education	Degree (AS)
National Association of Landscape Professionals	Accreditation	Naugatuck Valley Community College	Horticulture (Per Program Coordinator, accreditation ending at the end of 2021)	Degree (AS)

National Association of Schools of Music	Accreditation	Manchester Community College	Music Studies	Degree (AA)
National Automotive Technician Education Foundation, Automotive Service Excellence Education Foundation	Accreditation	Naugatuck Valley Community College	Automotive Technician	Degree (AS)
National Automotive Technician Education Foundation, Automotive Service Excellence Education Foundation	Accreditation	Gateway Community College	Automotive Technology: Comprehensive Automotive Repair and Service (CARS)	Degree (AAS) and Certificate
National Automotive Technician Education Foundation, Automotive Service Excellence Education Foundation	Accreditation	Gateway Community College	Automotive Technology: General Motors - Automotive Service Education (ASEP), Automotive Technology: General Motors	Degree (AAS) and Certificate
National Automotive Technician Education Foundation, Automotive Service Excellence Education Foundation	Accreditation	Gateway Community College	Automotive Technology: Honda PACT	Degree (AAS) and Certificate
The National Institute for Metalworking Skills	Accreditation	Quinebaug Valley Community College	Advanced Manufacturing Technology Center: Advanced Manufacturing Machine Technology	Certificate
The National Institute for Metalworking Skills	Accreditation	Asnuntuck Community College	Manufacturing Technology Center: Advanced Manufacturing Machine Technology	Certificate

CT State Organizational Chart

The final draft organizational chart for CT State with links to the full organizational structure, department and functional charts, and the campus specific charts can be found here:

<https://www.ct.edu/sf/org>

The charts represent the proposed future state for the organization in July 2023. The structure includes positions that will be phased in as the organization rebounds in enrollment and financial resources. However, even positions that are shown as permanent will be validated for need and sustainability prior to hiring. Further, the organizational structure will evolve with experience and grow and constrict as resources allow over time and employees should expect variation from the charts as a result.

The charts show positions at the CT State single college level in blue, regional positions reporting to the Regional Presidents or serving on their Cabinets and reporting to the CT State college level in green, and campus positions represented in pink which report to the Campus CEO or their designees or to the regional or the CT State college level.

The following department and functional charts and campus charts are included in the full final draft organizational chart for CT State:

- President’s Cabinet
- Regional Organizational Structure
- CEO Reporting Structure
- Campus Chart: Asnuntuck
- Campus Chart: Capital
- Campus Chart: Gateway
- Campus Chart: Housatonic
- Campus Chart: Manchester
- Campus Chart: Middlesex
- Campus Chart: Naugatuck Valley
- Campus Chart: Northwestern
- Campus Chart: Norwalk
- Campus Chart: Quinebaug Valley
- Campus Chart: Three Rivers
- Campus Chart: Tunxis
- College Provost/Chief Academic Officer
- Academic Operations
- Academic Programs and Curriculum
- Higher Education Transitions
- Teaching and Learning
- Institutional Effectiveness and Planning
- Diversity, Equity, and Inclusion/Title IX Coordinator
- Enrollment Management
- Recruitment, Admissions, and Community Outreach
- Enrollment and Retention Services/College Registrar
- Financial Aid and Title IV Compliance
- Student Success Management (Advising)
- Wellness and Mental Health (Wrap-Around)
- Finance and Administration/Chief Financial Officer
- Public Safety
- CSCU Human Resources Shared Services
- Office of Information Technology
- CSCU IT Enterprise
- Marketing
- Sponsored Programs and Innovative Grant Development

ASA CC Shared Governance Charge

Group Name: Shared Governance Workgroup

The Students First: Academic and Student Affairs Consolidation Committee Charge:

The Students First: Academic and Student Affairs Consolidation Committee [ASA CC] is charged with the responsibility to work out the details associated with the one community college consolidation related to academic and student affairs on the twelve community colleges. Specifically, the committee will provide guidance on the alignment of academic programs (shared and differentiated), assessment, policies, procedures, institutional data, websites, catalogs and other relevant issues to campus constituents.

Currently the BOR has recognized that *Shared Governance* can be conceptualized as:

Consonant with the mission, vision and goals of the CSCU System, the Board of Regents and the Faculty Advisory Committee recognize the importance of administration, faculty, staff, and student cooperation in contributing to the advancement of shared governance in the CSCU institutions. Shared governance is defined as communication, collaboration, and mutual accountability between administration, faculty, staff, and students which advances excellence in the operation of CSCU institutions. [CSCU Website; Regents: Shared Governance Award]

Shared Governance Workgroup Charge:

The Shared Governance Workgroup is charged with crafting a proposal on how to operationalize the concepts noted above and, ultimately, to provide to the One College its governance structure. This includes: defining shared governance, determining eligibility for governance members, describing membership [terms, voting rights, organizational placement, etc.], recommending policies for governance, etc. Understanding the complexity of governance and the many domains or layers affected [BOR, presidential/CEO, One College, regional, and local campus based decision-making], the workgroup will develop and recommend the governance structure that relates to academic and student affairs for the One College. Using accepted higher education practices, existing expertise in the CSCU community colleges, and best practices, this workgroup will make its recommendation to the ASA CC.

Group Leads:

CSCU Academic and Student Affairs Consolidation Committee co-chairs, Patricia Bouffard and Mike Stefanowicz.

Group Membership: Members include elected faculty and staff representatives from the twelve community colleges, six members from the ASACC and two community college

student representatives. It is expected that other individuals may be invited to attend as their expertise is needed.



12.04.18

Charged by Jane Gates
CSCU Provost and Senior VP Academic & Student Affairs

Charge Date

Connecticut State Community College

Shared Governance Workgroup Proposal

INTRODUCTION

Connecticut State Community College is a student-centered institution and is committed to collaborative decision making through shared governance.

The Shared Governance model for the Connecticut State Community College will foster:

- A student-centered and equity-focused culture, which supports the development of the whole student, including learning inside and outside of the classroom
- A voice for all members of the college, including students, faculty, staff, and administrators
- Transparency and trust through clear communication
- Freedom to respectfully debate or disagree without fear of recrimination
- Representation from all campuses and constituencies
- Participatory decision making, with the acknowledgement that the legislated authority for all decisions rests with the Connecticut Board of Regents for Higher Education (BOR)

History

The Shared Governance workgroups was formed as a sub-group of the Students First Academic and Student Affairs Consolidation Committee (SF ASA CC) in the Spring of 2018. During the formation of the workgroup the SF ASA CC defined the membership and called for 12 elected members, one from each college, along with 6 at-large members from the SF ASA CC.

The Students First: Academic and Student Affairs Consolidation Committee Charge:

The Students First: Academic and Student Affairs Consolidation Committee [ASA CC] is charged with the responsibility to work out the details associated with the one community college consolidation related to academic and student affairs on the twelve community colleges. Specifically, the committee will provide guidance on the alignment of academic programs (shared and differentiated), assessment, policies, procedures, institutional data, websites, catalogs and other relevant issues to campus constituents.

Currently the BOR has recognized that *Shared Governance* can be conceptualized as:

Consonant with the mission, vision and goals of the CSCU System, the Board of Regents and the Faculty Advisory Committee recognize the importance of administration, faculty, staff, and student cooperation in contributing to the advancement of shared governance in the CSCU institutions. Shared governance is defined as communication, collaboration, and mutual accountability between administration, faculty, staff, and students which advances excellence in the operation of CSCU institutions. [CSCU Website; Regents: Shared Governance Award]

SF ASA CC Shared Governance Charge

The workgroup received the follow charge from Provost Gates at its first meeting on December 18, 2018.

Group Name: Shared Governance Workgroup

The Shared Governance Workgroup is charged with crafting a proposal on how to operationalize the concepts noted above and, ultimately, to provide to the Connecticut State Community College its governance structure. This includes: defining shared governance, determining eligibility for governance members, describing membership [terms, voting rights, organizational placement, etc.], recommending policies for governance, etc.

Understanding the complexity of governance and the many domains or layers affected [BOR, Presidential/CEO, Connecticut State Community College, regional, and local campus-based decision-making], the workgroup will develop and recommend the governance structure that relates to academic and student affairs for the Connecticut State Community College. Using accepted higher education practices, existing expertise in the CSCU community colleges, and best practices, this workgroup will make its recommendation to the ASA CC.

Group Meetings

The group has been meeting since December 2018. Guiding principles and a review of current governance structures occurred during 2019. The majority of the current proposal has been developed and refined since Spring 2020. A period of public comment was held in December 2020, and the model was shared for endorsement in May 2021. Changes to the model have been made to incorporate feedback from both of these processes.

Meeting notes and membership can be found at <https://www.ct.edu/consolidation/groups> and <https://www.ct.edu/consolidation/meetings> .

Initially, members of the group asked to modify its charge to also define the transitional governance structure. Provost Gates and the College Consolidation Implementation Committee (CCIC) clarified that the transitional governance structure had previously been established by the Board of Regents as part of the Students First plan; the charge of this workgroup was to develop a proposal for a governance model for the single college (Connecticut State Community College)

Guiding Principles

- The legislated authority for decision making at Connecticut State Community College rests with the Connecticut Board of Regents for Higher Education (BOR). The BOR delegates decision-making authority to the Connecticut State Community College President, who is charged with building an administrative and leadership structure for the college. A shared governance process provides a route for the Connecticut State Community College President to receive input from faculty, staff, and students to use in making policy recommendations and other decisions that affect college-wide issues.

- A Shared Governance model should ensure that college constituents have a voice, and all constituencies should be represented. Constituencies include administration, faculty, staff and students. Each of the 12 main campuses should be represented in a statewide single college.
- The model should respect expertise, and should promote acknowledgment, explanation and communication of recommendations forwarded.
- The model should have a simple and effective structure – understandable and efficient
- The workgroup recognizes that in an overall governance model, shared governance bodies are advisory and that shared governance does not necessarily translate into shared decision making. The workgroup recognizes that the Connecticut State Community College President has the final decision and accountability for the decision to the Board of Regents.
- The model should cover policy and curriculum approval processes and should differentiate between statewide single college governance and local campus governance.
- All college-wide elected positions will have elected or identified alternates to ensure adequate participation.
- At the campus level, the model recognizes the self-determination of local shared governance.
- Methods and process for elections and voting will be codified by all governance bodies and shall be codified in their charters and bylaws.

Main Governance Bodies

The CT-State model will include two statewide governance bodies, the CT-State Senate and the CT-State Curriculum Congress. Each shall be representative of all campuses and college constituents: faculty, staff, and students. The College Senate will focus on crafting policy and procedural recommendations to the College administration. The Curriculum Congress will review and vet curricular proposals affecting the CT-State Community College. Proposals will be sent from Program Area Curriculum Committees to the Curriculum Congress for consideration. There shall also be local governance bodies at each campus, consisting of a least one main governance body representing faculty, staff and students: a Campus Senate is recommended.

CT-State College Senate

The primary charge of the College Senate will be to deliberate and determine by majority vote recommendations to be forwarded to the Connecticut State Community College administration.

Purpose: The College Senate is the main forum for discussion of issues that affect the entire college community, such as, but not limited to, the following:

- academic calendar and scheduling
- academic-related standards and policy recommendations
- issues concerning students, faculty, staff of Connecticut State Community College
- admissions, registration, and financial aid

Items may be forwarded by a campus senate to Connecticut State Community College (CT-State) College Senate as needed; if the issue affects Connecticut State Community College broadly, it needs to be brought to CT-State College Senate.

To ensure adequate representation from small, medium, and large campuses the CT-State College Senate will have a model with the same number of faculty and staff from each campus.

Because the Senate does not approve curriculum, this group does not need to have a majority of faculty although that may occur based upon at-large elections.

CT-State College Senate Membership

- (39) members: 12 full-time faculty, 12 professional/classified staff, 12 non-management members, 3 students
 - Three Elected Senators from each of the 12 campuses
 - One full-time faculty from each campus
 - One full-time professional staff or classified staff from each campus
 - One at-large from each campus
 - Two- year term, (term limits to be decided by the College Senate by-laws)
 - Three elected system-wide SGA Senators
 - (one from each region, one-year term, can repeat)
 - Co-chairs will be elected from within the Senate, with at least one co-chair being a faculty member and one a staff member - term limits for chairs/co-chairs to be decided by the College Senate in accordance with their by-laws Provision needed for recall of senators
- Local governance bodies can be used for initial elections to College Senate. College Senate bylaws should define future election and voting procedure.
- The College Senate bylaws shall include a provision for the recall of senators
- The College Senate bylaws shall include mechanisms to ensure communication between the College Senate and campus governance body(s)

The Senate will create and update its own charter, operating procedures and bylaws. These bylaws should include publishing agendas, minutes and materials in a timely manner. The Senate shall define majority and quorum for voting purposes.

Appeal contingency

In the governance process the Connecticut State Community College President has the final decision and accountability for the decisions to the Board of Regents.

The College Senate or Curriculum Congress may vote to appeal to the college president regarding any recommendation made by the Senate or Congress.

The Flow of-Policy Proposals

Policy proposals may originate from the 12 Campus Senates, or from members of the Senate.

There may be a need for policy proposals to also originate from Connecticut State Community College groups outside of a campus senate, including student groups. If this is the case, such proposals will proceed in the same way as a proposal from a campus senate.

Policy proposals will require a majority vote to pass at the Senate.

Proposals that are approved by the CT-State College Senate will be sent to the College President for consideration.

The college/campus senate will determine its own mechanism and protocol for individuals to raise issues to the body, both in terms of agenda items and opportunity for comment to the senate from constituents.

Senate will create and update its own charter, operating procedures, and bylaws. These bylaws should include publishing agendas, minutes, and materials in a timely manner.

Local governance bodies can be used for initial elections to College Senate. College Senate bylaws should define future election and voting procedures.

Compensation for service on College Senate

Additional Responsibilities (Faculty): membership on College Senate will constitute a major Additional Responsibility commitment or course release and should be honored as such.

Faculty and staff workload shall be discussed with the appropriate supervisor/Dean while following negotiated bargaining unit contracts processes

It is recommended that chairs of the Senate receive substantial (3-6) release time/AR credit per semester.

Professional Staff members should discuss workload commitments with appropriate supervisors per semester

Curriculum Congress

The primary charge of the Curriculum Congress will be to review and approve curriculum proposals for Connecticut State Community College.

To honor the NECHE standard that curriculum is the primary domain of faculty (3.15) and to maximize the ability to timely respond to industry needs and streamline the process of curriculum development, the Curriculum Congress is not a sub-committee of the College Senate. (This model is currently in place at several colleges in the system.)

Membership

A guiding principle for curriculum congress membership is that there should be representation from a variety of disciplines as well as relevant enrollment services, administration, and other professional

staff; this is similar to existing college curriculum committees. Ideally this membership will include small, medium, and large campus representatives.

All curricular recommendations will be applicable to CT-State, including local unique campus programs that may only be currently offered at a single campus. Recommendations regarding curriculum are made by the Curriculum Congress to the CT-State Provost & President. When applicable the Provost and President moves forward the curriculum to the CSCU system approval process and Board of Regents.

Curriculum Congress members will facilitate the communication of curricula items and concerns between the campus, program area curriculum committees and statewide Curriculum Congress

Curriculum Congress members will be elected by each statewide Academic Department as noted on the CSCC organization chart.

Voting Members (33): 24 full-time faculty, 6 professional staff (CCPs), 3 students

- Eighteen Faculty positions: There will be four Faculty Representatives from each the 6 CS-State Program Areas (24 total) with no more than one from an Academic Department group (i.e. ANTH, PSY, SOC). Each program area will determine how to achieve a variety of discipline and campus / regional representation Logistics for ensuring such diversity of representation will be addressed in the Curriculum Congress bylaws.
- Six CCP (Community College Professional) positions:
 - One from advising
 - One from registration
 - One CCP with direct curricular responsibilities
 - One from library
 - Two at large
- Three Students Three elected system-wide Student Government Association (SGA) members (must be from separate campuses)

Curriculum Congress should include at least one representative (faculty/staff) from each of the 12 main campuses.

– if there is no representation from a campus, that campus’s senate will elect a non-voting member to the Curriculum Congress to ensure complete communication between each campus and the Congress.

Ex- Officio members (non-voting)

Provost or AVP of Academic Programs and Curriculum (or designee)

VP EMSA or AVP of Enrollment and Retention Services (or designee)

Functional Expertise Guests

Guests (non-voting) with functional expertise as needed should be invited and designated by Congress Chairs, Provost, Vice-President of EMSA, or President.

Co-chairs should be elected from within the Congress (minimum 1 Faculty co-chair)

Congress members should serve 2 year terms (staggered start years), with a 2 consecutive term limit but no lifetime limit; SGA representatives should serve a 1-year term, but can repeat a term.

Congress will create and update its own charter, operating procedures, and bylaws. These bylaws should include publishing agendas, minutes, and materials in a timely manner.

Program Area and/or Academic Department statewide meetings can be used for initial elections to Curriculum Congress. Congress bylaws should define future election procedures.

Compensation for service on Curriculum Congress

Additional Responsibilities (Faculty): membership on the Curriculum Congress will constitute a major AR commitment or course release and should be honored as such.

Faculty and staff workload shall be discussed with the appropriate supervisor/Dean while following negotiated bargaining unit contracts processes

It is recommended that chairs of the Senate receive substantial (3-6) release time/AR credit per semester.

It is recommended that faculty serving should receive a 1-3 hours of credit toward Additional Responsibilities (AR) or a 1-3 credit course release per semester

Professional Staff members should discuss workload commitments with supervisors.

Program Area Curriculum Committee

The primary charge of the Program Area Curriculum Committee will be to review and propose curriculum proposals from each academic program area in Connecticut State Community College.

A Program Area Curriculum Committee for each Program Area in CT State will be established in order to:

- honor the NECHE standard that curriculum is the primary domain of faculty (3.15)
- increase local faculty involvement in the curriculum approval process
- maximize the ability to timely respond to industry needs
- streamline the process of curriculum development

Program Area Curriculum Committees will review and refine curriculum proposals prior to being forwarded to the Curriculum Congress.

Membership

A guiding principle for Program Area Curriculum Committee membership is that there should be representation from each Academic Department (pink box on the attached organizational chart) in each Program Area (blue box). Ideally this membership will include 2 representatives from each Academic Department (pink box); however, if there are less than three Academic Departments (pink boxes) in a given Program Area (blue box), 3 representatives from each

Academic Department should be selected to ensure the Program Area Curriculum Committee is comprised of at least 6 faculty representatives from the Program Area. If there are multiple disciplines in an Academic Department, it is recommended that the two representatives be from different subject areas and different campuses.

All curricular recommendations will be applicable to CT-State, including local unique campus programs that may only be currently offered at a single campus. Recommendations regarding curriculum are made by the Curriculum Congress to the CT-State Provost & President. When applicable the Provost and President moves forward the curriculum to the CSCU system approval process and Board of Regents.

Program Area Curriculum Committee members will facilitate the communication of curricula items and concerns between the campus, department and program area faculty, and statewide Curriculum Congress.

Program Area Curriculum Committee members will be elected by each statewide Academic Department as noted on the CSCC organization chart (pink boxes).

Voting Members (6-8 faculty; size of group will vary based on size of Program Area):

Faculty Positions: There will be two representatives from each Academic Department (pink box); however, if there are less than three Academic Departments (pink boxes) in a given Program Area (blue box), 3 representatives from each Academic Department should be selected to ensure the Program Area Curriculum Committee is comprised of at least 6 faculty representatives from the Program Area.

Ex- Officio members (non-voting)

Program Area Dean (or designee)

Guests (non-voting) with functional or curricular expertise should be invited as needed.

A chair should be elected from within each Curriculum Committees

Program Area Curriculum Committee members should serve 2-year terms (staggered start years), with a 2 consecutive term limit but no lifetime limit.

Program Area Curriculum Committees will adhere to procedures and bylaws developed by the Curriculum Congress, including publishing agendas, minutes, and materials in a timely manner.

Compensation for service on Program Area Curriculum Committee

Additional Responsibilities (Faculty): membership on the Program Area Curriculum Committee will constitute an AR commitment or partial course release.

Faculty and staff workload shall be discussed with the appropriate supervisor/Dean while following negotiated bargaining unit contracts processes

It is recommended that faculty serving on program area curriculum committees should receive a one hour of credit toward Additional Responsibilities (AR) or a 1-credit course release per

semester. Program Area Curriculum Committee chairs should receive 3 credits/hours of release or AR credit per semester.

State-wide Academic Department meetings can be used for initial elections to Program Area Curriculum Committee. Curriculum Congress bylaws should define future election procedures.

The Flow of Curricular Proposals

Curricular proposals and changes will be initiated by faculty in Academic Departments and will come to the Program Area Curriculum Committee

Program Area Deans and Associate Deans will be responsible for facilitating the flow of curriculum proposals through the process and ensuring that disciplines and programs and other relevant Area of Study Deans.

Proposals will require a majority vote to pass at the Curriculum Congress. Definitions of majority and quorum will be determined by the bylaws of the Congress. These bylaws will be developed during the first semester that the Congress meets.

If the Curriculum Congress does not pass a curricular proposal, the proposal will be sent back to the originating Program Area Curriculum Committee group for revision.

Once a curricular proposal is passed, it is sent to the Connecticut State Community College President for consideration and submission to the existing CSCU system academic approval process.

Appeal contingency

In the governance process the Connecticut State Community College President has the final decision and accountability for the decisions to the Board of Regents.

The College Senate or Curriculum Congress may vote to appeal to the college president regarding any recommendation made by the Senate or Congress.

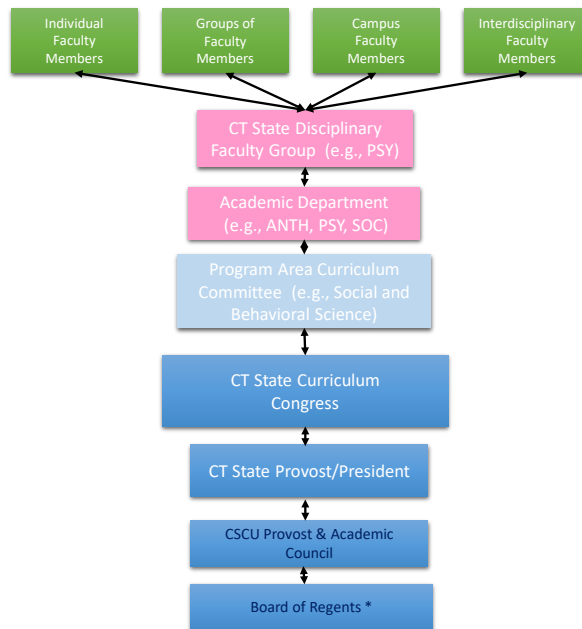
Curriculum Flow Diagram

ALL Curriculum Begins with Faculty

CT State Community College Curriculum Development Process

CT-State course approvals would complete the development process with the CT State Provost/President approval.

Program approval and above threshold program changes would continue to the CSCU Academic Council and the Board of Regents



*It is the Policy of the BOR that its prior approval is required for the following institutional actions regarding academic programming:

- Above Threshold Establishment of a New Academic Program
- Reinstatement of a Discontinued or Suspended Program
- Continued Licensure and Accreditation of an Academic Program
- Replication of a College of Technology Program
- Establishment of a CSCU Center/Institute
- Above Threshold Modification of an Academic Program
- Suspension of an Academic Program
- Discontinuation of an Academic Program

CSCC Program Areas / Academic Department Groups

The Program Areas identified in the Connecticut State Community College organization chart (available at [update link https://www.ct.edu/files/pdfs/ctstate-org-draft.pdf](https://www.ct.edu/files/pdfs/ctstate-org-draft.pdf)) serve to align programs and disciplines of like nature, and will be led by Deans of Program Areas. Academic Departments will align related disciplines and program and will be led by Associate Deans.

Program Areas and Academic Department groups serve the function that discipline departments/divisions do currently at a single college campus.

- All full-time faculty will be assigned to an Academic Department and a corresponding Program Area. It will be assumed that all full-time faculty will participate in their respective groups. All full-time faculty will be full voting members of their group (one vote per faculty)
- All part-time faculty will be assigned to an Academic Department within a Program Area. Their participation will be encouraged, but not required.

Discipline Subgroups

There may be a need for sub-groups within Academic Departments. For instance, a Chemistry group within the sciences, or an Accounting group within Business. These groups may form within the larger groups (even down to the individual course level), discuss needed curricular changes and bring proposals back to their larger Academic Department group for consideration.

It will be up to each Associate Dean and Academic Department to determine how to form and run their sub-groups

Each Academic Department will hold (at a minimum) one system-wide meeting per semester. These meetings will be scheduled by the second week of the semester and preferably held in the second half of the semester to ensure that sub-groups will have adequate time to work on proposals for consideration at the system-wide meetings.

Each Program Area and Academic Department will elect its representative(s) to the Curriculum Congress.

Local governance bodies can be used for initial elections to College Senate. College Senate bylaws should define future election procedures.

Campus-Level Governance

The overall campus governance structure should be designed with these concepts in mind:

- Faculty, staff, and students should all be represented in the governance model on each campus.
- It is recommended that each campus have a primary campus governance body named the Campus Senate; this may be the sole campus governance body, or it may be the primary campus governance body overseeing other bodies such as a faculty senate or staff senate.
- Campuses have the autonomy to maintain a campus governance structure that suits their needs and culture, including structures that do not contain a primary governance body like a Campus Senate; in such structures the campus is responsible for determining how multiple campus governance bodies will collectively contribute to the College Senate including electing members to the College Senate.

The Campus Senate

It is recommended that each overarching campus-level shared governance body should be named the Campus Senate (i.e. Middlesex Campus Senate) As stated above, campuses that do not maintain a Campus Senate will determine how their multiple campus governance bodies will collectively contribute to the College Senate including electing members to the College Senate.

It is recommended that each overarching campus-level shared governance body should be named the Campus Senate.

For comprehensive representation of faculty, staff, and students, the Campus Senate will be the primary body to lead campus-level governance.

The Campus Senate is a local forum for discussion of broad issues of campus culture, community, and priorities and will serve as the primary body to advise campus management.

Curricular proposals will go through the Academic Department and Program Area Curriculum Committees to the statewide Curricular Congress rather than through campus-level governance.

Campus issues may come to the Campus Senate from other campus governance bodies, other campus committees/groups, or members of the campus community. If the Campus Senate determines that an issue is not purely local in nature (it has system-wide implications) then the Campus Senate will create a proposal and move it up to the College Senate. The decision to advance an issue to the College Senate rests with the Campus Senate, not with campus or statewide management.

The college/campus senate will determine its own mechanism and protocol for individuals to raise issues to the body, both in terms of agenda items and opportunity for comment to the senate from constituents

The Campus Senate will facilitate the election of representatives to the statewide College Senate. The Campus Senate will also serve to facilitate reporting and communication between the campus community and the College Senate, as well as between and among other campus governance groups.

The campus governance bylaws shall include mechanisms to ensure communication between the campus governance body(s) and College Senate.

The number of members on the Campus Senate may vary depending on the needs of each campus, providing that at least one seat goes to representatives for each of the following constituencies: faculty, professional staff/CCP/ACL, classified staff, and students.

Each Campus Senate should have a charter to guide its own operations, meetings, and membership election process.

Compensation for Campus Senate Chair(s)- It is recommended that the chair(s) receives appropriate release time or Additional Responsibility credit for significant participation, to be determined in consultation with the appropriate supervising manager.

CONCLUSION

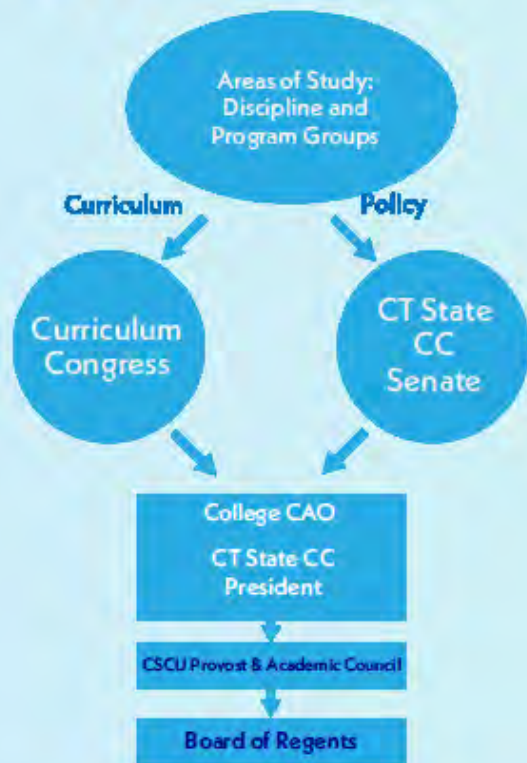
This document was written and endorsed by the Shared Governance Workgroup of the Students First Academic and Student Affairs Consolidation Committee. It has been approved by the Students First Academic and Student Affairs Consolidation Committee, the College Consolidation Implementation Committee, and the Connecticut State Community College President.

This model should be reviewed initially upon two full years of operation, and then at least every five years by the CT-State Senate and the CT-State Community College President.

CT State Community College

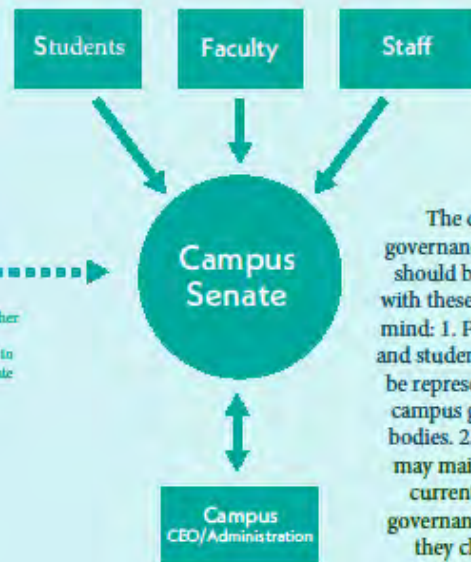
Shared Governance Structure

CT State CC Level



Sample Campus Level

Representation from following groups

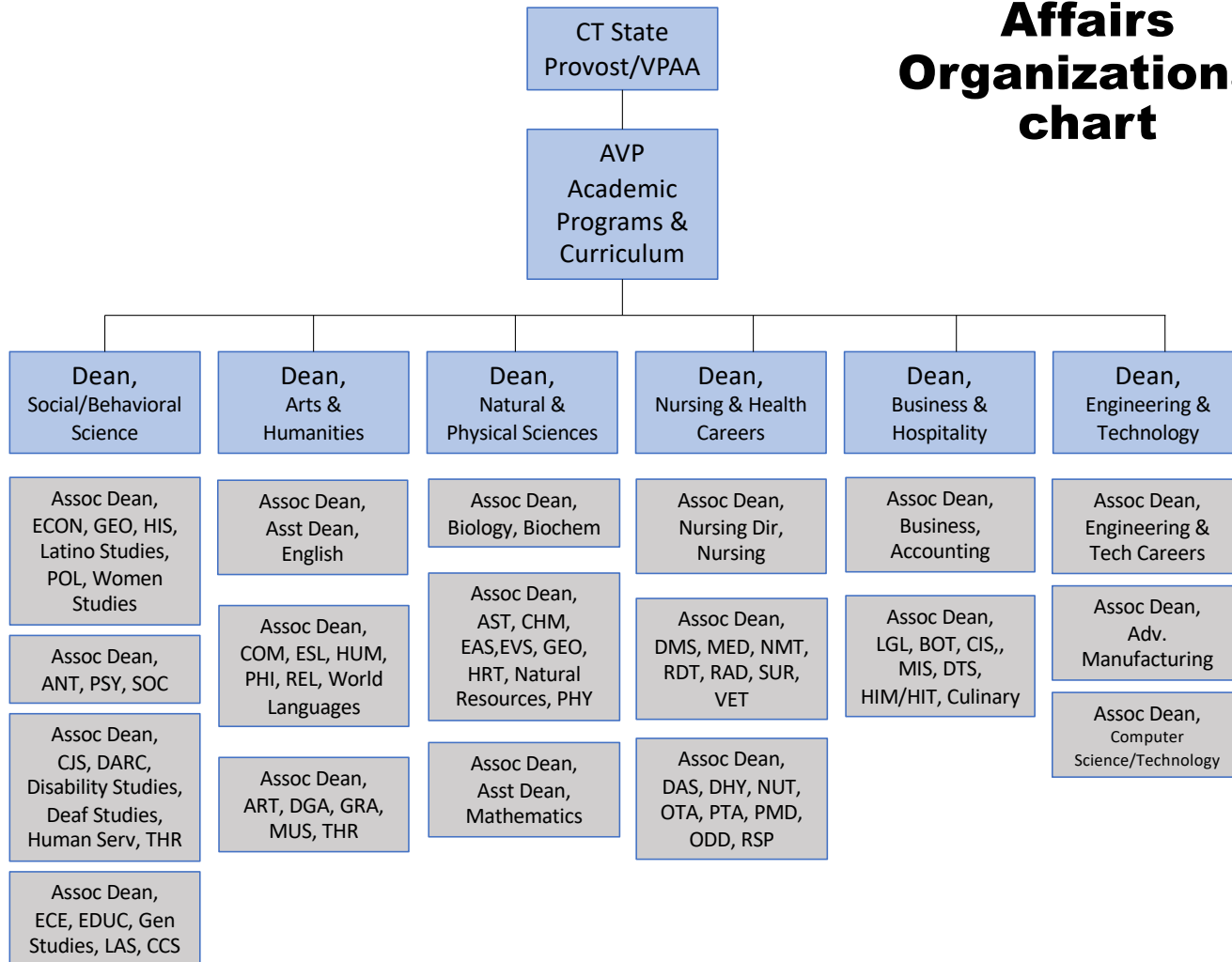


Campus Senates or other bodies will elect representatives to the CT State CC Senate

The campus governance structure should be designed with these concepts in mind: 1. Faculty, staff, and students should all be represented in the campus governance bodies. 2. Campuses may maintain their current campus governance bodies if they choose. 3. Campuses have autonomy to create their campus governance structure in a way that suits their needs and culture.

Academic Affairs Organizational chart

DRAFT



Shared Governance Model – Changes based upon feedback

The proposal was shared with the entire college community for public comment in December 2020. Feedback was received via a web form, from college senates and other governance bodies, and from the Faculty Advisory Committee (FAC).

A summary of changes made post-public comment based upon the feedback:

- Clarification of language throughout the document, including a commitment to NECHE standard 3.15 that curriculum remains the primary domain of faculty. A flow diagram for curriculum development and approval was added.
- The appeal process from the Curriculum Congress to the College Senate was removed. All curriculum or policy decisions may be appealed directly to CT State executive leadership.
- Membership for Community College Professionals (CCPs) on the Curriculum Congress was modified. Rather than all the membership slots being designated by functional role (Fin Aid, Registrar, etc.) a mix of designated roles and at large roles was created. CCP membership was changed from 5 to 6 slots; however, a 2/3 minimum of faculty on the Congress was maintained. Ex-officio members and subject matter expert guest roles were clarified.
- Clarifying language regarding elections of members for the major bodies was added.
- Clarifying language regarding the items under the jurisdiction of Campus Senates was added
- Language regarding compensation for faculty and staff serving on the Curriculum Congress and College Senate was clarified.
- A five-year review of the governance model was added.
- Note: This governance proposal is based upon the draft organizational chart for CT State presented in May 2020.

All 12 colleges received the model and were asked to vote on endorsement in May of 2021. The results of the endorsement and the feedback is attached.

The Shared Governance workgroup met in September and October of 2021 to review all endorsement votes and feedback received.

A summary of changes made based upon the endorsement feedback:

- A preamble was added to the document to provide an overview of the state and local governance bodies.

- It was clarified that curriculum does not move from the Curriculum Congress to the College Senate.
- College Senate membership was increased from 27 to 39 members, by adding 12 at-large non-management members: each campus will elect a faculty member, a staff member, and one at-large members.
- The College Senate bylaw shall now include a provision for a recall of senators and a mechanism to ensure communication between the Senate and campus governance bodies.
- Clarifying language was added to the appeal contingency for both the College Senate and the Curriculum Congress.
- The Curriculum Congress membership was increased from 27-33 members, adding 4 faculty positions. Each Program Area will elect 4 faculty representatives from a variety of Academic Departments;
- The Professional Staff (CCP) positions on the Curriculum Congress were further designated, to include advising, registration, CCPs with curricular responsibilities, library, and one at-large positions.
- Clarifying consistent language was revised to align with the proposed CT-State organization chart – Program Area, Academic Department, and Disciplines.
- Clarity was added regarding consecutive terms by no lifetime term limit for service on the Curriculum Congress.
- To ensure more faculty involvement and the vetting of curriculum by content area experts, an additional layer of curriculum review was added: Program Area Curriculum Committees, consisted of 6-8 faculty from varying Academic Departments in each Program Area.
- Membership, by-laws, and meeting recommendations were added to the Program Area Curriculum Committees.
- The flow of curriculum narrative and chart were updated to include the Program Area Curriculum Committees and to clarify the roles of management and the CSCU system process.
- The Campus Level Governance section was expanded and revised to better explain the thinking of the workgroup. It was clarifying that the group is recommending a Campus Senate, but campuses may use existing governance bodies as long as faculty, staff, and students are all represented in the local mode.
- Elections methods for the statewide Curriculum Congress and College Senate were clarified.
- Because Release Time and Additional Responsibilities are negotiated between faculty and staff and their supervisors, language was added to recommend Release Time / AR rather than require. Faculty and staff workload is also negotiated with the bargaining units and subject to agreed upon contracts and processes.
- A two-year initial review of the model was added, while keeping a regular 5-year review.

Shared Governance Proposal Endorsement Tally and Feedback on the model (compiled)

A summary of vote totals: Yes – 1, No-8 abstain/no vote - 3

ACC- yes

CCC – no vote reported

GCC – no vote reported

HCC – not endorse

MCC – not endorse

MXCC- not endorse

NCC- not endorse

NVCC – not endorse

NWCC – not endorse

QVCC – not endorse

TCC – not endorse

TRCC – abstain

Feedback received during endorsement process:

Local Governance Bodies

We encourage proposal revision that would provide more guidance on the formation of local governance bodies. The chart at the end of the narrative includes Student Government, Faculty Council, Staff Council, and Campus Senate, but the narrative only describes the Campus Senate. (ACC)

A curriculum committee needs to be added to the flow chart of groups at the local campus (specify this name for a group) (HCC)

Removing the ability for faculty on individual campuses to discuss and make Curricular decisions on their campus is highly impactful and problematic. There would need to be a way to make the Curricular process far more inclusive for this to work well. (MCC)

Change the “faculty council” and “staff council” labels to be more general (so won’t interpret that such bodies need to exist on campuses (HCC)

There is no process in place for information flow to or from the campus senates to the college senate. The campus senate is mentioned but has no role in the process other than to maybe elect a college representative to the college senate. (NWCC)

There is no process in places for local curriculum decisions such as what courses and programs will be offered on the campus. There is no regional governing body or shared governance with respect to the regional coordination of programs and courses or any policy or decisions that impact the local region. The regional differences between the regions and colleges/campuses are totally ignored and there is no shared governance process in place to address the regional needs and concerns (NWCC)

All local governance control over programs and courses has been entirely eliminated (see flow chart on page 12), local input is allowed in policy areas only.

- There is no role for the local Academic Dean in the approval of programs and courses, they are excluded from the process.
- There is no role for the Academic Senate or CIP in the approval of programs and courses, CIP doesn't even exist and the local Senate is excluded from the process. (QVCC)

Organizational Structure

We encourage proposal revision that would clarify how the state-wide Areas of Study/Discipline and Program Groups will be formed and operate at the local campus level. (ACC)

The governance process outlined here relies on the organizational chart to describe representation. The organizational chart is incomplete. Without a complete organizational chart, we cannot fully evaluate the adequacy of representation in the proposed structure. (MXCC)

The Shared Governance proposal is based on the Organization Chart which is very confusing, incomplete, (disciplines like physics and engineering are missing from the chart), and responsibilities of both faculty and staff spread across multiple people. For example, the scheduling of courses is done by one person, faculty workload is overseen by another, curriculum is overseen by someone else, distance learning is yet another, and finally there is a VP in charge of program review. (NWCC)

In addition, there are multiple people under the VPs who deal with other specific aspects of each of these categories that impact faculty responsibility. On top of those broad categories of responsibilities regarding faculty, there are also discipline-specific deans and associate deans and directors that oversee the academic discipline aspects of faculty responsibilities. There are multiple layers of admin between the faculty/staff and multiple administrative decision makers. (NWCC)

Faculty and staff instead of reporting to one dean now have their responsibilities divided across multiple administrators (even more so if they teach across disciplines) yet there is no direct line of communication or shared governance process that

addresses this. There is also no direct line of communication between the governance bodies (curriculum or senate) and administrators who are the decision makers (i.e. Provost and Academic Council). The elevated role of the one college president as the point of communication between the governing bodies and the Academic Council is troubling. (NWCC)

Pg. 9 shows four groups indicated by green boxes (individual faculty members, groups of faculty members, campus faculty members, and Interdisciplinary faculty members) providing input into the CT State **Disciplinary Department**. Pg. 12 does not include these four green boxes, but rather shows that curriculum originates with **Discipline and Program GROUPS**, not individual faculty members. (QVCC)

In addition, the **CT State Disciplinary Department** does not appear on page 12 at all (is this the same as the Discipline and Program Groups using a different name?), showing that the Discipline groups submit directly to the CT State **Curriculum Congress** without need to go through the CT State **Disciplinary Department** (QVCC)

There is no explanation about the composition of the CT State Disciplinary Departments or Discipline Groups. Are these elected? Appointed? Is everyone a member? This is important because there is no mechanism to get a proposal to the **Curriculum Congress** without passing through this level, and this level is not defined (QVCC)

Bylaws/Meeting details for governance bodies

Stipulate advanced notice of meetings/times/agendas and timely posting of minutes (HCC)

State that meetings (College Senate and Curriculum Congress) are open to all (HCC)

Please clarify where faculty are assigned if they teach in more than one area— for example, how does someone who teaches an FYE course or in the case of Lib Arts when someone might teach in multiple areas (ENG, HUM, THTR) --move curriculum forward. (MCC)

(1)I hope that full-time faculty can be assigned to more than one discipline or program group. Currently I am teaching both Computer Science/Technology and Engineering courses and I am coordinating both programs of Computer Science and Engineering Science. (2) In the Org Chart, Engineering and Technology Studies programs are missing from Dean of STEM structure, and they should be added. (MXCC)

Many of the Areas of Study Discipline and Program Groups (pages 9-10) will be so large that they will find it difficult or impossible to discuss or agree upon anything in a timely and efficient manner. They will also find it difficult to identify common meeting times that will accommodate the schedules of all faculty members. If meetings are of the traditional face-to-face, on-ground variety, space will need to be found and reserved and travel time factored in. (TXCC individual)

Areas of Study Discipline and Program Groups need to incorporate adjunct faculty as well as full-time faculty. (TXCC individual)

2No Associate Dean or any other non-faculty member should have a role in determining how Area of Study Discipline and Program Groups perform their tasks as this violates NECHE standards (3.13, 3.15. 3.17).

Student representation

Student reps to the shared governance bodies need to be offered credit to serve; also a stipend and paid expenses (HCC)

Curriculum Congress representation

Curriculum Congress representation is too limited—needs to specify and/or provide in membership information that each campus is to be represented (HCC)

Some discipline areas have fewer subjects (discipline groups) but have same number of reps as groups with many subjects – representation needs to be more inclusive (HCC)

HCC wants equal membership from campuses for both College Senate and Curriculum Congress (HCC)

A curriculum committee needs to be added to the flow chart of groups at the local campus (specify this name for a group) (HCC)

Eighteen Faculty positions: There will be three Faculty Representatives Full-time faculty should be specified from each of the 6 Areas of Study (18 total) with no more than one from a discipline grouping (i.e.PSY, CJ). (MCC)

Congress members should serve 2 year terms (staggered), with a 2 term limit; SGA representatives should serve a 1-year term, but can repeat a term. Is the 2 term limit based on the whole career of the faculty member, or like the US President, may a full-time faculty member run again after a 2 year hiatus? I would not want to bar a faculty member after 4 years of service from ever serving again if they chose to do so. (MCC)

Co-chairs should be elected from within the Congress (minimum 1 Faculty Full time faculty co-chair) (MCC)

Curricular proposals will come to the Curriculum Congress from the Discipline and Program Groups and/or an Area of Study. If “all curriculum begins with faculty” as is stated next to the flow chart, perhaps above it should say “...solely from the Discipline and Program Groups”. (MCC)

Once a curricular proposal is passed, it is sent to the Connecticut State Community College President for consideration and submission to the CSU academic approval process (I am unclear what this process entails). (MCC)

Curriculum proposals begin with faculty, the experts on the subjects, therefore I believe that the Curriculum Congress should have more than 18 faculty (more than 72% representation). (MCC)

NECHE standards suggest that the CAO of the college is ultimately responsible for the academic program - but the structure presented here confuses the process as outlined in the standards - it appears that other bodies, such as the CT State CC President is positioned to intervene in academic

program decisions. This seems to interrupt the governance flow posited by the NECHE standards 3.14 (MCC)

While faculty have a substantive voice in the curriculum process, they do not in the College Senate. Other faculty responsibilities outlined by NECHE (such as faculty input on personnel decisions) are also unaccounted for here. (3.15) (MCC)

Removing the ability for faculty on individual campuses to discuss and make Curricular decisions on their campus is highly impactful and problematic. There would need to be a way to make the Curricular process far more inclusive for this to work well. (MCC)

On page 8, why is a Provost, an AVP, a VP, or any administrator, on the “Curriculum Congress?” How does that support NECHE 3.15? (NCC)

On page 8, why are Deans responsible for submitting curriculum proposals? NECHE 3.15. (NCC)

Why isn't the “Curriculum Congress” reporting to the senate? Where is the governance line? (NCC)

The **Curriculum Congress** is composed of 18 faculty members - three from each study area, 6 staff, and 3 students – I'm assuming the *study areas* are the new Guided pathways areas, but the areas are not specified – and need to be – who is associated with each study area? (QVCC)

There is no explanation on how members of the **Curriculum Congress** are made members. Are they appointed? If so, who appoints them? Are they elected? If so, who votes for them? Who runs the discipline elections? This process needs to be spelled out AND to be truly shared governance, it should be through elections NOT appointments. (QVCC)

There is NO GUARANTEE that QVCC will have even one voting member on the Curriculum Congress (page 8 states that “if there is no representation from a campus, that campus's senate will elect a **NON-VOTING** member to the **Curriculum Congress**”). I reiterate **NON-VOTING**, I fear that as a small school, although we may have a voice at the table, we may never actually have a vote on curriculum, ever again. (QVCC)

Pg. 8 also states that the **Curriculum Congress** will **create and update** its own charter, operating procedures and bylaws. So by approving this proposal we are essentially approving a charter and bylaws that **DO NOT YET EXIST**. Furthermore, if this is an appointed Congress, rather than an elected Congress, I think this provision furnishes an avenue for an un-elected Congress to further exclude faculty or campus voices from the curriculum conversation. (QVCC)

Pg. 9 states that Curriculum Proposals will require a majority vote to pass at the **Curriculum Congress** but there is no specificity here. A majority of the Congress? A majority of those in attendance at the meeting? A majority of those actually casting a vote as opposed to abstaining? These need to be defined as well as **what constitutes a quorum of the VOTING**

members of the Congress. (QVCC)

Representation on the Curriculum Committee is problematic. There is a concern that selection may be influenced by Associate Deans and that representatives would not be engaged in student-facing work. (TXCC)

There should be more faculty (current number is 18) to represent so many programs/courses. (TXCC)

Representatives serving terms in the Curriculum Congress and State Disciplinary Dept. should be rotated so that all representatives also engage in student-facing work. (TXCC)

A procedure should be created so that individual colleges can create/pilot new courses without going through a lengthy approval process. (TXCC)

It was suggested that the formula for selection/election of Curriculum Congress be changed to at least one representative from each college, apart from the selection of representatives of the Areas of Study (TXCC)

Eighteen faculty on a state-wide Curriculum Congress (page 7) is far too few people to represent many score of discipline and program areas. At least one faculty representative from each college, apart from those selected to represent Areas of Study, should be added. (TXCC individual)

The Curriculum Congress should be a committee of the College Senate and send proposals to the latter. (TXCC individual)

While the document states (page 8) that the Congress “will create and update its own charter, operating procedures and bylaws,” it determines some of these procedures and bylaws. (TXCC individual)

No Provost, Academic Vice-President, Vice-President, or any other CSCC manager should have a seat on the Curriculum Congress as this violation of NECHE standards (3.15). (TXCC individual)

No Area of Study Dean or Associate Dean should have any role in “submitting curriculum proposals” as this violates NECHE standards (3.15). (TXCC individual)

The “Appeal Contingency” cited on page 9 does not correspond with that cited on page 7 and lacks a rationale, protocol, and process. (TXCC individual)

College Senate Representation

College Senate membership needs to ensure that classified is represented (HCC)

Provision needed for recall of senators [me: maybe stipulate that bylaws need to address this?] (HCC)

State that campus senates are responsible for the election of reps to the College Senate (HCC)

HCC wants equal membership from campuses for both College Senate and Curriculum Congress (HCC)

The small membership size of both the Curriculum Council and College Senate is antithetical to any notion of shared governance. The size of both bodies should either be increased or the campus senates should be given a more substantive role in shared governance. To foster transparency and

effective channels of communication between the campuses and the college office, It would make sense that the chairs of the campus senates also serve as members of the College Senate. (MCC)
The governance process is also shared with only a few faculty/staff across what will be a very large college (i.e. there are only 12 faculty on the college senate). The college senate's role is not clearly defined and it does not seem to play a role in the curriculum. There is no process in place for information flow to or from the campus senates to the college senate. The campus senate is mentioned but has no role in the process other than to maybe elect a college representative to the college senate. (NWCC)

Whereas The structure of the senate membership is not representative nor proportional and disadvantages large campuses such as NVCC; (NVCC)

Whereas it is impossible for 27 members to effectively represent what will be one of the largest colleges in the United States; (NVCC)

The structure of the senate membership is not representative. A total of 27 members for a system of that size is ludicrous. Norwalk CC has 33 members on its senate and the representation is based on census data that includes the number of faculty and staff in each department. The proposed structure resembles that of the US Senate when it should resemble the US House of Representatives (NCC)

On page 7, define the term "policy proposals." Where is the ask for agenda items? (NCC)

On page 7, there is mention that the senate will create its own by-laws. It would seem from this document that most of that is already completed (NCC)

The newly created **College Senate** has two elected representatives from each campus but it **only has input in to policy** NOT curriculum, the **Curriculum Congress** oversees curriculum. (QVCC)

The College Senate (pages 6-7) contains far too few members to represent the thousands of faculty, staff, and administrators, tens of thousands of students, and hundreds of thousands of state residents the current twelve community college governance bodies represent. (TXCC individual)

The College Senate makes no allowance for proportional representation based on number of faculty, staff, and students on each campus. (TXCC individual)

Faculty will be a minority on the College Senate, thus violating NECHE standards (3.13, 3.14, 3.15, 3.17). (TXCC individual)

While the document states that the Senate "will create and update its own charter ,operating procedures and bylaws," it determines some of these procedures and bylaws. (TXCC individual)

The "Appeal Contingency" included on page 7 violates the principle of checks and balances and may simply encourage the College Senate to bypass the Curriculum Congress, by appealing directly to the CT State CC President. (TXCC individual)

Governance Model Review

5 year time frame seems to long for initial review – perhaps 1 year (MCC)

With such a significant change, there should be a much shorter term for review/evaluation would make sense and a clear process for obtaining meaningful feedback should be identified in advance. I recommend the time period should be no longer than after the first 2 years under the new model and there should be mechanism for making modifications based on input. A second review could then be done after 3 years, after which the review time period could be adjusted to 5 years with approval. Shared governance should include ways to evaluate in a meaningful way institutional processes and structures and to create changes as needed. (MCC)

This proposal does not provide a process to modify the proposal or this governance system in the future in an effort to tweak or make the process better. (MXCC)

Overall

Very critical--Insufficient detail about the proposed operation of the Curriculum Congress and CSCC Senate in order to be able to evaluate the workload for representatives, the timeline and speed/responsiveness for moving curriculum through the process, and the role of the full campus-level faculty in shared decision- making Critical--Need more clarity about the impact on current governance committees and description of the role of the Campus Senates relative to the other bodies. Very critical--Need to clarify the mechanism for ongoing feedback between CSCC & Curriculum Congress representatives and the local campus faculty and staff--and vice versa. Also, need to fully assess the impact of not having a place in which all faculty/staff have the opportunity to discuss policy proposals and other key issues. What will happen to both the effectiveness of governance and the sense of shared community/engagement. If the CSCC Senate is responsible for setting system-wide policy, standards, etc., is there any room for the Campus Senate membership to discuss, propose or evaluate policy/governance issues beyond appointing representatives to the CSCC Senate? (MCC)

I do not support that all curriculum or policy decisions may be appealed directly to CT State executive leadership. Our leadership has lost touch with students and the individual community college needs. I do not trust "executive leadership" making educational decisions for the good of our students (MCC)

The CSCC Shared Governance Proposal removes decision making power from the campus community and puts it in the hands of a representative, outnumbered by other representatives for other campuses, weakening governance on a campus. Yes, we will be one "Single College" but other colleges should not have a say in campus specific issues that outweighs those of the campus. The self-interests of other campuses could be used to block important campus-specific initiatives (MXCC)

It would be an improvement if the BOR/CSCU did not have ultimate final authority to categorically ignore the work that students, faculty and staff will do to coordinate amongst 12 campuses. Something more equivalent to the US bill/veto/return to congress vote would provide a more authentically democratic process that properly reflects the intention of shared governance. I feel especially strong about this in terms of curriculum and the expert role that faculty are expected to play in the development process. (MXCC)

The structure is complex with too many layers of bureaucracy, which could impede curriculum development. There were concerns this may discourage faculty from creating new courses/programs. (TXCC)

The structure is too centralized, which would likely reduce flexibility for local institutions to address students' needs. In addition, discussions could become unwieldy, which could lead to gridlock. (TXCC)

The process for creating the proposal was problematic. Many people were either asked to leave the committee or voluntarily resigned because they didn't support the work being done, yet these names are included in the list of contributors which implies more buy-in than is accurate. (TXCC)

The weight of Endorsement Votes is problematic. It isn't clear what impact voting has on the shared governance structure. It seems that the endorsements are only a vehicle to provide information without any indication of what will be done with the information. (TXCC)

The overall structure being proposed is too complex with too many layers, which could impede curriculum development and discourage faculty from creating new courses or programs. (TXCC individual)

The structure is too centralized, which will likely reduce the ability of the faculty and staff on each campus to address student needs. (TXCC individual)

The Governor's Workforce Council
WORKFORCE STRATEGIC PLAN
2020

Click here to view the full report:

[https://portal.ct.gov/-/media/Office-of-the-Governor/
News/20201028-Governors-Workforce-Council-Strategic-Plan.pdf](https://portal.ct.gov/-/media/Office-of-the-Governor/News/20201028-Governors-Workforce-Council-Strategic-Plan.pdf)



CSCU Working Group Charge

Group Name: Aligned Program Review Committee (APRC)

Group Charge:

Members of this committee will:

- Collaboratively review the Faculty Discipline/Program Alignment work group curricular proposals to ensure that the proposals meet the Program Consolidation Guidelines. APRC will not be recommending program-specific changes to curriculum but will be preparing advisory recommendations for proposal adjustments based on adherence to the guidelines. Curriculum proposals that require modification will be sent back to the Faculty Discipline/Program Alignment work groups for revision.
- Submit reviewed and finalized proposals to the SF ASA CC for their review and the next step of the process - college endorsement.
- APRC not only evaluates official proposals from alignment groups, but also receives endorsement votes and feedback from colleges. The APRC makes a determination as to whether the proposal needs to go back to the work group for them to consider the APRC's recommendations or go forward to SF ASA CC.
- Act as a transitional, representative, state-wide curriculum review committee for the purpose of developing the One College.

Group Leads:

The Aligned Program Review Committee (APRC) reports to the Students First Academic and Student Affairs Consolidation Committee (SF ASA CC). The group leadership will include one non-voting administrative designee (SF ASA CC co-chair or designee) and one additional lead elected from the APRC group membership.

Group Membership:

Two-thirds of the committee seats will be reserved for faculty.

Members should include:

- 1 faculty member elected from each of the 12 colleges, (12 voting faculty members from campuses)
- 2 volunteer members from SF ASA CC (2 voting) (Consider faculty members for these positions)

The following four positions will be selected from different colleges from their respective councils.

- 1 Academic Dean or Chief Academic Officer (1 vote) (Selected from the Academic Deans Council)
- 1 Registrar (1 vote) (Selected from the Registrars Council)
- 1 Academic Advisor (1 vote) (Selected from the Advising Leads Council)
- 1 Financial Aid Administrator (1 vote) (Selected from the Financial Aid Council)

Alternates for each position should be decided by each campus/council. If any of the elected members are not available for the meeting, the campus/council will send the alternate to attend. Alternates will be non-voting unless their elected representatives are not able to be present.

Students First Curriculum Alignment Process/Timeline



Note: Required for on-time completion

- (1) FIRC normalizes the Framework 30/36 to one consistent package prior to Round 1 completion (5/2020),
- (2) Common General Education Core completed/endorsed prior to completing Round 1 (5/2020).

2/4/2020

Jane Gates

Charged by Jane Gates,
CSCU Provost and Senior VP Academic & Student Affairs

02.04.2020

Charge Date

CT State Community College
Curriculum Alignment: Scope, Goals, & Guiding Principles

Scope & Goals

We currently have 12 colleges, each with its own catalog and approximately...

- 650 associate degrees & 350 certificates, including programs with the same name, but different requirements
- 4000+ courses, including courses with the same number, but different names, descriptions, pre-requisites, and/or outcomes
- 12 different versions of General Education Requirements (1000+ courses)
- Differing Academic Policies

Our goal is ***One College, One Catalog***. All curriculum is CT State curriculum. With a single college and a single catalog, we will have...

- Singular versions of all degree and certificate programs
 - Programs & Certificates with the same name have the same requirements for all students
 - Each program has a single graduation audit
 - Options within programs allow for specialized training
 - All degree programs include the common general education core and student success course approved by the Board
- One single list of courses statewide
 - Eliminates duplicate courses, prerequisite differences, credit and transfer issues
 - Courses with the same number have the same name, description, pre-requisites, contact/credit hours, learning outcomes
- A common 21-credit General Education core for all degree programs
 - Competency based requirements embedded in a discipline framework
 - Aligned with Framework30 for CSCU (TAP) transfer programs
- Consistent Academic Policies

Guiding Principles

- CT State Catalog must be live no later than Fall 2022
- Backend technology builds begin as early as Summer 2021
- Faculty are at the center of the work; they assume responsibility to maintain the integrity of their curriculum by working with colleagues across all campuses to align degrees, certificates, and courses within their discipline/program
- Aligned curricula “provide a common and consistent high-quality higher education, enabling students to take courses on different campuses without concerns about course transfer or conflicting program requirements (BOR, June 2018)”
- Recognizing that curriculum may have impacts beyond the immediate program/discipline in which it was aligned, the alignment protocol includes an endorsement process that allows all faculty to have a voice in determining the curriculum for CT State
- All CT State degree programs and certificates must be approved by the Board of Regents

CT State Curriculum Alignment: Process Flow for Degrees & Certificates

Stage 1: Faculty Preparation

- Program coordinators and full-time faculty align existing degree and certificate programs into single versions (for similar programs) or clearly differentiate disparate programs into multiple versions (for different programs)
- If all faculty within a discipline or program are not involved in the initial drafting of proposals, the proposals are distributed to all relevant faculty for up to a 30-day review and feedback period. All faculty are also invited to participate in revisions of the proposals.

Stage 2: Review by CT State Transitional Committees

- The APRC (75% faculty) reviews all program proposals; programs are forwarded to SF ASA CC or returned to faculty for further review and revision
- The SF ASA CC recommends programs move to campus endorsement or sends them back to the APRC for further review and revision

Stage 3: Campus Endorsement

- APRC representatives bring programs to their campus for endorsement and submit endorsement votes and feedback to APRC
- Feedback on any proposal may also be submitted online

Stage 4: Follow-up by CT State Transitional Committees & Academic Leadership

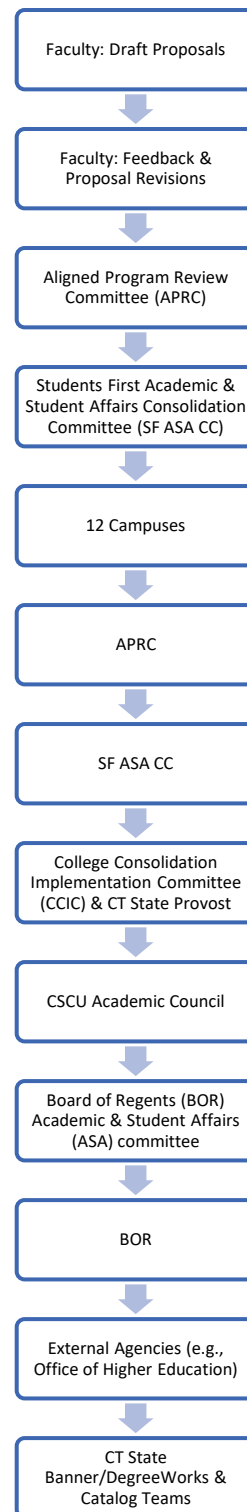
- The APRC, based on a thorough review of the endorsement feedback, recommends the SF ASA CC move the programs forward or sends programs back to faculty for further review and revision (if feedback revealed concerns regarding the content of the programs)
- SF ASA CC recommends programs move forward to the CCIC or back to APRC for further review and revision
- CCIC recommends programs move forward to the Provost or back to APRC for further review and revision

Stage 5: CSCU Notification and BOR Approval

- With approval of the CT State Provost, the APRC administrative chair notifies CSCU Academic Council of programs recommended for CT State and requests such programs be placed on the agenda for the next BOR Academic & Student Affairs committee.
- The ASA reviews and approves programs or sends them back to the APRC for further review and revisions
- At the recommendation of ASA, BOR approves programs to be offered at CT State

Stage 6: Implementation

- Relevant program information for approved programs is forwarded to external agencies (e.g., Office of Higher Education) as required by state and federal regulations as well as internal CT State Banner and Catalog teams to begin the Banner and Catalog builds



CT State Curriculum Alignment: Process Flow for Courses

Stage 1: Faculty Preparation

- Program coordinators and full-time faculty align existing courses into single versions (for similar courses) or clearly differentiate disparate courses into multiple versions (for different courses)
 - If all faculty within a discipline or program are not involved in the initial drafting of proposals, the proposals are distributed to all relevant faculty for up to a 30-day review and feedback period. All faculty are also invited to participate in any revisions of the proposals.
-

Stage 2: Review by CT State Transitional Committees & Academic Leadership

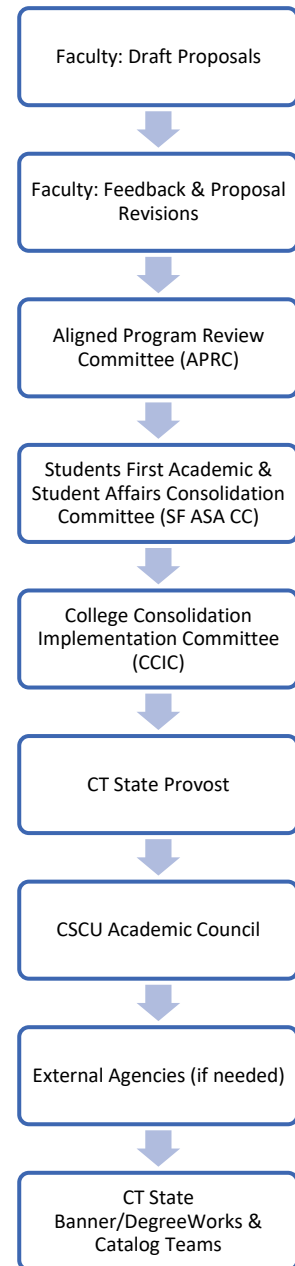
- The APRC (75% faculty) reviews all course proposals; courses are forwarded to SF ASA CC or returned to faculty for further review and revision
 - The SF ASA CC recommends courses move to CCIC or sends them back to the APRC for further review and revision
 - CCIC recommends courses move forward to the CT State Provost for final approval or back to APRC for further review and revision
-

Stage 3: CSCU Notification and Final Approval

- At the recommendation of the CCIC, the CT State Provost provides final approval of courses to be offered at CT State or sends courses back to APRC for review and revision
 - APRC administrative chair notifies CSCU Academic Council of courses recommended for CT State.
-

Stage 4: Implementation

- Relevant course information is forwarded to external agencies if needed (e.g., specialized accreditation agencies) as well as internal CT State Banner and Catalog teams to begin the Banner and Catalog builds



A Message from Dr. Gates

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

Tue 4/21/2020 12:30 PM

To: CSCU-Announcement <CSCU-Announcement@ct.edu>

Dear Community College Faculty Members,

I hope that you and your loved ones are well and staying safe. During this time of great uncertainty and disruption to your personal and professional lives, I want to take this opportunity to thank each of you for all of your work towards continuously improving the curricula for our students and to your continued commitment to student success.

I have received some questions from faculty members about curriculum work and I am writing to confirm that the Students First discipline-specific curriculum alignment workgroups are continuing their work in preparation for the One College catalog.

This work is following the process outlined in the BOR-approved Students First plans in which the curriculum alignment work should be carried out by faculty members from the colleges. The groups have been asked to discuss and agree upon the mission, philosophy, and learning outcomes of their programs as well as to align specific course numbering, pre-requisites, co-requisites, and outcomes by December 2020.

The unions have stated that 'all union members have rights under the contract and those that wish to support consolidation are free to do so without retribution from their colleagues.' Many colleges around the country are considering mergers and consolidations for the same reasons that Connecticut is moving forward with the process, specifically to improve student success (including retention and graduation rates), reduce the equity gap, and create fiscal sustainability.

In preparation for the yearly Additional Responsibilities proposal process, the system has recently shared its priorities for the AY 2020-21 related to Students First:

- aligning college curricula statewide to support high quality educational programs and seamless transfer
 - creating a single college with programs aligned in their missions and learning outcomes
 - creating unified pre-requisites and learning outcomes for common courses
- adoption of a statewide general education curriculum
 - establish statewide single college General Education governance committee
 - establish statewide General Education category/discipline vetting groups
- implementing initiatives to improve and increase student enrollment, retention, and completion and reduce equity gaps in attainment, such as Guided Pathways and Achieving the Dream reforms

I am deeply grateful to each of you for your contributions and extraordinary dedication to our students. I urge you to continue this important work with your discipline-specific curriculum alignment workgroups in preparation for the One College and invite others who were not initially involved to join this critical work. Given the current state quarantine and social distancing recommendations, I encourage you to continue your work virtually, utilizing WebEx or Teams, until such time when we are able to meet again in person. I look forward to viewing your curriculum proposals, fully confident that our work will have a significant positive impact in the lives of our students.

Sincerely,

Jane McBride Gates, Ph.D.
Provost and Senior Vice President for Academic and Student Affairs
Connecticut State Colleges and Universities

A message from the curriculum alignment team - survey participation by May 15 requested

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

Tue 5/5/2020 12:27 PM

To: CSCU-Announcement <CSCU-Announcement@ct.edu>

Dear Community College Faculty Members,

We hope that you and your families are healthy and safe. We know that you have been tasked with implementing many rapid changes during these weeks of remote teaching and learning and that you are going above and beyond for your students. Your continued dedication to your students, your college, and your profession in the face of daunting and unprecedented challenges is inspiring.

With all of these changes and challenges, there may be questions about what is happening with the program alignment work groups, especially in light of recent campus and union discussions about participation in the Student First initiative. We have been fielding questions as to whether the curriculum alignment work groups can meet as well as how the groups can navigate through the process without some members and/or colleges participating.

Provost Gates recently sent out an email to all community college faculty members confirming that the curriculum alignment work is ongoing and is a system priority for the 2020-21 academic year. These efforts to align courses and create common programs for the One College are moving forward with those faculty and colleges willing to participate because common course and program alignment makes sense for our students and is one way that we will support educational attainment and student success statewide. These goals continue to be major initiatives of the BOR.

We heard from faculty members that the curriculum alignment work is challenging to complete in addition to all of their day-to-day faculty responsibilities. In addition, some groups have been stalled by factors beyond their control, such as waiting for the final general education core. We appreciate this feedback and are working with system office leadership to help mitigate this burden. As a first step, we have adjusted some deadlines such that aligned [program and course templates](#) will be due December 21, 2020.

The input of all faculty members and the representation of all colleges is critical in this process. Even if you have not been directly involved in the curriculum alignment work to date, please know that you are welcome to join the process.

To gauge interest about who is willing to help us achieve the goals set forth in the [Program Consolidation Guidelines for Discipline Work Groups](#), we are asking faculty members to complete this short survey, [Curriculum Alignment Participation](#), by May 15, 2020. We are requesting that faculty members currently on alignment groups also complete the survey by May 15, 2020 to confirm their participation.

- [Curriculum Alignment Participation Survey \(Microsoft Office Forms\)](#)

If we do not receive survey responses from faculty members previously involved in alignment group discussions by May 15, 2020, we will assume that they have withdrawn from the work. Near the end of May, we will send out revised alignment group membership lists and we will begin scheduling informational meetings with each group to further describe the process moving forward.

We hope that you will consider assisting with your discipline-specific curriculum alignment work group to continue this important work in preparation for the One College.

Your curriculum alignment team,

Mike, Fran, Kim, and Sue

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<https://forms.office.com/Pages/ResponsePage.aspx?id=ePidZ3onakmsjdmeWGBt2YPvhfzw6pVPn-Vdgy26bGNUN0tKVIZWN0E4QkIHQTVaNzBYVjFTSzU3My4u>



[Fill | Curriculum
Alignment
Participation](#)

Survey
forms.office.com

Curriculum Alignment Survey - Thank You and Update

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

Fri 6/5/2020 1:08 PM

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



Dear Colleagues,

A sincere thank you to all of those who responded to our survey regarding participation in curriculum alignment work for CT State Community College and/or applied for funding to complete their work. We know how busy and stressful the end of the academic year can be and we truly appreciate you taking the time to complete the surveys and provide thoughtful comments. In total, we received 280 participation survey responses, with over 70% of respondents expressing an interest in working to align programs and courses in their disciplines. In addition, 35 requests for funding were submitted.

We are in the process of creating Outlook/MS Teams groups for disciplines and programs based on the responses to the participation survey and the funding requests. You can use this work-space to connect with others in your discipline(s) and program(s). Once that is complete, we will begin the process of reaching out to each work group to schedule informational meetings. As a reminder, in these meetings, we will review all the logistical details, including the specific programs and courses needing to be aligned, as well as the supports and resources we are able to provide to assist you in your work. We will also work with you to establish a timeline to submit the required deliverables by the December 21, 2020 deadline, if not before. Groups who requested funding will be able to use those funds to complete their work this summer. If you have not yet applied for funding to subsidize summer work, we can also provide you with more information about that opportunity.

You will be contacted by one of the alignment managers in the coming weeks – with over 80 groups and only two managers, it may take some time to get to everybody, so please be patient and bear with us as we work through this process. In the meantime, certainly feel free to email if you have questions or concerns.

For those who did not complete the survey or those who indicated they did not wish to participate, please know that our invitation will remain open. If at any time you would like to join this important work, simply send an email to any member of the alignment team.

Your curriculum alignment team,

Mike, Fran, Kim, and Sue

CT State Community College TAP Common Program Template

Below are the general education requirements for all TAP degrees, consisting of courses within the 10 Framework30 categories. It includes 7 courses in the CT State General Education core (approved by the BOR 5/14/2020) plus 3 additional Framework30 courses.		
1	ENG 101 Composition (TAP Written Communication I)	3 credits
2	Math 100 or higher (college level) course vetted for QR	3-4 credits
3	Arts and Humanities – Course vetted for TAP Arts and Humanities (replaces Aesthetic Dimensions) ARC 102, ART, COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR, Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS, SPA)	3-4 credits
4	Scientific Reasoning* – AST, BIO, CHE, EAS, ENV, EVS, GLG, MET, OCE, PHY, SCI course vetted for TAP Scientific Reasoning	3-4 credits*
5	Social / Behavioral Science – ANT, ECN, GEO, POL, PSY, SOC, WMS course vetted for TAP Social and Behavioral Science outcomes	3 credits
6	Written Communication II – ENG course vetted for TAP Written Communication II outcomes	3 credits
7	Scientific Knowledge and Understanding* – AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes	3-4 credits*
8	Historical Knowledge – HIS course vetted for TAP Historical Knowledge outcomes	3 credits
9	Oral Communication – course vetted for TAP Oral Communication	3 credits
10	Continued Learning and Information Literacy – course vetted for TAP Continued Learning and Information Literacy	3 credits
<p>*Note: Students must complete one science course that includes a lab. It can be in either science category.</p> <p>Students must take at least one course in the General Education core which meets a diversity requirement. This requirement will be embedded in certain courses, most likely in, but not limited to, the Social/Behavioral Science and Arts & Humanities categories. By Board policy, CCS 101 will meet the embedded diversity requirement.</p> <p>Board policy requires all CT State Community College degree programs to include CCS 101: College Career and Success. The CCS 101 course can be included as one of the courses in the General Education core or can be incorporated into your degree program as a required program course. If programs are unable, for justifiable reasons, to include CCS 101 in their programs without exceeding the 60-61 credit normalization limits, they may apply for an exception to credit normalization – such requests will be considered on a case-by-case basis. The full CCS 101 policy information will be available on the CSCU website [https://www.ct.edu/regents/policies].</p> <p>Courses have not yet been fully vetted for the CT State General Education core. Until a list of CT State General Education courses is available, you may continue to use any courses currently approved as Framework 30 courses at one or more of the community colleges. Note that revisions may be required as the CT State General Education core is populated.</p>		
General Education Total:		31-34 credits

Click here to view additional details about the TAP Framework30 Learning Outcomes:
<https://www.ct.edu/files/pdfs/tap-general-education.pdf>

CT State Community College Common Program Template

Below are the general education requirements for the CT State General Education core (approved by the BOR 5/14/2020).		
1	ENG 101 Composition	3 credits
2	Math 100 or higher (college level)	3-4 credits
3	Arts and Humanities – Course vetted for TAP Arts and Humanities (replaces Aesthetic Dimensions) ARC 102, ART, COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR, Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS, SPA)	3-4 credits
4	<p>Choose one from:</p> <ul style="list-style-type: none"> • Scientific Reasoning – AST, BIO, CHE, EAS, ENV, EVS, GLG, MET, OCE, PHY, SCI course vetted for TAP Scientific Reasoning • Scientific Knowledge and Understanding – AST, BIO, CHE, EAS, ENV, EVS, GLG, MET, OCE, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes 	3-4 credits (lab optional)
5	<p>Choose one from:</p> <ul style="list-style-type: none"> • Social / Behavioral Science – ANT, ECN, GEO, POL, PSY, SOC, WMS course vetted for TAP Social and Behavioral Science outcomes • Historical Knowledge – HIS course vetted for TAP Historical Knowledge outcomes 	3 credits
6	<p>Choose one from:</p> <ul style="list-style-type: none"> • Oral Communication – COM courses vetted for TAP Oral Communication outcomes • Written Communication II – ENG course vetted for TAP Written Communication II outcomes 	3 credits
7	<p>Choose one from: (Program directed) A course vetted for one of the following TAP categories that has not been fulfilled elsewhere in the general education requirements:</p> <ul style="list-style-type: none"> • Continued Learning/Info Literacy • Scientific Knowledge • Scientific Reasoning • Social / Behavioral Science • Historical Knowledge • Written Communication II • Oral Communication <p>Program coordinators/faculty will determine how this is designated</p>	3-4 credit
<p>Students must take at least one course in the General Education core which meets a diversity requirement. This requirement will be embedded in certain courses, most likely in, but not limited to, the Social/Behavioral Science and Arts & Humanities categories. By Board policy, CCS 101 will meet the embedded diversity requirement.</p> <p>Board policy requires all CT State Community College degree programs to include CCS 101: College Career and Success. The CCS 101 course can be included as one of the courses in the General Education core or can be incorporated into your degree program as a required program course. If programs are unable, for justifiable reasons, to include CCS 101 in their programs without exceeding the 60-61 credit normalization limits, they may apply for an exception to credit normalization – such requests will be considered on a case-by-case basis. The full CCS 101 policy information will be available on the CSCU website</p>		

CT State Community College Common Program Template

	<p>[https://www.ct.edu/regents/policies].</p> <p>Courses have not yet been fully vetted for the CT State General Education core. Until a list of CT State General Education courses is available, you may continue to use any courses currently approved as Framework 30 courses at one or more of the community colleges. Note that revisions may be required as the CT State General Education core is populated.</p>	
	General Education Total:	21-25 credits

Click here to view additional details about the CT State General Education Policy that was approved by the BOR in May 2020:
<https://www.ct.edu/files/policies/1.21%20Policy%20on%20General%20Education%20Core.pdf>

Curriculum Alignment Progress
January 10, 2022 Status



The following degrees and certificates have completed full review by CT State transitional committees and were approved by the Board of Regents (June 2021 and December 2021):

- 1) Accounting, A.S.
- 2) Accounting Certificate
- 3) Automotive Technology: Advanced Engine Performance Certificate
- 4) Automotive Technology: Automotive Fundamentals Certificate
- 5) Automotive Technology: Automotive Management, A.S.
- 6) Automotive Technology: Comprehensive Automotive Repair and Service (CARS), A.S.
- 7) Automotive Technology: General Automotive Service Certificate
- 8) Automotive Technology: General Motors Automotive Service Education Program (ASEP), A.A.S.
- 9) Automotive Technology: General Motors Automotive Service Certificate
- 10) Automotive Technology: Honda Professional Automotive Career Training (PACT), A.A.S.
- 11) Automotive Technology: Honda Professional Auto Career Training (PACT) Certificate
- 12) Biochemistry Studies, A.A. (CSCU Pathway Transfer Degree)
- 13) Biology Studies, A.A. (CSCU Pathway Transfer Degree)
- 14) Business Office Technology: Office, A.S.
- 15) Business Office Technology: Medical, A.S.
- 16) Cannabis Studies Certificate
- 17) Communication Studies, A.A. (CSCU Pathway Transfer Degree)
- 18) Communications: Media Production, A.S.
- 19) Communications: Human Communication, A.S.
- 20) Communications: Journalism, A.S.
- 21) Computed Tomography Certificate
- 22) Criminal Justice, A.S.
- 23) Criminal Justice: Law Enforcement, A.S.
- 24) Criminal Justice: Corrections, A.S.
- 25) Criminal Justice: Homeland Security, A.S.
- 26) Criminal Justice: Criminal Investigations, A.S.
- 27) Criminal Justice: Juvenile Justice, A.S.
- 28) Criminal Justice: Victimology, A.S.
- 29) Criminal Justice: Law & Legal, A.S.
- 30) Criminal Justice: Computer Crimes Investigations, A.S.
- 31) Criminal Justice: Homeland Security Certificate
- 32) Criminal Justice: Criminology Studies, A.A. (CSCU Pathway Transfer Degree)
- 33) Disability Specialist, A.S.
- 34) Disability Specialist Certificate
- 35) Drug and Alcohol Recovery Counselor, A.S.
- 36) Drug and Alcohol Recovery Counselor Certificate
- 37) Economics Studies, A.A. (CSCU Pathway Transfer Degree)
- 38) Exercise Science Studies, A.A. (CSCU Pathway Transfer Degree)
- 39) Exercise Science, A.S.
- 40) Game Design, A.S.
- 41) Geography Studies, A.A. (CSCU Pathway Transfer Degree)
- 42) Graphic Design, A.S.
- 43) Graphic Design: Design & Illustration, A.S.

- 44) Graphic Design: Digital Media/Web Design, A.S.
- 45) Health Information Technology - Data Management, A.S.
- 46) HIT: Clinical Coding Certificate
- 47) Horticulture, A.S.
- 48) Horticulture Certificate
- 49) Horticulture: Landscape Design Certificate
- 50) Magnetic Resonance Imaging Certificate
- 51) Mammography Certificate
- 52) Massage Therapy, A.S.
- 53) Medical Assisting, A.S.
- 54) Medical Assisting Certificate
- 55) Medical Laboratory Technician, A.S.
- 56) Music Studies, A.A.
- 57) Nutrition and Dietetics, A.S.
- 58) Occupational Therapy Assistant, A.S.
- 59) Ophthalmic Design and Dispensing, A.S.
- 60) Sociology Studies, A.A. (CSCU Pathway Transfer Degree)
- 61) Speech-Language Pathology Assistant, A.S.
- 62) Sports & Leisure Management, A.S.
- 63) Visual Art, A.A.
- 64) Visual Art: Photography, A.A.
- 65) Visual Art: Illustration, A.A.
- 66) Visual Art: Design, A.A.
- 67) Visual Art: Art Studies, A.A. (CSCU Pathway Transfer Degree)

The following degrees and certificates have completed initial review by the CT State transitional committees (September 2021 – December 2021) and are currently in the endorsement phase. These are anticipated to go to the Board February – April 2022:

- 1) Architectural Design Technology, A.S.
- 2) Automotive Technology: Comprehensive Automotive Repair and Service (CARS) Certificate
- 3) Biomedical Engineering Technology, A.S.
- 4) Biotechnology, A.S.
- 5) Biotechnology Certificate
- 6) Bookkeeping Certificate
- 7) Business: Business Administration, A.S.
- 8) Business: Entrepreneurship, A.S.
- 9) Business: Finance, A.S.
- 10) Business: Honors, A.S.
- 11) Business: Management, A.S.
- 12) Business: Marketing, A.S.
- 13) Business: Business Administration Certificate
- 14) Business: Digital Marketing Certificate
- 15) Business Entrepreneurship Certificate
- 16) Business: Finance Certificate
- 17) Business: Management Certificate
- 18) Business: Marketing Certificate
- 19) BOT: Administrative Support Specialist Certificate
- 20) BOT: Customer Service Specialist Certificate
- 21) BOT: Electronic Health Records Specialist Certificate
- 22) BOT: Legal Administrative Support Specialist Certificate
- 23) BOT: Medical Insurance Specialist Certificate
- 24) BOT: Office Application Skills Update Certificate
- 25) BOT: Social Media Specialist Certificate
- 26) Certified Phlebotomy Technician Certificate
- 27) Chemistry Studies, A.A. (CSCU Pathway Transfer Degree)

- 28) Civic Engagement Certificate
- 29) Clean Water Management Certificate
- 30) College of Technology (COT): Engineering Science, A.S.
- 31) COT: Technology Studies (parent degree), A.S.
- 32) COT: Technology Studies: Engineering Technology, A.S.
- 33) COT: Technology Studies: Technology and Engineering Education, A.S.
- 34) COT: Technology Studies: Biomolecular Sciences, A.S.
- 35) COT: Technology Studies: Data Science, A.S.
- 36) COT: Technology Studies: Data Science Certificate
- 37) COT: Technology Studies: Industrial Technology, A.S.
- 38) COT: Technology Studies: Computer Engineering Technology, A.S.
- 39) COT: Technology Studies: Energy Management, A.S.
- 40) COT: Technology Studies: Energy Management Certificate
- 41) COT: Technology Studies: Environmental Science, A.S.
- 42) COT: Technology Studies: Advanced Manufacturing Machine Technology Option 1, A.S.
- 43) COT: Technology Studies: Advanced Manufacturing Machine Technology Certificate 1
- 44) COT: Technology Studies: Advanced Manufacturing Machine Technology Option 2, A.S.
- 45) COT: Technology Studies: Advanced Manufacturing Machine Technology Certificate 2
- 46) COT: Technology Studies: Precision Manufacturing, A.S.
- 47) COT: Technology Studies: Precision Manufacturing Certificate
- 48) COT: Technology Studies: Precision Welding and Fabrication Technology, A.S.
- 49) COT: Technology Studies: Welding and Fabrication Technology Certificate
- 50) COT: Technology Studies: Robotics and Mechatronics Technician, A.S.
- 51) COT: Technology Studies: Robotics and Mechatronics Technician Certificate
- 52) COT: Technology Studies: Mechatronics Automation Technician, A.S.
- 53) COT: Technology Studies: Mechatronics Automation Technician Certificate
- 54) COT: Technology Studies: Manufacturing Engineering Technology, A.S.
- 55) COT: Technology Studies: Architectural CAD Certificate
- 56) COT: Technology Studies: CAD User Certificate
- 57) COT: Technology Studies: Mechanical CAD Certificate
- 58) Computer Engineering Technology, A.S.
- 59) Computer Servicing Certificate
- 60) Culinary/Hospitality: Culinary Arts A.S.
- 61) Culinary/Hospitality: Culinary Arts Certificate
- 62) Culinary/Hospitality: Dietary Supervision Certificate
- 63) Culinary/Hospitality: Foodservice Management A.S.
- 64) Culinary/Hospitality: Hospitality and Tourism Management A.S.
- 65) Culinary/Hospitality: Hospitality and Tourism Management Certificate
- 66) Culinary/Hospitality: Professional Baker Certificate
- 67) Dance, A.S.
- 68) Dance Certificate
- 69) Data Analytics Certificate
- 70) Dental Assistant Certificate
- 71) Dental Assisting Certificate
- 72) Dental Hygiene, A.S.
- 73) Diagnostic Medical Sonography, A.S.
- 74) ECED: Early Childhood Education (Transfer Continued Studies), A.S.
- 75) ECED: Early Childhood Education, A.S.
- 76) ECED: Early Childhood Credential Studies, ECTC Level A, A.S.
- 77) ECED: Early Childhood Education Certificate
- 78) ECED: Administration, Management, and Leadership Certificate
- 79) ECED: Infant and Toddler Certificate
- 80) English as a Second Language: Advanced English Proficiency Certificate
- 81) Environmental Science: Environmental Biology, A.S.
- 82) Environmental Science: Environmental Engineering Technology, A.S.
- 83) Environmental Science: Environmental Science and Toxicology, A.S.

- 84) Environmental Science: Environmental Science-Sustainability, A.S.
- 85) Environmental Science: Natural Resources, A.S.
- 86) Environmental Science: Environmental Health & Safety Certificate
- 87) Environmental Science: Environmental Health and Toxicology Certificate
- 88) Environmental Science: Natural Resources Certificate
- 89) General Studies, A.S.
- 90) Health Care Administration, A.S.
- 91) Human Services: General Degree, A.S.
- 92) Human Services: Child, Family, and Community Studies, A.S.
- 93) Human Services: Gerontology Studies, A.S.,
- 94) Human Services: Mental Health, A.S.
- 95) Human Services: Human Services Management, A.S.
- 96) Human Services: Gerontology Certificate
- 97) Human Services: Management Certificate
- 98) Human Services: Mental Health Certificate
- 99) Human Services: Social Work Studies, A.A. (CSCU Pathway Transfer Degree)
- 100) Interior Design Career Program, A.A.S.
- 101) Interpreter Training Program, A.S.
- 102) Deaf Studies Certificate
- 103) Liberal Arts and Sciences A.A.
- 104) Liberal Arts and Sciences A.S.
- 105) Library Technology Certificate
- 106) Mathematics Studies, A.A. (CSCU Pathway Transfer Degree)
- 107) Music Industry, A.S.
- 108) New Media Production, A.A.S. with Audio & Music Production Certificate
- 109) New Media Production, A.A.S. with Corporate Media Certificate
- 110) New Media Production, A.A.S. with Film & Video Certificate
- 111) New Media Production, A.A.S. with Digital Marketing Certificate
- 112) New Media Production, A.A.S. with Multimedia Certificate
- 113) New Media Production, A.A.S. with News & Sports Certificate
- 114) New Media Production, A.A.S. with Web Design & Development Certificate
- 115) Nuclear Medicine Technology, A.S.
- 116) Nursing, A.S.
- 117) Outpatient Medical Coding & Auditing, A.S.
- 118) Medical Billing & Outpatient Coding Specialist Certificate
- 119) Paralegal, A.S.
- 120) Paralegal Certificate
- 121) Paramedic Studies A.S.
- 122) Paramedic Studies Emergency Medical Services Instructor Option, A.S.
- 123) Paramedic Certificate
- 124) Pre-Dental Hygiene Transfer Compact, A.S.
- 125) Pre-Nutrition Transfer Degree, A.S.
- 126) Physics Studies, A.A. (CSCU Pathway Transfer Degree)
- 127) Radiography, A.S. (Naugatuck Valley/Capital)
- 128) Radiography: Gateway Option, A.S.
- 129) Radiography: Manchester Option, A.S.
- 130) Radiography: Middlesex Option, A.S.
- 131) Radiation Therapy: Gateway Option, A.S.
- 132) Radiation Therapy: Manchester Option, A.S.
- 133) Railroad Engineering Technology, A.S.
- 134) Railroad Engineering Technology: Signaling and Communications Option, A.S.
- 135) Surgical Technology, A.S.
- 136) Surgical Technology, Manchester-Hartford Hospital Program, A.S.
- 137) Therapeutic Recreation A.S.
- 138) Therapeutic Recreation Certificate
- 139) Veterinary Technology: Middlesex Option, A.S.

- 140) Veterinary Technology: Northwestern Option, A.S.
- 141) Veterinary Technology: Norwalk Option, A.S.
- 142) Water Management Certificate

The following degrees and certificates are scheduled for review by the CT State transitional committees and endorsement in Spring 2022. Board review should follow in May-June 2022:

- 1) Archaeology as an Avocation certificate
- 2) Aviation Maintenance Technology, A.S.
- 3) Banking, A.S.
- 4) Business Studies, A.A. (CSCU Pathway Transfer Degree)
- 5) Business Intelligence, A.S.
- 6) Computer Information Systems
- 7) Computer Networking, A.S.
- 8) Computer Networking Certificate
- 9) Computer Science Studies, A.A. (CSCU Pathway Transfer Degree)
- 10) Construction Management, A.S.
- 11) Construction Management Certificate (CCC)
- 12) Construction Management Certificate (TRCC)
- 13) Culinary/HSP: Hotel Management, A.S.
- 14) Culinary/HSP: Meetings, Conventions, Special Events Certificate
- 15) Culinary/HSP: Restaurant and Food Service Management, A.S.
- 16) Cybersecurity, A.S.
- 17) Cybersecurity: Networking, A.S.
- 18) Cybersecurity Certificate
- 19) Digital Arts Technology, A.S.
- 20) Electrical Engineering Technology, A.S.
- 21) Electronic Engineering Technology, A.S.
- 22) Electronics Technician Certificate
- 23) EMT Certificate
- 24) English Studies, A.A., (CSCU Pathway Transfer Degree)
- 25) Fire Technology & Administration, A.S.
- 26) Firefighter 1 Certificate
- 27) Firefighter 2 Certificate
- 28) French Studies, A.A. (CSCU Pathway Transfer Degree)
- 29) German Studies, A.A. (CSCU Pathway Transfer Degree)
- 30) Health Science Certificate
- 31) History Studies, A.A. (CSCU Pathway Transfer Degree)
- 32) Italian Studies, A.A. (CSCU Pathway Transfer Degree)
- 33) Management Information Systems
- 34) Manufacturing Engineering Technology, A.S.
- 35) Mechanical Engineering Technology, A.S.
- 36) Natural Sciences & Mathematics, A.S.
- 37) Nuclear Engineering Technology, A.S.
- 38) Pathways to Teaching Careers, A.S.
- 39) Public Utility Management, A.S.
- 40) Physical Therapist Assistant, A.S.
- 41) Political Science Studies, A.A. (CSCU Pathway Transfer Degree)
- 42) Psychology Studies, A.A. (CSCU Pathway Transfer Degree)
- 43) Respiratory Care, A.S.
- 44) Retail Management/Fashion Merchandising, A.S.
- 45) Solar Technology Certificate
- 46) Spanish Studies, A.A. (CSCU Pathway Transfer Degree)
- 47) Theater Studies, A.A. (CSCU Pathway Transfer Degree)
- 48) Web design/development Certificate

49) Additional courses: Anthropology, College & Career Success, Computer Applications, English co-requisite, Health, Honors, Interdisciplinary Studies, Math pathways and co-requisite, Philosophy, Science (generic), Social Science (generic), Women's Studies

Policy #	Policy Name	Reso #	Date Approved
1.17	HOLISTIC CASE MANAGEMENT ADVISING POLICY	BR 20-053	2020-04-16

HOLISTIC CASE MANAGEMENT ADVISING POLICY

The Board of Regents for Higher Education sets forth the following requirements for the CSCU Community Colleges, to be implemented by the CSCU System Office through the leadership of the Provost, Senior Vice President of Academic and Student Affairs, Vice President of Enrollment Management, and college administrators:

I. Adopt a holistic case management advising model, whereby

- A. All degree and certificate seeking students are assigned to a Guided Pathways Advisor upon admission, who advises them through to the completion of their time at the CSCU Community Colleges;
- B. Guided Pathways Advisors:
 1. Guide their assigned students in the creation of a personalized academic and career plan prior to initial registration; at minimum, this plan includes an outline of
 - a) Career and academic goals,
 - b) Requirements and expectations for chosen program of study,
 - c) Course sequence from initial registration to graduation,
 - d) Financial plan to pay for college,
 - e) Relevant holistic resources and services, and
 - f) Opportunities for employment and transfer;
 2. Continually monitor their assigned students' progress on their personalized academic and career plans, using at minimum indicators related to students'
 - a) Course registration,
 - b) Course drop and withdrawal,
 - c) Registration holds,
 - d) Academic performance,
 - e) Academic momentum, and
 - f) Use of holistic resources and services;
 3. Provide and coordinate sustained, strategic, integrated, proactive, and personalized support to their assigned students to help keep them on plan, which includes resources and services related to their academic, career, financial, and other individual needs;
 4. Ensure their assigned students regularly assess their personalized academic and career plans; and
 5. Collaborate with their assigned students to revise their personalized academic and career plans as needed.

- C. Faculty actively work with their students' Guided Pathways Advisors to ensure all degree and certificate seeking students receive the services listed in Section I.B; and
 - D. Other academic and student affairs staff actively work with Guided Pathways Advisors to ensure all degree and certificate seeking students receive the services listed in Section I.B.
- II. Reduce the student (headcount) to Guided Pathways Advisor (full time equivalent) ratio to 250:1, with the goal of reaching full scale by Fall 2022.**
- III. Adopt a student success technology platform to assist professional, faculty, and other academic and student affairs staff with**
- A. Assigning Guided Pathways Advisors to students and maintaining advisors' caseloads,
 - B. Creating and revising students' personalized academic and career plans,
 - C. **Monitoring** students' progress on their personalized academic and career plans, and
 - D. Supporting students through a communication system that includes but is not limited to
 - 1. Early alerts,
 - 2. Referrals to holistic resources and services,
 - 3. Case notes, and
 - 4. Reports.
- IV. Develop an initial implementation and assessment plan for the Holistic Case Management Advising Policy by December 2020.**

Click here to view the full Holistic Case Management Advising Policy and Staff Report that was approved by the BOR in April 2020:
[https://www.ct.edu/files/policies/1.17%20Holistic%20Case%20Mgmt.%20Advising%20\(HCMA\)%20Policy.pdf](https://www.ct.edu/files/policies/1.17%20Holistic%20Case%20Mgmt.%20Advising%20(HCMA)%20Policy.pdf)

Overview of Guided Pathways Advising: Hiring & Funding

A critical component of the plan to merge the colleges has always been improving the poor student outcomes at the state's community colleges. The BOR charged all community colleges to implement the national Guided Pathways reforms at scale to improve student outcomes. In April 2020 the Board of Regents adopted the Holistic Case Management Advising Policy, which directed the leadership of CT state to redesign the advising model at all colleges and improve the student to advisor ratio from 750:1 to 250:1 by Fall 2023. By using HEERF institutional funds and state American Rescue Plan Act funding, Guided Pathways Advising will be implemented at scale across all campuses by June 2022, exceeding the board established goal.

Summary of New Guided Pathways Advisors					
College	Guided Pathways I Advisor	Guided Pathways II Advisor	Campus Advising Lead	Campus Office Assistant	TOTAL
HCC	10	3	1	1	15
NWCC	4	1	1	1	7
MXCC	6	1	1	0	8
ACC	5	1	1	1	8
TXCC	11	2	1	1	15
QVCC	3	1	1	1	6
MCC	14	3	1	1	19
GCC	16	4	1	1	22
CCC	7	2	1	0	10
NCC	11	3	1	2	17
NVCC	15	3	1	1	20
TRCC	7	2	1	1	11
TOTAL	109	26	12	11	158

This enhanced advising increases student persistence and retention resulting in increased enrollment and tuition revenue. In FY 25, as COVID relief funds expire, the additional projected tuition revenue of \$18.95 million exceeds the costs of \$18.48 million, and by FY 25 is self-supporting.

Costs & Revenues of New Guided Pathways Advisors							
Program Costs	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
Personal Services	5,440,422	10,206,652	9,976,082	9,976,082	9,976,082	9,976,082	9,976,082
Fringe Benefits	4,352,337	8,165,322	7,980,866	8,184,297	8,288,434	8,397,778	8,512,589
Other Expenses	526,600	322,000	322,000	326,830	331,732	336,708	341,759
TOTAL	10,319,359	18,693,974	18,278,948	18,487,209	18,596,248	18,710,568	18,830,430
Funding Source	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28
State ARPA Funds	6,500,000	4,995,509	8,004,491	0	0	0	0
HEERF Institutional	3,819,359	13,698,465	0	0	0	0	0
Operating Funds	0	0	10,274,457	18,487,209	18,596,248	18,710,568	18,830,430
TOTAL	10,319,359	18,693,974	18,278,948	18,487,209	18,596,248	18,710,568	18,830,430
Increased Tuition Revenue through Retention	-	4,764,665	9,777,393	18,955,230	19,467,159	19,993,063	20,533,567
Improvement to the Bottom Line	-	4,764,665	(497,064)	468,021	870,911	1,282,495	1,703,137

Sustained Commitment and Funding to Support Academic Quality

Unrestricted Fund Expenditures by Function (\$ in millions)

Expenditures by Function	FY 2018	FY 2019	FY 2020	FY 2021
Instruction	\$ 201.21	\$ 216.90	\$ 222.11	\$ 202.31
Public Service	\$ 0.12	\$ 0.16	\$ 0.14	\$ 0.20
Academic Support	\$ 74.29	\$ 79.52	\$ 81.97	\$ 80.47
Student Services	\$ 43.66	\$ 47.58	\$ 47.41	\$ 38.32
Institutional Support	\$ 61.85	\$ 66.31	\$ 58.79	\$ 54.81
Physical Plant	\$ 49.19	\$ 50.75	\$ 47.92	\$ 41.53
Student Aid	\$ 22.61	\$ 19.80	\$ 19.03	\$ 32.96
Total	\$ 452.91	\$ 481.02	\$ 477.35	\$ 450.60

Unrestricted Fund Expenditures by Function (expressed by percent)

Expenditures by Function	FY 2018	FY 2019	FY 2020	FY 2021
Instruction	44.4%	45.1%	46.5%	44.9%
Public Service	0.0%	0.0%	0.0%	0.0%
Academic Support	16.4%	16.5%	17.2%	17.9%
Student Services	9.6%	9.9%	9.9%	8.5%
Institutional Support	13.7%	13.8%	12.3%	12.2%
Physical Plant	10.9%	10.6%	10.0%	9.2%
Student Aid	5.0%	4.1%	4.0%	7.3%
Total	100.0%	100.0%	100.0%	100.0%

	FY 2018	FY 2019	FY 2020	FY 2021
TOTAL: Instruction & Academic Support	60.8%	61.6%	63.7%	62.8%

Community Colleges
CARES Act Federal Grants - HEERF

	Student Aid			Institutional Aid		
	Allocation (HEERF I, II, III)	Spent	Available Balance	Allocation (HEERF I, II, III)	Spent	Available Balance
<u>Community Technical Colleges</u>						
Asnuntuck	3,629,865	3,629,865	-	5,076,162	5,133,213	(57,051)
Capital	6,592,676	6,592,676	-	9,495,774	8,314,694	1,181,080
Gateway	12,935,591	12,935,591	-	18,381,160	10,692,668	7,688,492
Housatonic	10,464,778	10,464,778	-	14,820,861	8,900,881	5,919,980
Manchester	9,903,215	9,903,215	-	14,036,858	13,801,297	235,561
Middlesex	3,828,878	3,828,878	-	5,378,287	3,637,740	1,740,547
Norwalk	9,241,341	9,241,341	-	12,854,029	9,655,847	3,198,182
Naugatuck Valley	11,357,909	11,357,909	-	15,989,732	11,872,260	4,117,472
Northwestern	1,878,261	1,878,261	-	2,670,738	1,070,283	1,600,455
Quinebaug	2,645,678	2,645,678	-	3,723,311	2,587,331	1,135,980
Three Rivers	7,085,882	7,085,882	-	10,211,804	4,743,552	5,468,252
Tunxis	6,663,110	6,663,110	-	9,338,575	6,225,156	3,113,419
Community Technical College Total	<u>86,227,184</u>	<u>86,227,184</u>	-	<u>121,977,291</u>	<u>86,634,922</u>	<u>35,342,369</u>

Appendix AY

Composite Financial Index Scores

		ACC	CCC	GCC	HCC	MCC	MXCC	NCC	NWCC	NVCC	QVCC	TRCC	TCC	SO	Combined TOTAL
Primary Reserve Ratio															
0.4	2021 (unaudited)	0.2	(0.1)	(0.0)	0.2	0.2	0.1	0.2	0.0	0.2	0.4	0.2	0.1	(27.2)	(2.8)
	2020	0.0	(0.2)	(0.1)	0.2	0.1	0.0	0.1	(0.0)	0.0	0.4	0.2	(0.0)	0.4	0.1
	2019	0.0	(0.1)	(0.1)	0.2	0.1	0.0	0.1	(0.1)	0.0	0.4	0.2	(0.0)	0.4	0.1
	2018	0.2	(0.1)	(0.0)	0.4	0.1	0.0	0.2	(0.0)	0.0	0.3	0.2	(0.0)	0.4	0.1
	2017	1.4	1.1	2.3	2.6	1.1	0.4	1.4	2.3	0.9	1.6	2.2	1.1	1.0	1.5
	2016	0.0	0.0	(0.1)	0.2	0.1	(0.0)	0.1	0.1	0.0	0.3	0.2	(0.0)	0.4	0.1
Return on Net Position															
6.0%	2021 (unaudited)	1.5%	-2.0%	-1.6%	-3.5%	4.6%	17.6%	1.1%	-7.5%	6.3%	-3.6%	-2.7%	0.1%	1.6%	3.6%
	2020	-2.9%	-12.5%	-4.3%	-1.5%	-5.5%	-8.6%	5.7%	1.1%	0.9%	-4.5%	-4.1%	-4.2%	-13.8%	-2.9%
	2019	5.3%	-7.5%	-4.2%	-3.4%	-3.8%	5.1%	-3.8%	-1.0%	-0.9%	-0.2%	-1.8%	-3.8%	5.8%	-2.5%
	2018	-1.4%	-10.2%	-3.1%	-3.6%	-5.2%	-5.6%	-4.5%	-4.7%	7.1%	-1.4%	-4.3%	-2.9%	-4.8%	-3.5%
	2017	2.5%	-5.5%	-2.9%	-0.1%	-1.3%	3.0%	-2.5%	0.8%	4.0%	-1.8%	-3.1%	-4.9%	-1.4%	-1.6%
	2016	179.7%	-6.4%	-3.2%	43.2%	-1.8%	-0.9%	7.8%	89.7%	-3.7%	23.8%	-1.2%	0.1%	-24.1%	9.8%
Net Operating Revenues Ratio															
2%	2021 (unaudited)	2%	-2%	-3%	-8%	4%	5%	1%	-19%	6%	-5%	-5%	0%	-47%	-5%
	2020	-15%	-14%	-5%	-9%	0%	1%	9%	-17%	-1%	-3%	-5%	-1%	-24%	-4%
	2019	-19%	-12%	-9%	-6%	2%	-13%	1%	-22%	-8%	-20%	-2%	-5%	32%	-4%
	2018	-19%	-15%	-8%	-18%	1%	-7%	-14%	-32%	4%	-9%	-13%	-6%	43%	-6%
	2017	0%	-8%	-8%	-4%	11%	-13%	-7%	-9%	-5%	-14%	-12%	-6%	30%	-3%
	2016	47%	-15%	-12%	41%	-1%	-14%	6%	51%	-4%	-14%	-8%	-14%	68%	12%
Composite Financial Index															
3.0	2021 (unaudited)							3.0	(3.5)	0.0	0.2	(0.9)	(0.8)	(7.0)	(1.3)
	2020	(3.5)	(5.6)	(1.9)	(1.5)	(0.6)	(1.0)	3.0	(3.5)	0.0	0.2	(0.9)	(0.8)	(7.0)	(1.3)
	2019	(3.1)	(4.1)	(2.9)	(1.1)	0.3	(1.9)	0.0	(5.4)	(1.8)	(2.8)	0.2	(1.7)	7.9	(1.2)
	2018	(3.5)	(4.9)	(2.4)	(2.8)	(0.2)	(2.2)	(3.0)	(7.5)	2.1	(0.9)	(2.5)	(1.8)	8.6	(1.7)
	2017	6.0	2.0	7.4	9.8	6.9	(0.8)	3.7	7.9	3.3	3.3	6.0	2.3	6.6	(0.1)
	2016	37.2	(4.1)	(3.3)	16.4	(0.3)	(3.1)	2.9	24.5	(1.3)	1.7	(1.3)	(3.2)	11.2	4.1

The primary reserve ratio is designed to assess if resources are sufficient and flexible for the operating size of an institution.

The viability ratio measures if debt resources are strategically managed. The ratio evaluates the extent to which the financial burden of debt outweighs its strategic usefulness.

The return on net assets ratio evaluates whether financial performance supports institutional objectives. Essentially, institutions must generate a return on net assets that leads to capital reinvestment and financial sustainability.

The net operating revenues ratio gages if an institution is operating within its means. Ideally, to optimize financial health, annual results should contribute to and not subtract from resources.

THE COMPOSITE FINANCIAL INDEX

The CFI combines four key financial ratios into one metric, using a four-step methodology.

1. Calculate the values of the four ratios
2. Convert the computed values to strength factors along a common scale
3. Multiply strength factors by specific weighting factors
4. Total the four weighted values to compute a single CFI score

The idea is that by blending strength factors through a weighting process, strengths represented by one ratio may offset weaknesses in another. As such, the composite seeks to provide a holistic measure of financial health.

Multi-year Financial Projections Provided to Board of Regents & Committees

Date	Committee or Board	Agenda Item
4/25/2018	Finance Committee	Informational Item: Projections through FY 2021 (4 year projections)
5/10/2018	Board of Regents	Informational Item: Projections through FY 2021 (4 year projections)
6/13/2019	Finance Committee	Action Items: Students First (4 year projections)
6/20/2019	Board of Regents	Information Item: Students First (4 year projections)
1/29/2020	Finance Committee	Information Item: Students First (5 year projections)
2/6/2020	Board of Regents	Information Item/ Discussion Item: Students First (5 year projections)
2/16/2021	Finance Committee	Informational Item: Review of 2018 Budget Projections (assess accuracy of previous outyear forecast)
2/18/2021	Board of Regents	Reports: Review of 2018 Budget Projections (assesse accuracy of previous outyear forecast)
3/21/2021	Finance Committee	Informational Item: Community College Merger Update (5 year projections)

Board of Regents Consideration of Shared Services

Date	Committee	Agenda Item
12/8/2016	BOARD OF REGENTS	CSCU Planning Group Report
6/6/2018	Finance and Infrastructure	Informational Item: Students First and Shared Services Update
6/21/2018	BOARD OF REGENTS	Resolution adopting shared services integrating administrative functions into centralized shared services and sharing resources across campuses to stabilize critical college functions, reduce redundancies, and leverage expertise.
12/19/2019	BOARD OF REGENTS	Resolution: Re-affirmation of Students First Guiding Principles and Establishment of Priorities - including shared services
3/11/2020	Joint Finance & Infrastructure with Human Resources & Administration committees	Informational Item: Students First Update on Shared Services
4/16/2020	BOARD OF REGENTS	Informational Item: Students First Update on Shared Services
2/5/2021	Academic and Student Affairs Committee	Informational Item: Service Level Agreements/ Enrollment Management
4/8/2021	Administration Committee	Informational Item: Shared Services Update: IT, Fiscal, Human Resources
5/5/2021	Finance and Infrastructure	Informational Item: Shared Services Budget Presentation Changes

Shared Services: Forms of Agreements and Accountability

<u>Form & Elements of Shared Service Agreement</u>	Enrollment Management & Student Affairs	Human Resources	Finance	Information Technology
Form of the Shared Service Agreements	Written Service Level Agreements	Written Service Level Agreements	Governed by Steering Committee of Stakeholders	Service Level Agreements (SLA) are in development utilizing the SLA framework plan
• Outlines Duties & Responsibilities of Service Provider	Yes	Yes	Yes	To be defined for each shared service SLA
• Outlines Duties & Responsibilities of College	Yes	Yes	Yes	To be defined for each shared service SLA
• Outlines Fiscal Responsibilities	Yes	Yes	Yes	To be defined for each shared service SLA
<u>How Shared Service is Accountable to Institution</u>	Enrollment Management & Student Affairs	Human Resources	Finance	Information Technology
• Measures Performance	Process to develop key performance indicators and provide annual evaluation.	Process to conduct continuous improvement feedback survey	Developing key performance indicators by function	To be defined for each shared service SLA
• Periodic Reviews	Annual performance assessment by students and stakeholders	Quarterly review with CEOs & Regional Presidents	Bi-monthly reviews with college CFOs; quarterly reviews with Regional Presidents	To be defined for each shared service SLA
• Mandated Response Times	Yes	Yes	Yes, dependent on function	To be defined for each shared service SLA
• Dispute Resolution Provisions	Yes, escalation provisions	Yes	Yes, escalation provisions	To be defined for each shared service SLA

Policy #	Policy Name	Reso #	Date Approved
1.16	CSCU ESTABLISHMENT OF CENTERS AND INSTITUTES	BR 20-012 (RESCINDS 17-136)	2020-02-06

CSCU ESTABLISHMENT OF CENTERS AND INSTITUTES POLICY

Policy Statement

The purpose of this Policy is to define CSCU Centers/Institutes and present Guidelines that provide common requirements for their establishment, evaluation, and continuation or discontinuation. CSCU Centers and Institutes are non-degree granting academic entities engaged in research, instruction, or clinical or other services. The BOR policy covers academic centers and requires initial approval of a center/institute and a review every seven years. These requirements ensure financial sustainability and that the mission is being achieved.

Other institutional entities such as a Student Center, Health Center, Women's Center, Career Center and Teaching Center provide pertinent services and/or support to students, staff and/or faculty, and typically do not require board approval.

Definitions -

Center: a formally organized, scholarly unit with self-sustaining, substantial source(s) of funding having either an instructional or research focus that tackles challenging and critical issues, in alignment with System and institutional missions.

Institute: a formally organized, scholarly unit with self-sustaining, substantial source(s) of funding with a focus upon clinical, community or public service – addressing a singular, compelling societal problem or need, in alignment with System and institutional missions.

Features –

The Board of Regents (BOR) requires Centers/Institutes to advance achievement of one or more of the System's Five Goals, which are:

- GOAL 1. A SUCCESSFUL FIRST YEAR
- GOAL 2: STUDENT SUCCESS
- GOAL 3: AFFORDABILITY AND SUSTAINABILITY
- GOAL 4: INNOVATION AND ECONOMIC GROWTH
- GOAL 5: EQUITY

Additionally, BOR encourages Centers/Institutes:

- to afford research, service and/or experiential learning opportunities to CSCU students
- to be inter-institutional and/or interdisciplinary collaborations
- to develop marketable products and services, and to facilitate their movement into the marketplace
- to implement formalized linkages between its academic community and the professional and/or service community of focus in its region or service area
- to publish journal articles, make conference presentations, host forums and otherwise publicize research results and studies of services rendered

Policy Guidelines

Establishing a Center/Institute

Faculty, administrators and professional staff member at CSCU institutions and the System Office may submit proposals to establish a CSCU Center or Institute. After approval through an institution's established internal process, proposals are to be submitted to the System's Academic Council – the chief academic officers of CSCU institutions convened by the System Provost and Senior Vice President of Academic and Student Affairs. Prior to submission, the proposal must be formally endorsed by the institution's or System Office's chief academic officer who will make the initial presentation to the Academic Council.

In determining a proposal's merits, the Academic Council shall review the following proposal components:

1. *Need* – (a) define the need (a gap between the actual state of affairs and the desired state) for the proposed center or institute, and (b) state the manner (action plan) in which the proposed entity would address the described need. **NOTE:** Both the need and the action plan must be substantiated by reputable research.
2. *Goals and Objectives* – state the goals (broad statements of desired results) and objectives (specific, measurable steps to achieve the stated goal) of the proposed center or institute. State the relationship of the goals and objectives to the institution's mission and how the proposed entity would add value to the institution. If the goals and objective include impacting upon and/or actively involving the institution's students and/or some other audience; state explicitly what that impact and/or involvement would be. **NOTE:** The goals and objectives will serve as the foundation for the proposed entity's evaluation plan.
3. *Administration, Faculty and Staff* – present the administrative structure of the proposed entity and its departmental affiliation(s); and the identification of faculty and staff to be initially involved in the operations of the proposed center or institute, and discuss their expertise, roles and responsibilities.
4. *Budget and Sustainability* – exhibit and explain an estimated, itemized budget for the first year of operation, including space and equipment, projections to cover expenditures in each additional year of the initial four-year provisional period, and the identification of funding sources, a majority of which must be either self-sustaining and/or external to the institution.
5. *Evaluation Plan* – delineate a formal plan to: (a) monitor the implementation of activities to achieve the stated goals and objectives, (b) ascertain the extent to which the goals and objectives are actually achieved, and (c) use the results for program improvement and decision-making; during the initial four-year provisional period.

The proposal components should be outlined initially in a concept paper (no more than five pages) and subsequently elaborated upon in a full proposal, if the Academic Council endorses the concept. The full proposal should include a strategic plan that specifically aligns the proposed entity's goals and objectives with the major elements of its action plans and expenditures. In considering the full proposal, the Academic Council may elect to invite the proposal's principal investigator(s) to address any questions and concerns it may have. Additionally, as an element of its collective, deliberative process regarding the viability of the proposed Center or Institute; members of the Academic Council may study relevant issues and consult administrators, faculty, staff and/or students/alumni of their respective CSCU institution.

NOTE: Templates for the Concept Paper and Full Proposal to Establish a CSCU Center/Institute shall be developed by the Office of the System Provost.

If the Academic Council votes to endorse the proposal, it shall be forwarded by the Office of the System Provost via a Staff Report to the BOR's Academic and Student Affairs Committee (ASA) for its consideration. The Staff Report shall contain an analysis regarding the proposal's merits and a recommendation concerning the Center's/Institute's initiation. The endorsing chief academic officer and principal investigator(s) shall present the proposal to the ASA and respond to any questions and concerns. If the ASA approves the establishment of the proposed Center/Institute, the proposal will be forwarded to the BOR for its consideration as a consent item. Upon BOR consent, the proposed Center/ Institute shall be authorized to be established for a four-year provisional period.

Center/Institute Evaluation

By September 1st, in the fourth year of a newly established Center/Institute, its director shall submit an Interim Progress Report to the System Provost, detailing its progress to date. The criteria for this self-study shall be the same as that of the proposal components, highlighting the Center's/Institute's accomplishments. If applicable, the accomplishments should detail the impact upon and/or involvement of the institution's students and/or some other intended audience. The Interim Progress Report shall also include a three-year accounting of revenue and expenditures. The Interim Progress Report shall be summarized through a Staff Report prepared by staff of the System Provost and forwarded to the ASA for its consideration. The Staff Report shall contain a recommendation from the Office of the Provost regarding acceptance or rejection of the report. The institution's chief academic officer and director will present the Interim Progress Report to the ASA and respond to any questions and concerns. If the ASA accepts the Interim Progress Report, its recommendation of provisional status of the Center/Institute will be removed and continuation will be authorized for a full seven-year period. Such recommendation will be forwarded to the BOR for its consideration as a consent item.

All Centers/Institutes shall go out of existence on December 31st seven years after authorization, unless action to the contrary is taken by the Board of Regents.

By September 1st, in the seventh year of a CSCU Center/Institute established under these guidelines, its director shall submit a Sunset Report for Continuation or Discontinuation to the institution's chief executive officer and chief academic officer, recommending continuation or discontinuation. In forwarding the Sunset Report to the System Office, the chief executive officer makes a recommendation regarding the continuation or discontinuation with comments and the chief academic officer verifies the contents of the report with comments. The format of the Sunset Report shall be similar to that of the Interim Progress Report. The Sunset Report shall be summarized through a Staff Report by staff of the System Provost and forwarded to the ASA for its consideration. The Staff Report shall contain a recommendation from the Office of the Provost regarding acceptance or rejection of the report. The chief academic officer and director will present the Sunset Report to the ASA and respond to any questions and concerns. The ASA may elect to direct the Office of the System Provost to conduct an additional assessment, including a formal site visit, of the Center/Institute or to arrange for such an assessment by a third party, external to the System; and to consider this assessment prior to making its decision. If the ASA accepts the Sunset Report, its recommendation that the Center/Institute be continued for another seven-year period or discontinued as of the following December 31st will be forwarded to the BOR for its consideration as a consent item.

After the initial seven year review, the review process for continued Centers shall be repeated every seven years.

NOTES: (1) Any reports to and reviews from an external funder should be appended to the applicable Interim Progress Report or Sunset Report. (2) Templates for the Interim Progress Report and the Sunset Report for Continuation or Discontinuation of a CSCU Center/Institute shall be developed by the Office of the System Provost.

Continuation or Discontinuation of Center/Institute

In its analysis of a CSCU Center's/Institute's Interim Progress Report and Sunset Report, the Office of the System Provost shall contrast the report with the proposal for establishment, or previous Sunset Report, if applicable, and:

- assess whether or not the Center/Institute meets a compelling need and appropriately addresses that need with appropriate and effectual activities
- assess the Center's/Institute's success in meeting its goals and objectives
- make a determination as to the adequacy of personnel and their commitment and contribution to the Center's/Institute's progression
- make a determination as to the adequacy of fiscal resources and their efficacy of their use
- make a determination as to the thoroughness, effectiveness and credibility of the Center's/Institute's evaluation plan

It is recommended that informal monitoring visits and interviews with Center/Institute staff members and oversight administrators be conducted over the course of the year preceding the due dates for Interim Progress Reports and Sunset Reports.

The recommendation to continue or discontinue an established Center/Institute is essentially an internal decision. While some other administrator might be assigned oversight of a CSCU Center/Institute, the chief executive officer and the chief academic officer of the initiating entity are ultimately responsible for Center's/Institute's operations. CSCU institutions, the lead institution for inter-institutional collaborations and the System Office are encouraged to construct their own annual reporting requirements and formats for Centers/Institutes, as well as other on-going monitoring procedures and mechanisms to remedy deficiencies and implement improvements. It will be important to the System Office's analysis of Interim Progress and Sunset reports, and subsequently to decision-making by the ASA that the comments of the chief executive and chief academic officers site these supervisory instruments in presenting the rationale for their recommendations.

NOTE: The initiating entity's chief academic officer will be required to verify all reports submitted by a Center/Institute to the System Office.

Revised:

ASA – 01-24-2020

BOR - 02/06/2020



CSCU SUCCESS

CSCU Student Success Key Performance Indicators: 2020 Community Colleges Report November 8, 2021



CSCU Student Success Key Performance Indicators: 2020 Community Colleges Report

This is the fourth annual CSCU report on Student Success Key Performance Indicators (KPI) containing leading indicators of student success for First Time Ever in College (FTEIC) students. It has been updated to include fall 2020 students (n = 7,751), expanding the data set to eight (8) years.



All 7,751 students who attended in fall having never previously attended a higher education institution are included in this data set. This includes full-time and part-time students.

This report is disseminated annually to faculty, staff, and administrators of all CSCU community colleges as directed by the CSCU Board of Regents. The report is presented jointly by CSCU Success and the CSCU Office of Research and System Effectiveness.

Why This Report?

Community colleges are measured by long-term indicators such as three-year completion rates. When we focus solely on these long-term measures, it is difficult to determine in the near term whether our educational innovations are effective.



Short-term measures, such as semester-to-semester persistence, provide timely feedback, but they do not always correlate with long-term completion rates. This report focuses on short-term KPIs that have been demonstrated nationally to correlate with completion. These data, which are available quickly and help predict eventual success, are known as leading indicators.



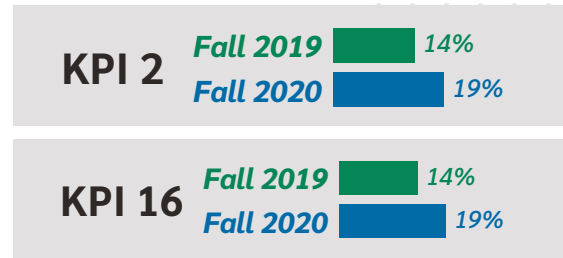
Student Success KPIs: Consistency and Changes

The five highlighted KPIs (2, 6, 16, 20, 21) contained within this report are especially critical measures. **This report finds that the following KPI data have remained stable across the eight (8) years covered by this report:**

- KPI 6: Passed (C or better) college-level math and college-level English in year one (fall, winter, spring, summer)
- KPI 20: Average credits earned in the first year (fall, winter, spring, summer)
- KPI 21: Average credits attempted in the first year (fall, winter, spring, summer)

The report also highlights KPIs that experienced a change in the 2020 academic year. The following KPIs show a positive shift:

- KPI 2: Earned 24 or more college-level credits after year one (fall, winter, spring summer)
- KPI 16: Attempted 15 or more credits, including developmental, in the first term (fall)



The following KPIs show a downward shift:

- KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)

Continued Inquiry & Data

While viewing this KPI report and the KPI dashboard, there will likely be areas identified for further inquiry, analysis, and conversation. As these have been initially reviewed, there are some areas that we feel could stimulate further discussion and analysis at the local or regional levels.



- Did the modality of course offering have an effect on certain KPIs (Ex. 6, 16, 20, 21, 22)?
- Did COVID have an effect on certain KPIs (Ex. 2, 16, or 22)?
- What does the data look like when disaggregated? Who is being inequitably served by the institution?
- How can we use this data in an equity-minded way to help students attain their personal academic and career goals?



KPI Data and the NCE Grade Notation

Due to Covid-19, during the 2020-2021 academic year, community college students were offered modified grading options which included a NCE (No Credit Earned) notation. The NCE was an option for students who chose not to complete courses and did not want to receive a grade that might adversely affect their GPA.

In the 2020-2021 academic year:

- 1,032 NCE notations were given to the fall 2020 FTEIC students in this report
- 779 NCE notations were given to the spring 2021 FTEIC students in this report

In total, this is about 4% of all grades/notations earned by these students in the 2020-2021 academic year.

These notations may have had some effect on certain KPI, including:

- KPI 1-3, regarding credit accumulation
- KPI 4-9, regarding mathematics and English completion
- KPI 13, average rate of college-level course passing
- KPI 14, average rate of college-level course completion
- KPI 21, average number of credits earned

The spring 2021 grading options can be accessed here: www.ct.edu/academics/convert

Conclusion

CSCU Success and the Office of Research and System Effectiveness hope that this report will support ongoing campus conversations around your efforts to advance student success and close institutional performance gaps. For more information, please visit www.ct.edu/orse and www.ct.edu/studentssuccess.



Click here to view the full
CSCU Student Success Key Performance Indicators: 2020 Community Colleges Report
with supporting data:

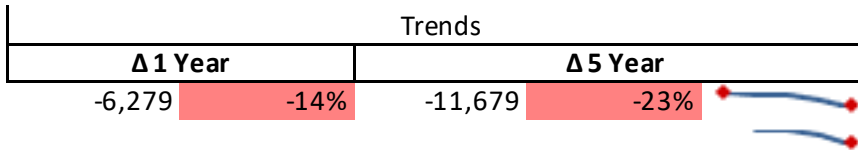
<https://www.ct.edu/files/pdfs/2021%20KPI%20Report%20CSCU.pdf>

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):

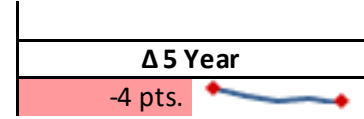
Retention, Graduation and Transfer Rates

School(s): All Community Colleges

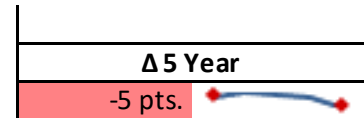
	Academic Year Ending				
	2016	2017	2018	2019	2020
Three-year Graduation Rate	16%	16%	16%	16%	16%
Δ 1 Year		-	-	-	-



	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

FIRC DRAFT STUDENT LEARNING OUTCOMES

Presentation of the Draft Framework30 Student Learning Outcomes and Plan for Finalizing the Revision Process, April 2021 - December 2021

History:

The Transfer and Articulation Policy (TAP) was implemented in response to the passage of [Public Act No. 12-31](#) on May 14, 2012, which, among other things, requires a common General Education core.

In Summer 2012, a system-wide Core Competencies Steering Committee with one representative from each of the 17 ConnSCU institutions convened with the charge of identifying the competencies to be addressed in the 30-credit common Gen Ed core (Framework30) and formulating initial recommendations regarding learning outcomes for each competency. The competencies were chosen from the eight specified areas in the [Board of Regents TAP policy](#).

During the same time frame, eight “Core Competency Subcommittees” of this group worked on the Student Learning Outcomes (SLOs) for the individual competency areas and defined the competency levels appropriate for a rising junior. Each inter-disciplinary subcommittee consisted of four faculty members from the CSUs, three faculty members from the CCs, and one representative from Charter Oak College. The Steering Committee and core competency subcommittees were disbanded upon completion of their work (between Summer 2012 and Spring 2013). At the time, there was concern from some participants that the SLOs were overly ambitious and would be difficult to assess.

Beginning in Fall 2012, system-wide TAP Pathways Committees for each university major convened with the charge to develop the various pre-major pathways, including 30 credits of program-specific courses (Pathway30), which, together with the Framework30, comprises the 60-credit associate degree. Each campus elected a faculty representative to each of the major pathway committees, and these groups continue to meet yearly to review the pathways.

The Framework30 competencies and related SLOs were distributed to the faculty at the 17 CSCU institutions for endorsement in Fall 2013. The endorsement process was completed by February 15, 2013. Fifteen of the 17 institutions voted to endorse. Each individual community college was responsible for the vetting of their courses to the Framework30 competencies, and this work took place during AY 2014-2015.

Established in April 2014, [the charge of the TAP Framework Implementation and Review Committee \(FIRC\)](#) includes:

- reviewing Pathway templates generated by Work Groups for consistency with TAP Framework30
- reviewing learning outcomes assessment data about general education outcomes provided by campuses
- facilitating periodic review of the Framework30 learning outcomes
- suggesting ongoing quality improvement of Framework30 assessment rubrics

The FIRC membership consists of 17 voting, teaching-faculty members, with one representative from each CSCU institution, elected on each campus in keeping with the typical procedure followed on the campus for elections to faculty committees, and two non-voting, non-teaching faculty with expertise and experience in transfer and articulation, one from a community college and one from CSU/COSC. The committee meets monthly.

In AY 2015-2016, the majority of the committee’s work was to review the Pathway templates generated by the discipline workgroups. Eleven new degrees, known as “CSCU transfer degrees” or “Transfer Tickets,” along with the corresponding degree plans, known as “TAP pathways,” were approved for Fall 2016, with an additional 14 Transfer Tickets offered for the first time in Fall 2017. Altogether, there are currently 29 Transfer Tickets.

Once the pathways were approved (“implementation”), FIRC turned its attention to assessment (“review”) of the Framework30 SLOs, and by Spring 2017 had approved a process and timeline for collecting assessment data from the 17 CSCU institutions. In Fall 2017, FIRC received its first assessment reports of the Framework30 SLOs, and an annual review of the year’s assessment reports occurred in Spring 2018 and Spring 2019. For example, in December 2018, FIRC collected and organized assessment reports received from all 12 of the CCs and two of the CSUs for assessment of select Framework30 outcomes that was performed during the 2017/2018 academic year.

As part of the assessment report template, faculty were asked “What specific recommendations do you have for rewriting the outcomes in this competency?” These comments were collected over multiple assessment cycles and were summarized in the Executive Summary of CSCU Institutions’ Evaluations of the TAP Core Competencies; please see [Appendix 1: Excerpts from Executive Summary of Assessment Data, Framework30 SLOs, 2017 - 2019](#). Common themes that emerged fell broadly into three categories: the outcomes were too numerous, they were too hard to assess, and they were too advanced to be applicable to an introductory-level course.

With over two years of assessment data and feedback in hand, FIRC was ready to launch a revision of the SLOs. In early February 2020, FIRC representatives extended invitations to faculty at their institutions to participate in workgroups at a meeting on February 28, 2020. More than 70 faculty attended the workshop. Participants were provided with a set of Guiding Principles for writing the Framework30 SLOs as well as the Executive Summary. The Guiding Principles were designed by FIRC specifically to address the themes that emerged in the assessment of the existing Framework30 SLOs.

Seven of the nine competency work groups produced completed drafts of SLOs, and the remaining two groups provided extensive notes. Campuses closed just two weeks after the workshop, due to the COVID-19 pandemic, and work on the SLOs halted until the start of the next academic year. This unfortunately meant that many of the working groups were unable to meet again.

FIRC resumed work remotely in Fall 2020 and formed subgroups of FIRC members (who volunteered and agreed to additional meetings) to review the drafts produced by the February 2020 workgroups, with a focus on: (1) ensuring a similar level of specificity across all SLOs, (2) confirming that the SLOs are assessable and consistent with the guiding principles, and (3) filling in gaps where necessary.

On March 12, 2021, FIRC representatives from all 17 institutions (with the exception of NCCC and QVCC, who don't currently have representatives on the committee) voted unanimously to approve the draft SLOs (see below), and to begin the process of soliciting final feedback, via FIRC members, from the constituent institutions.

The feedback period will be from April 5 through May 31, 2021.

The draft SLOs (below) represent the culmination of years of work, with participation from faculty at all 17 institutions. Receiving feedback on the draft also represents the first step in the final phase of closing the assessment loop for the 26 TAP degrees, which currently have 6668 students enrolled, according to the Fall 2020 census.

In addition, many CCs have chosen to adopt the Framework30 SLOs as their General Education core; improving the SLOs will also allow for meaningful Gen Ed assessment at the institutional level.

In other words, revising the SLOs in response to assessment is a part of a decade-long system-wide faculty project in support of both the TAP degrees, and, at some CCs, the general education program. While we recognize that we are releasing the SLOs in the midst of a system-wide debate about consolidation and are mindful of the fact that any system-wide endeavor is likely to become entangled in the consolidation debate, we respectfully ask that you evaluate the SLOs on their own merits as part of the already existing curriculum at our institutions.

Guiding Principles:

In drafting the SLOs, a set of Guiding Principles (dubbed the “MMM guidelines”—meaningful, manageable, and measurable SLOs) were used. Please see [Appendix 2 – Guiding Principles for Writing SLOs](#) for the full set of guidelines.

The key points from the MMM guidelines that should be considered when proposing any revisions and providing feedback on the draft SLOs are as follows:

- Each Framework30 category should have **three or fewer outcomes**.
- The group of outcomes for each category should be **assessable with a single artifact**.
- The group of outcomes for each category should be **covered within a single course**.
- The outcomes should be clear and focused; words such as ‘and’ should be avoided if they are used in ways that make the outcomes difficult to assess.
- Outcomes should use appropriate verbs from Bloom’s Taxonomy of Assessment, with an eye to the fact that they are being written for 100-level introductory courses and 200-level courses with no prerequisites. The SLOs represent the knowledge and skills all degree candidates are expected to acquire; they are not program objectives for majors in the discipline.
- As a group, the Framework30 outcomes should be written at a similar level of specificity; details such as the format of the artifact should be reserved for the rubric.

Timeline February 2020 - December 2021:

- Early February 2020: FIRC representatives extended invitations to faculty at their institutions to participate in workgroups at a meeting on February 28, 2020. More than 70 faculty attended the workshop. Seven of the nine competency groups produced completed drafts of SLOs.
- Fall 2020 - March 2021: collaboration and editing of draft SLOs
- April - May, 2021: feedback period on draft SLOs
- May - June 2021: FIRC co-chairs will organize and publish feedback in a transparent and coherent format.
- September - October, 2021: FIRC will review feedback and revise SLOs as necessary.
- October, 2021: FIRC will vote on the revised SLOs at the October 8th meeting.
- November - December 2021: Institutions will have until Friday, December 10, 2021 to return an endorsement vote to FIRC. If the institution votes NO or abstains, they must provide written rationale for their vote. The written statement should specify which SLOs were not endorsed and provide a rationale for each.

Draft Student Learning Outcomes approved by TAP FIRC on March 12, 2021

The following SLOs were approved by FIRC on March 12, 2021, after a multi-year process of collecting assessment data from each institution, reviewing both the quantitative and qualitative data to identify relevant themes, and collaborating in system-wide workgroups to revise the original SLOs in response to the assessment data.

These are the *draft* SLOs. FIRC is soliciting additional feedback on this draft from April 1 through May 31, 2021. In the interest of transparency, the FIRC co-chairs will make all feedback available in June and July 2021. FIRC will review the feedback and revise the SLOs as necessary in September and October 2021 before sending the final draft to campuses for formal endorsement on or before December 10, 2021.

Written Communication

1. Craft a thesis-driven, supported, logically organized argument that applies the conventions of standard English.
2. Identify college-level sources and integrate ideas from those sources in an ethical manner, with appropriate documentation.

Oral Communication

1. Employ Communication theories and concepts.
2. Critically analyze messages.
3. Create and express oral messages appropriate to the audience, purpose, and context.

Quantitative Reasoning

1. Demonstrate numeracy by representing or analyzing mathematical information in the form of a visual (e.g., graph, chart, formula).
2. Use arithmetic, algebraic, geometric, or statistical methods to solve problems.
3. Interpret the significance, reasonableness and/or implications of calculated results.

Scientific Knowledge & Understanding (non-laboratory courses/laboratory courses)

1. Communicate scientific knowledge using appropriate terminology via representations, models, or analysis.
2. Describe how scientific explanations and theories are refined or replaced.

Scientific Reasoning (laboratory courses)

1. Apply scientific methods to investigate phenomena of the physical or natural world through prediction, observation or experimentation, data acquisition, and evaluation.
2. Represent and report scientific data symbolically, graphically, or numerically.
3. Interpret scientific data, and draw reasonable and logical conclusions.

Historical Knowledge

1. Define and interpret primary and secondary historical sources.
2. Explain and evaluate the influence of historical agency (race, class, gender, region/location and/or belief system) in the context of defined periods.

Continued Learning/Information Literacy

1. Use current, relevant technologies to identify and solve problems, make informed decisions, and/or communicate information.
2. Evaluate the authority, relevance, and accuracy of various sources of information to address issues that arise in academic, professional, and/or personal contexts.
3. Demonstrate the legal and ethical access and use of information.

Social & Behavioral Sciences

1. Explain social, organizational, psychological, political, economic, historical, or cultural elements that influence and are influenced by individuals and groups.
2. Describe different theories and concepts or research methods used to investigate social phenomena.
3. Identify and describe ethical issues pertaining to social contexts and phenomena.

Arts & Humanities

Shared outcome for both Arts and Humanities:

1. Identify and describe key features of visual works, performances, texts, or other artifacts in relation to another context (such as historical, social, political, cultural, linguistic, or aesthetic).

Additional outcome for Arts:

2. Apply key concepts, terminology, techniques and/or methodologies in the analysis or creation of literary, performing, visual, or other arts.

Additional outcome for Humanities:

2. Evaluate issues that define humankind, both contemporary and enduring.

[Appendix 3 - Rationale for Specific SLOs](#) provides additional rationale for: (1) embedding ethics, (2) the SLOs in the Arts & Humanities category, and (3) the SLOs in Continued Learning/Information Literacy category.

Process for feedback:

Feedback from each institution will be solicited by, and should be funneled through, the appropriate TAP FIRC representative:

Asnuntuck Community College
Elle Van Dermark
Professor of History
LVanDermark@asnuntuck.edu

Capital Community College
Becky DeVito
Professor of Psychology
BDevito@capitalcc.edu

Gateway Community College
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Housatonic Community College
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Northwestern Connecticut
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Vacant

Quinebaug Valley Community
College
Vacant

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Sarah Selke
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Heidi Lockwood
Professor of Philosophy
Lockwoodh1@southernct.edu

Western Connecticut State
University
Jamie Begian
Associate Professor of Music
BegianJ@wcsu.edu

Charter Oak State College
Paul Morganti
Associate Registrar
PMorganti@charteroak.edu

If you are from an institution that does not currently have a FIRC representative (Northwestern Connecticut Community or Quinebaug Valley Community College), please direct your questions and/or send your feedback to Sarah Selke, FIRC Co-Chair, at sselke@trcc.commnet.edu.

Process for endorsement:

The details of the endorsement process are in progress. FIRC will be working on this at the April and May 2021 meetings.

Future work - Rubrics:

Once the draft SLOs are reviewed/revised/endorsed, FIRC will use a very similar process to create rubrics for each set of SLOs, in accordance with the FIRC charge to “complete learning outcome rubric models and suggest ongoing quality improvement of rubric.”

The SLOs and rubrics of course go hand-in-hand; the language of the rubric specifies what concrete features the assessment artifact should have, in order to demonstrate that the student has met the learning outcomes.

We will host a virtual workshop in the spring of 2022, with a general call for participation issued by the FIRC reps. If you are interested in participating in the process of drafting rubrics, please contact your FIRC representative.

CT State Academic Program Review (APR) Reporting Tool Development and Procedure Implementation Plan		
Activity	Timeframe	Deliverable
Initial draft of <i>APR Procedure and Report Format</i> is developed and distributed for review to key stakeholders.	January 2022	<ul style="list-style-type: none"> Initial draft of document
Key stakeholders provide feedback and suggest edits. Second draft of <i>APR Procedure and Report Format</i> is developed.	February 2022	<ul style="list-style-type: none"> Second draft of document
Second draft is distributed to key stakeholders along with a request for input into the implementation process.	March 2022	None
Third draft of <i>APR Procedure and Report Format</i> is developed along with accompanying data forms and an initial draft of the implementation plan, which will include a proposed APR cycle. All documents are distributed for review to key stakeholders.	April – May 2022	<ul style="list-style-type: none"> Third draft of <i>APR Procedure and Report Format</i> Initial draft of data forms Initial draft of implementation strategy, including proposed CT State APR cycle
All documents are revised in light of feedback from key stakeholders. Frequently asked questions (FAQs) compiled. <i>APR Procedure and Report Format</i> and data forms are finalized. Second draft of implementation plan is developed.	June- August 2022	<ul style="list-style-type: none"> Final draft of <i>APR Procedure and Report Format</i> Final draft of data forms FAQ sheet Second draft of implementation strategy/APR cycle
<i>APR Procedure and Report Format</i> , data forms, second draft of implementation plan, proposed APR cycle, and FAQ sheet are distributed for additional comment.	September- December 2022	<ul style="list-style-type: none"> Final feedback gathered
APR procedure/report format/data forms/implementation plan/APR cycle are finalized. All documents and procedures are posted on CT State webpage. Implementation process begins with workshops that are open to faculty and administrators across the 12 campuses. Notifications sent to programs scheduled for APR in AY 2023-24.	January- August 2023	<ul style="list-style-type: none"> Final drafts of procedure/ Report Format/ implementation plan/ APR cycle Workshops for administrators and faculty Documents posted in online portal Notifications to programs scheduled for APR in AY 2023-24

Assessment Advisory Committee Charge

The purpose of assessment is to reveal student learning and persistence toward their degrees so we can improve instruction and policies. NECHE's Self Study guidelines emphasize formative assessment over summative assessment, as formative measures are more effective tools for evaluating how an accurate appraisal gained from assessment is used to promote change and support strategic planning.

The Connecticut State Community College Assessment Advisory Committee (AAC) will, in collaboration with key stakeholders, develop systems for advancing all forms of assessment with a special emphasis on formative measures. In particular, it will develop forms, policies, and procedures that support consistency and coherence in the collection of data on student success (both academic and non-academic), Student Learning Outcomes (SLOs), and program effectiveness. These efforts will inform the Academic Program Review (APR) process and provide a basis for data informed decision-making.

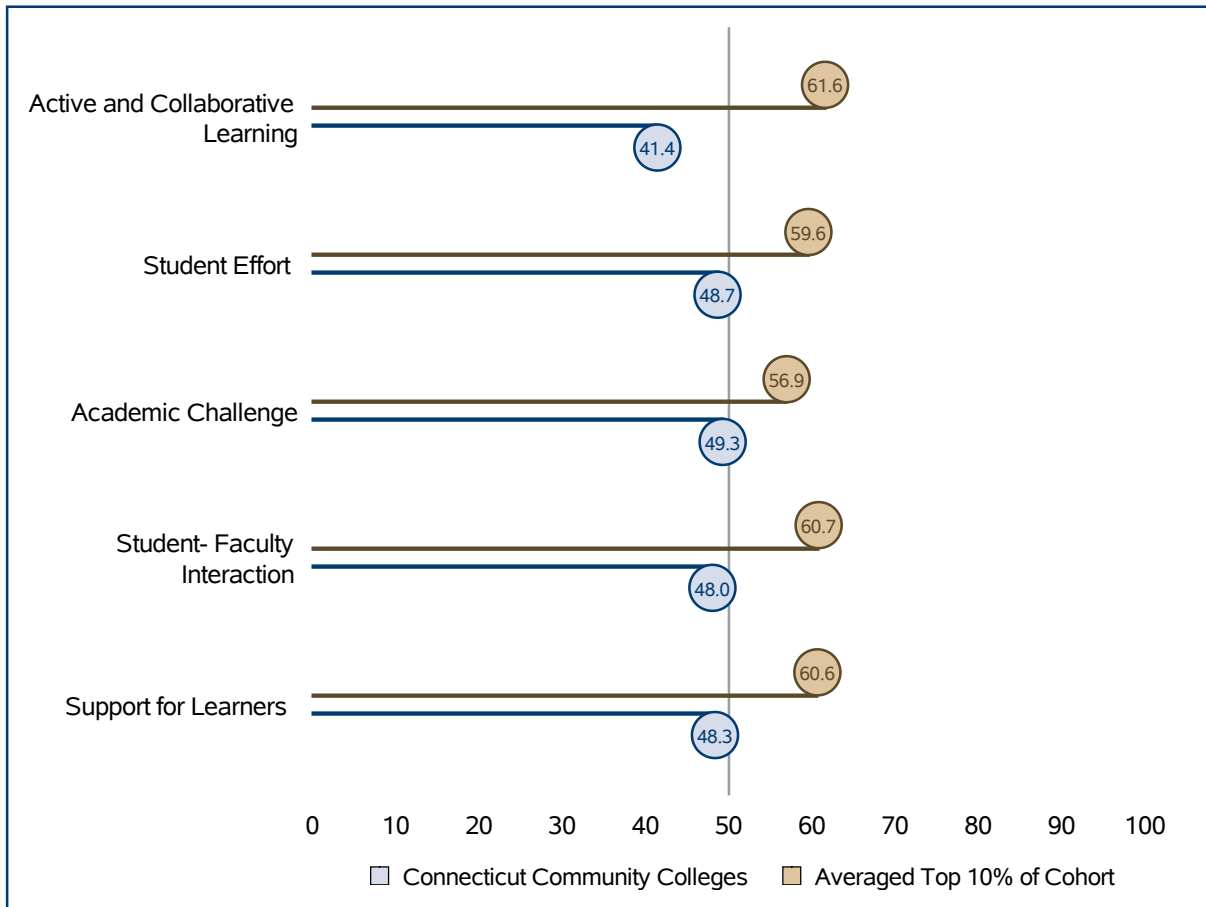
The AAC will also recommend to the College's individual campuses assessment tools and techniques that are evidence-based and/or grounded in best practices. In addition, it will support efforts to ensure that the various forms of assessment data collected throughout the system are credible and can be used with confidence. The AAC will maintain close communications with the Office of the Provost, the General Education Council, and other appropriate committees, administrative bodies, and academic units. Membership of the Committee will include the Director of Program Review and Assessment, who will serve as chair; Senior Directors of Institutional Research; and representatives from the 12 campuses of the CT State system. Objectives of the AAC will include:

1. Engaging in on-going research to identify best practices in program review and learning outcome assessment, especially regarding issues of belonging, diversity, equity, and inclusion.
2. Creating a community of practice to review the assessment plans of each campus, recognize effective practices to promote system-wide, and make recommendations to improve the quality and fairness of assessment systems and achieve system-wide consistency and coherence.
3. Developing and implementing policies and procedures for collecting, reporting, analyzing, and disseminating assessment data.
4. Analyzing program review and assessment data to identify trends that might inform institutional decision-making and support the desire of all key stakeholders to continuously improve teaching and learning and promote belonging, diversity, equity, and inclusion.
5. Providing training and consultation to faculty, staff, and management on matters of academic program review and learning outcome assessment, especially as they pertain to issues of belonging, diversity, equity, and inclusion.
6. Soliciting proposals from faculty and staff and awarding funds for initiatives to improve program review and learning outcome assessment.
7. Providing an annual report and presentation on its activities that includes appropriate statistics and an outline of plans for the subsequent year.

Connecticut Community Colleges

CCSSE 2021 Executive Summary of Results





The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

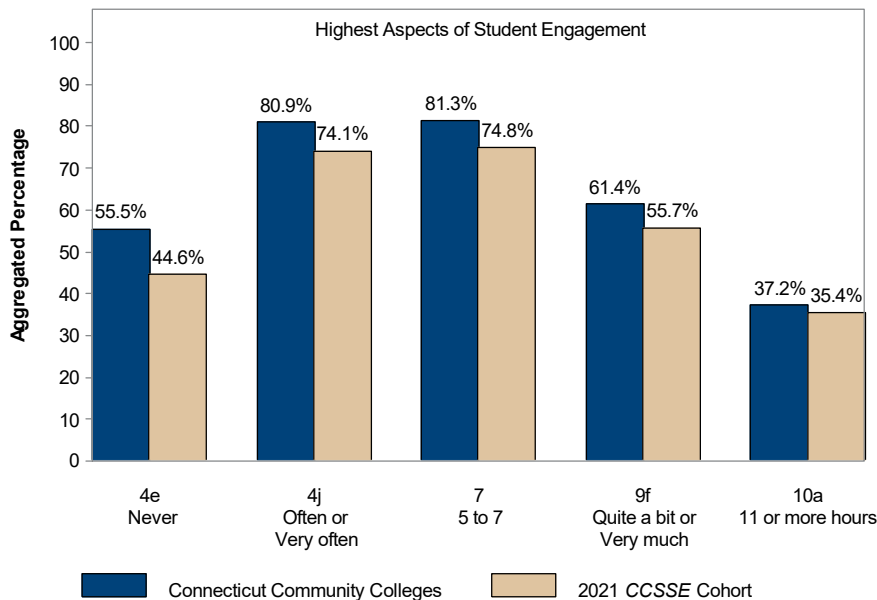
Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Therefore, provided above is a comparison of your system's standardized benchmark scores with the averaged benchmark scores from the top 10% of the current three-year cohort.

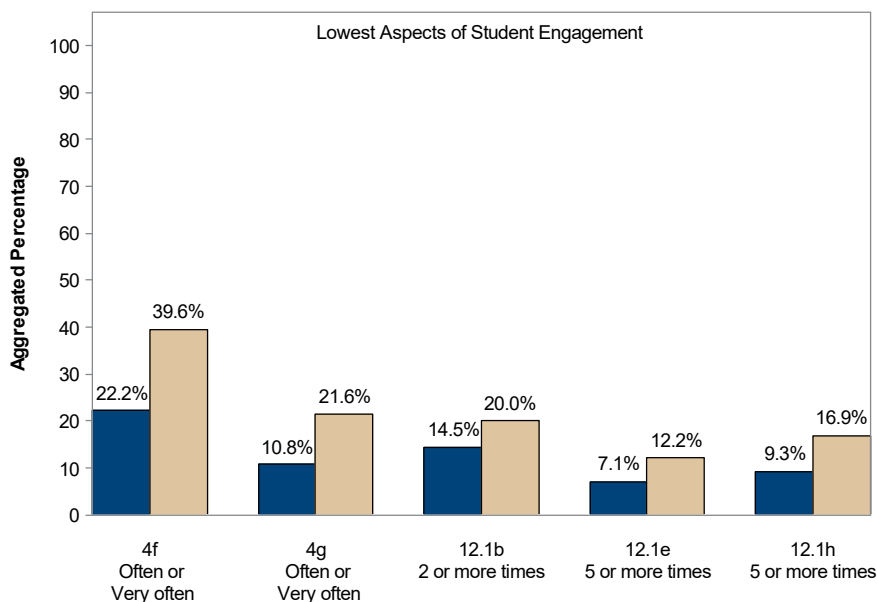
For further information about *CCSSE* benchmarks and how they are computed, please visit www.ccsse.org.

Note: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents.

Highest and Lowest Aspects of Student Engagement



Item	Benchmark
4e. Came to class without completing readings or assignments	Student Effort
4j. Used email to communicate with an instructor	Student-Faculty Interaction
7. Extent: examinations challenged you to do your best work	Academic Challenge
9f. Providing the financial support you need to afford your education	Support for Learners
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	Student Effort



Item	Benchmark
4f. Worked with other students on projects during class	Active and Collaborative Learning
4g. Worked with classmates outside of class to prepare class assignments	Active and Collaborative Learning
12.1b. Frequency: Career counseling	Support for Learners
12.1e. Frequency: Skill labs (writing, math, etc.)	Student Effort
12.1h. Frequency: Computer lab	Student Effort

One way to dig more deeply into benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks on which the system scored highest and the five items on which the system scored lowest relative to the 2021 *CCSSE* Cohort. It is important to note that some colleges' highest mean scores may be lower than the cohort mean, and conversely, some colleges' lowest mean scores may be higher than the cohort mean.

While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the system's goals; thus, it is important to review all institutional reports on the *CCSSE* online reporting system at www.ccsse.org.

Notes:

- For item 4e, responses have been reversed. The frequency displayed is the percentage of students who report *never* coming to class without completing readings or assignments.
- For item(s) 4 (except 4e), *often* and *very often* responses are combined.
- For item 7, 5, 6, and 7 responses on the 1–7 challenge scale are combined.
- For item(s) 9, *quite a bit* and *very much* responses are combined.
- For item 10a, 11–20, 21–30, and *more than 30* responses are combined.
- For item(s) 12.1a and 12.1b, 2–4 *times* and 5 or more *times* responses are combined because these services are typically used less frequently.



Center for Community College Student Engagement

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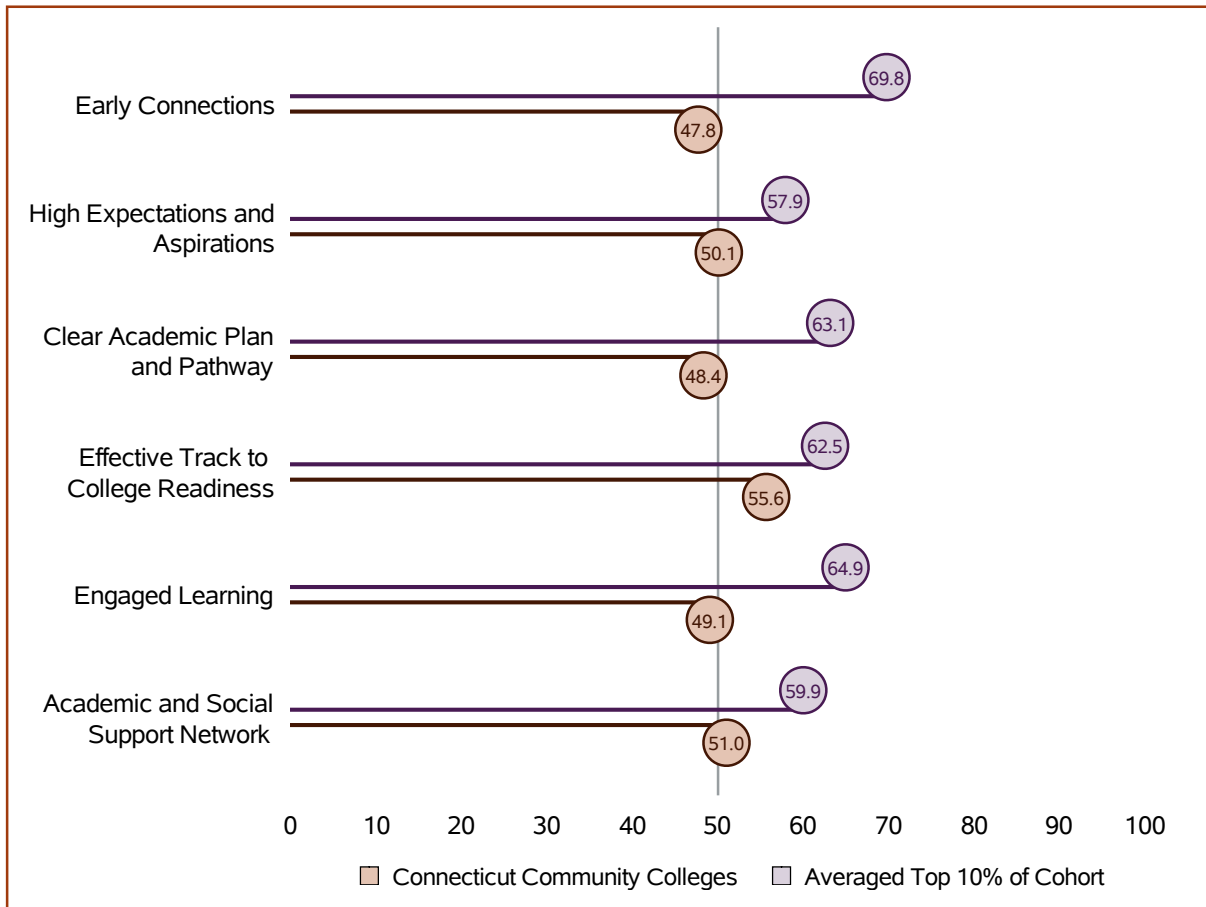
Connecticut Community Colleges

SENSE 2019 Executive Summary of Results



*Center for
Community College
Student Engagement*

Standardized Benchmark Scores



The *SENSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The six benchmarks denote areas that educational research has shown to be important to students' early college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

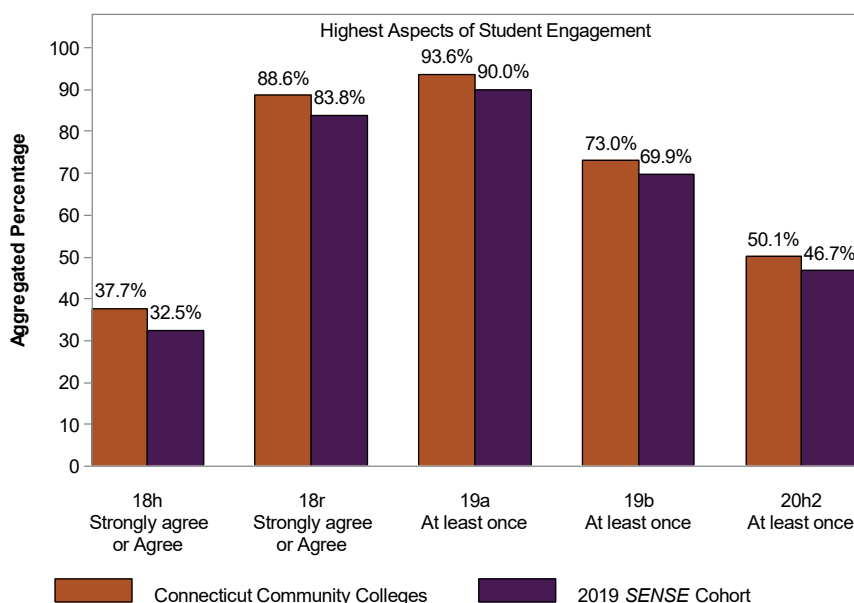
Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Therefore, provided above is a comparison of your system's standardized benchmark scores with the averaged benchmark scores from the top 10% of the current three-year cohort.

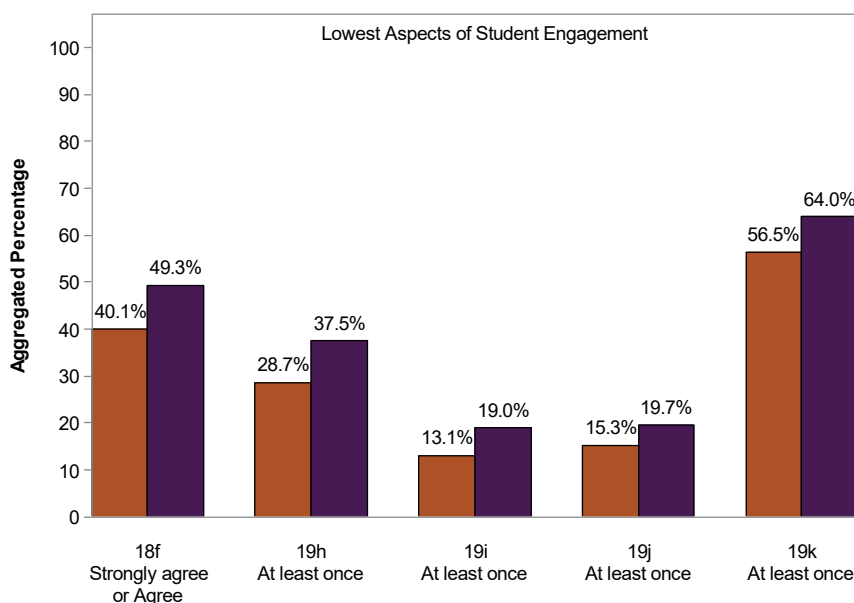
For further information about *SENSE* benchmarks and how they are computed, please visit www.cccse.org.

Note: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents.

Highest and Lowest Aspects of Student Engagement



Item	Benchmark
18h. A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take	Clear Academic Plan & Pathway
18r. At least one instructor learned my name	Academic & Social Support Network
19a. Frequency: Asked questions in class or contributed to class discussions	Engaged Learning
19b. Frequency: Prepared at least two drafts of a paper or assignment before turning it in	Engaged Learning
20h2. Frequency: Used computer lab	Engaged Learning



Item	Benchmark
18f. An advisor helped me to set academic goals and to create a plan for achieving them	Clear Academic Plan & Pathway
19h. Frequency: Worked with classmates outside of class on class projects or assignments	Engaged Learning
19i. Frequency: Participated in a required study group outside of class	Engaged Learning
19j. Frequency: Participated in a student-initiated study group outside of class	Engaged Learning
19k. Frequency: Used an electronic tool to communicate with another student about coursework	Engaged Learning

One way to dig more deeply into benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the system scored highest and the five items on which the system scored lowest relative to the 2019 SENSE Cohort. It is important to note that some colleges' highest mean scores may be lower than the cohort mean, and conversely, some colleges' lowest mean scores may be higher than the cohort mean.

While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the system's goals; thus, it is important to review all institutional reports on the SENSE online reporting system at www.cccse.org.

Notes:

- For Item(s) 18, *strongly agree* and *agree* responses are combined.
- For Item(s) 19, except 19c, 19d, 19f, and 19s, *once*, *two or three times*, and *four or more times* responses are combined.
- For Item(s) 20, *once*, *two or three times*, and *four or more times* responses are combined.



Center for Community College Student Engagement

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Spring 2022 Survey Assessing Student Satisfaction

So glad you're with us as the Spring semester gets underway! I am reaching out to you as an enrolled student at a Connecticut State Community College to ask you complete the attached survey.

Our Enrollment Management and Student Affairs department conducts this survey every year to gather feedback on your experience as a student and your campus experience. Hearing from students like you is vital to pinpoint areas for improvement and also to highlight programs, practices and services that are working well.

We would appreciate you taking the time to complete all questions in the following survey. It should take about 12 minutes of your time. Most questions ask you to respond to a statement based on a range of what is important to you.

Although the survey asks for some demographic information, your responses are confidential and are not able to be identified individually. All responses will be compiled together and analyzed as a group.

The survey can be found at:

<https://www.surveymonkey.com/r/YESS22>



You may also access via QR Code:

Thank you,

Alison Buckley, Ed.D. | Vice President for Enrollment Management & Student Affairs

Connecticut State Community Colleges

Connecticut State Colleges and Universities

61 Woodland Street | Hartford, CT 06105

• 860-573-9252 | • buckleya@ct.edu

The Community College of Connecticut 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.

Student Advisory CommitteeAgenda and Minutes available at <https://www.ct.edu/regents/minutes>

Date	Topic	Presenter(s)	Time Stamp & Time in Meeting	Video Link	Views as of 1/17/22
03/30/20	General Update and Discussion	President Mark Ojakian	Beginning of meeting; ~31 minutes	https://www.youtube.com/watch?v=sep7m0drsm0	52
03/30/20	Refund Update and Discussion	Ben Barnes	32:00; ~12 minutes	https://www.youtube.com/watch?v=sep7m0drsm0	52
04/24/20	General Update and Discussion	President Mark Ojakian	Beginning of meeting; ~36 minutes	https://www.youtube.com/watch?v=uBaYrILT-k	35
12/04/20	Finance and Budget Update and Discussion	Ben Barnes	5:00; ~1 hour and 17 minutes	https://www.youtube.com/watch?v=qwthIDwBZ-8	58
04/14/21	Tuition and Fees Update and Discussion	Ben Barnes	3:00; ~28 minutes	https://www.youtube.com/watch?v=j3qGuxq2T5g	65
04/14/21	Government Relations Update and Discussion	Sean Bradbury	29:00; ~18 minutes	https://www.youtube.com/watch?v=j3qGuxq2T5g	65
04/28/21	Students First and Enrollment Update and Discussion	Dr. David Levinson and Dr. Alison Buckley	4:15; ~42 minutes	https://www.youtube.com/watch?v=yvDysEyIY8U	33

11/05/21	Welcome and Importance of Shared Governance and Shared Leadership	President Terrence Cheng	Beginning of meeting; ~10 minutes	https://www.youtube.com/watch?v=4A5i8jCJUJ	33
11/05/21	CT State Community College Update	Dr. Alison Buckley	10:00; ~23 minutes	https://www.youtube.com/watch?v=4A5i8jCJUJ	33

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 1/17/22
04/17/20	Enrollment Update and Discussion	Terri Raimondi	3:30; ~17 minutes	https://www.youtube.com/watch?v=i_2N7gzO2gY	17
07/17/20	Health and Safety Update and Discussion	Dr. Alice Pritchard	6:45; ~1 hour and 7 minutes	https://www.youtube.com/watch?v=p5BN6L1ErH8	58
07/17/20	Transfer and Articulation Policy Update and Discussion	Steve Marcylenas	2:09:00; ~14 minutes	https://www.youtube.com/watch?v=p5BN6L1ErH8	58
08/28/20	CT State Update and Discussion	Dr. David Levinson	15:00; ~1 hour and 14 minutes	https://www.youtube.com/watch?v=TGUajQtTNkk	131
08/28/20	Transfer and Articulation Policy Update and Discussion	Steve Marcylenas	1:15:00; ~38 minutes	https://www.youtube.com/watch?v=TGUajQtTNkk	131
12/11/20	General Question and Answer Session with Discussion	Dr. David Levinson and Dr. Michael Rooke	4:30; ~1 hour and 21 minutes	https://www.youtube.com/watch?v=RhBQ5y9CwRw	118
02/19/21	Alignment and Completion of Math and English Update and Discussion	Dr. Jane Gates, Dr. Greg DeSantis, and Dr. Ken Klucznik	3:15; ~57 minutes	https://www.youtube.com/watch?v=cvpt_a9crAM	139

04/09/21	Financial Update and Discussion	Ben Barnes	7:45; ~56 minutes	https://www.youtube.com/watch?v=pUiVNiUF2B0	151
08/20/21	General Update and Discussion	President Terrence Cheng	15:20; ~1 hour and 26 minutes	https://www.youtube.com/watch?v=4oHH51Y0THE	146
09/10/21	Strategic Planning Update and Discussion	Dr. Terry Brown and Dr. JD Mathewson	6:00; ~41 minutes	https://www.youtube.com/watch?v=eYoTg0-uFvo	72
10/15/21	Updates on Academic Use and Copyright Materials	Dr. Patrick Carr	23:50; ~2 minutes	https://www.youtube.com/watch?v=FkNXEDdhNc	42
11/05/21	Alignment and Completion of Math and English and Transfer Discussion	President Terrence Cheng, Dr. Ken Klucznik, Steve Marcylenas, and BOR members	Beginning of meeting; ~1 hour and 8 minutes	https://www.youtube.com/watch?v=78VIMLqDxs	286
12/10/21	Discussion about Transfer and Task Force Proposal	Steve Marcylenas	4:40; ~32 minutes	https://www.youtube.com/watch?v=zaUcsRySuE	38

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 1/17/22
04/03/20	CT State Organizational Chart	Dr. Ken Klucznik and Dr. Alison Buckley	~3:00:00; ~11 minutes	https://www.youtube.com/watch?v=3p4vDZb_vwA	35
05/01/20	CT State General Education Core	Michael Stefanowicz	~2:51:30; ~44 minutes	https://www.youtube.com/watch?v=2iuNDA74X1c	110
06/05/20	CT State College and Career Success Course	Dr. Greg DeSantis and Dr. Fran Rosselli-Navarra	~1:42:00; ~46 minutes	https://www.youtube.com/watch?v=zNSEpPVEnPk	49
12/04/20	CT State Shared Governance	Dr. David Levinson, Michael Stefanowicz, and Eleanor Bloom	~1:55:30; ~32 minutes	https://www.youtube.com/watch?v=LYPGppR0eTQ	87
02/05/21	CT State Faculty Curriculum Alignment Process	Dr. Fran Rosselli-Navarra and Professors Rebecca Rist-Brown and Dr. Carolina Flores	~1:24:00; ~32 minutes	https://www.youtube.com/watch?v=nDm6Qeeg-84	88
02/05/21	CT State Shared Governance	Michael Stefanowicz	~1:56:30; ~10 minutes	https://www.youtube.com/watch?v=nDm6Qeeg-84	88
02/05/21	CT State Strategic Planning	Dr. Tanya Millner	~2:06:30; ~9 minutes	https://www.youtube.com/watch?v=nDm6Qeeg-84	88
02/05/21	CT State Enrollment Management and Student Affairs	Dr. Alison Buckley	~2:16:00; ~19 minutes	https://www.youtube.com/watch?v=nDm6Qeeg-84	88

	Division Service Level Agreements				
03/12/21	Alignment and Completion of Math and English	Dr. Ken Klucznik, Jeremy Martin, Dr. Gretchen Schmidt, and Paula Talley	~3:15; ~52 minutes	https://www.youtube.com/watch?v=gaAx_xR59js	271
05/07/21	Alignment and Completion of Math and English	Dr. Ken Klucznik, Dr. Greg DeSantis, Dr. Fran Rosselli-Navarra, Michael Stefanowicz, Heidi Zenie, Dr. Kim Sorrentino, and Amanda MacTaggart	~7:00; ~1 hour and 23 minutes	https://www.youtube.com/watch?v=K3IIKJ3ksYY	157
05/07/21	CT State Mission and Vision	Dr. David Levinson	~2:39:00; ~2 minutes	https://www.youtube.com/watch?v=K3IIKJ3ksYY	157
06/11/21	CT State Curriculum Alignment	Dr. Fran Rosselli-Navarra and Michael Stefanowicz	~47:00; ~15 minutes	https://www.youtube.com/watch?v=qrRYBuBwgCl	68
06/11/21	CT State Holistic Case Management Advising and Guided Pathways Advising	Michael Buccilli	~1:23:30; ~32 minutes	https://www.youtube.com/watch?v=qrRYBuBwgCl	68
10/07/21	Alignment and Completion of Math and English Update	Laura McCarthy, Michael Stefanowicz, and Dr. Fran Rosselli-Navarra	~59:00; ~18 minutes	https://www.youtube.com/watch?v=VRxpuTBpWjl	87

12/03/21	Key Performance Indicator Report	Dr. Greg DeSantis and Dr. William Gammell	~3:15; ~35 minutes	https://www.youtube.com/watch?v=KMdm0pEm0SA	68
12/03/21	CT State Curriculum Alignment	Dr. Fran Rosselli-Navarra	~1:23:10; ~3 minutes	https://www.youtube.com/watch?v=KMdm0pEm0SA	68
12/03/21	CT State College and Career Success Course and Policy Update	Michael Stefanowicz	~2:00:00; ~15 minutes	https://www.youtube.com/watch?v=KMdm0pEm0SA	68

General Presentations to the Board of Regents

Date	Topic	Presenter(s)	Time Stamp & Time in Meeting	Video Link	Views as of 1/17/22
05/15/20	CT State Community College Draft Organizational Chart Presentation	CT State Administration	Beginning of meeting; ~55 minutes	https://www.youtube.com/watch?v=e14gxlPP-Y	1,949
04/01/21	CT State Community College Showcase - Enrollment Management Presentation	Dr. Alison Buckley	Beginning of meeting; ~2 hours and 11 minutes	https://www.youtube.com/watch?v=D5yvdqhlVkc	232
10/20/21	Advising Showcase	Michael Buccilli	Beginning of meeting; ~2 minutes	https://www.youtube.com/watch?v=4QVHRPnFwX4	39
10/20/21	Registration Showcase	Dr. Gayle Barrett	Beginning of meeting; ~5 minutes	https://www.youtube.com/watch?v=K1jAFIObPBg	27
10/21/21	CT State Campus Tour	Presenter	Beginning of meeting; ~6 minutes	https://www.youtube.com/watch?v=rwbW10AeEnI	117

Board of Regents (BOR), Connecticut State Community College (CT State), Curriculum Alignment, Students First, Student Success Center (SSC), and other Updates through Systemwide Email Communications

2017

April 13, 2017	Message from President Ojakian
April 24, 2017	Students First Planning Message
May 17, 2017	Students First Planning Underway
May 17, 2017	Message on Current State Budget Proposals
September 27, 2017	State Budget Update
October 17, 2017	Students First and Consolidation Message
October 19, 2017	CSCU Buzz Consolidation Proposal
October 26, 2017	Students First Forum
November 6, 2017	Students First Forums
November 13, 2017	Students First Forums
November 19, 2017	FAQ on Students First
December 4, 2017	Students First Consolidation Message
December 8, 2017	Students First Acad. & Student Affairs Cons. Committee Announcement
December 18, 2017	CSCU Guided Pathways

2018

March 9, 2018	BOR Approval of NEASC Substantive Change Report
March 19, 2018	NEASC Substantive Change Submission
April 24, 2018	NEASC Decision Joint Statement
April 26, 2018	Letter Regarding NEASC Decision and CSCU Deficits
May 4, 2018	Students First Update
May 10, 2018	Message from President Ojakian
June 18, 2018	Update on Students First
August 23, 2018	BOR Meeting Update
August 29, 2018	New Administration White Paper
September 21, 2018	State of the System and BOR Update
October 30, 2018	SSC Update 1: KPIs
November 19, 2018	SSC Update 2: Program Consolidation
December 6, 2018	SSC Update 3: Initiatives that Impact Students
December 12, 2018	Regional President Search
December 14, 2018	BOR Meeting Update

2019

January 10, 2019	Announcement on President Levinson's Role for Students First
January 22, 2019	Announcement of New Vice President of Enrollment Management
February 14, 2019	SSC Update 4: Achieving the Dream
February 21, 2019	Update on Students First
March 2, 2019	Update on Students First
March 6, 2019	New Information on Students First

March 27, 2019	Students First Informational Hearing
March 28, 2019	SSC Update 5: Working Groups and National Partners
April 1, 2019	BOR Meeting Update
April 11, 2019	SSC Update 6: Onboarding Students
April 18, 2019	BOR Regional Presidents Update
April 23, 2019	BOR Update
May 9, 2019	Student Success Policy Blast
June 12, 2019	CSCU Legislative Wrap Up
July 16, 2019	Community College Unification Momentum
August 28, 2019	SSC Update 7: Accomplishments and the Work Ahead
September 18, 2019	SSC Update 8: Students First Academic & Student Affairs
September 23, 2019	BOR Meeting Update
October 2, 2019	Announcement of Regional Institutional Research Directors
November 5, 2019	SSC Update 9: KPIs and Equity
November 14, 2019	SSC Update 10: Guided Pathways Policies and Practice
December 10, 2019	SSC Update 11: Stud First Acad & Stud Aff Accomplish & the Work Ahead

2020

January 24, 2020	Keeping Our Community Colleges Strong
February 10, 2020	BOR Meeting Update
April 21, 2020	Request for Faculty Involvement in Curriculum Alignment from Dr. Gates
May 5, 2020	Curriculum Alignment Faculty Participation Survey Request
May 14, 2020	BOR CT State Updates
May 15, 2020	Guided Pathways Advising Implementation
May 18, 2020	Reminder Curriculum Alignment Faculty Participation Survey Request
June 5, 2020	Curriculum Alignment Survey Thank You and Update
July 7, 2020	NECHE Meeting Update
August 7, 2020	Response from NECHE Update
September 23, 2020	Community College Faculty Update and Request for Assistance
October 19, 2020	BOR Update
November 4, 2020	CT State Update
November 13, 2020	CT State Update
November 17, 2020	Student Success KPI Report

2021

January 20, 2021	CT State Update
February 8, 2021	Financial Analysis of The Merger
February 26, 2021	BOR Meeting Update
April 1, 2021	BOR Meeting Update
May 4, 2021	BOR Meeting Update
June 11, 2021	BOR Meeting Update
June 23, 2021	Merger Update
July 1, 2021	Thank You – Year in Review
July 28, 2021	Organizational Chart FAQs

August 2, 2021	CT State Academic Appointments Update
August 31, 2021	Important Leadership Announcements
September 3, 2021	CT State Data Governance Council Email
September 8, 2021	CSCU Online Learning Council Email Update
September 10, 2021	CT State Academic Affairs Update
October 4, 2021	Diversity Outcomes Work Group Recommendations
October 5, 2021	Jed Foundation Campus Update
October 8, 2021	iTeach Memo to All Faculty
November 8, 2021	Student Success KPI Report
November 16, 2021	CSCU Affirmative Action Plan and Policy Annual Notice
November 18, 2021	CSCU Buzz Message from the President on CSCU Partnerships
December 7, 2021	CSCU Success 2021 Year in Review
December 21, 2021	CSCU Copyright Guide

Documentation is available upon request

Schedule of President Cheng's Fall 2021 Community College Visits

Campus	Date	Time
ACC	Friday, October 22, 2021	9:30am - 3:00pm
CCC	Thursday, September 30, 2021	9:00am - 3:00pm
GwCC	Monday, October 4, 2021	9:00am - 3:00pm
HCC	Thursday, October 28, 2021	9:30am - 3:00pm
MCC	Thursday November 2, 2021	9:30am - 4:00pm
MxCC	Tuesday, September 28, 2021	10:00 - 4:15am
NvCC	Thursday, November 4, 2021	9:30am - 4:00pm
NwCC	Thursday, October 7, 2021	9:30am - 4:00pm
NCC	Thursday, October 14, 2021	9:30am - 4:00pm
QvCC	Tuesday, October 26, 2021	9:30am - 4:00pm
TrCC	Tuesday, October 19, 2021	9:30am - 7:00pm
TxCC	Wednesday, September 29, 2021	9:30am - 3:00pm

GP Working Group Conclusion

WEBSITE AND STREAMLINED APPLICATION (WASA)

The Connecticut State Colleges and Universities Website and Streamlined Application (WASA) working group was charged by Dr. Jane Gates, CSCU Provost and Senior VP Academic & Student Affairs, on January 22, 2019. This Guided Pathways (GP) group was led by Tamika Davis (TXCC), Andrew Morris (SO), and Vicki Bozzuto (GCC) and included faculty, staff, and administrators from across the CSCU community colleges, as well as CSCU System Office staff and other related stakeholders. The group reported to the Recruitment Architecture Group of the CSCU Guided Pathways Task Force.

WASA CHARGE

To use Guided Pathways practices and existing expertise in the CSCU community colleges to design and recommend policies and practices that facilitate seamless inquiry and enrollment experiences for students. The work will include the evaluation of technology, marketing, and recruitment tools and strategies that will integrate key elements of student onboarding and enrollment processes in the design of the single website, an inquiry process, and a streamlined application.

WASA ACCOMPLISHMENTS

- Conducted full analysis of Community College audiences and audience needs
- Filtered prospective student themes and analyzed research-based findings
- Examined several community college websites in full for content
- Reviewed edu website trends and focus
- Determined new site content, audience content, and audience goals
- Provided feedback for creating a more user focused and friendly online app
- Created a full site outline and audience focused breakdown, based on user data and trends

NEXT STEPS

WASA puts forth the following recommendations to the CT State Administration as they continue to develop the CT State website:

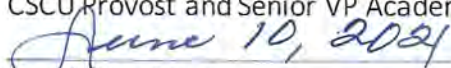
- Perform an environmental scan to determine available and needed resources for this project including:
 - Site design and development
 - Custom coding to integrate with backend systems for automation
 - Management team for ongoing maintenance, upgrades, and customizations
- Leverage expertise and experience of college and system office web masters to:
 - Determine consolidated timeline and rollout of for new content
 - Analyze current tools (CMS, Accessibility testers, Google analytics) to assess focus points and technical needs to move forward
 - Create guidelines for RFP (design and development)

CONCLUSION

The Academic and Student Affairs Division of the Connecticut State Colleges and Universities System Office is deeply grateful to all leads and members of the Website and Streamline Application (WASA) team and all other parties involved for dedicating their time and expertise to complete the working group charge and for the achievements listed herein. The efforts of this team will have positive impacts on students across the state of Connecticut.



Working Group concluded by Dr. Jane Gates,
CSCU Provost and Senior VP Academic & Student Affairs



Conclusion Date