CSCU

Connecticut State Colleges and Universities
Students First Update for
New England Commission of Higher Education
April 2019

Introduction

The Connecticut State Colleges and Universities (CSCU) launched *Students First* in April 2017 with the goal of strengthening the CSCU's ability to provide students with a high quality, affordable, and accessible post-secondary education that enables them to achieve their life and career goals. Following meetings of teams comprising CSCU administrators, faculty, students, and staff over spring and summer 2017, President Ojakian recommended to the Board of Regents two broad strategies for structural change:

1. One centrally managed community college with campuses statewide
2. A single administrative infrastructure to eliminate redundant functions system-wide and provide shared services to all colleges and universities

A single NECHE accredited community college with 12 campuses does not simply preserve current services, but significantly improves CSCU's ability to serve students. Consolidation of the 12 community colleges into a single college will remove barriers to student success through adoption of best practices at scale and across campuses, prioritizing student-facing services amid fiscal constraints, mitigating upward pressure on tuition, streamlining administrative tasks, and aligning common procedures. Over the course of this academic year, the focus of consolidation efforts has largely rested on student success, in particular the unique opportunity that consolidation provides to uniformly develop and implement Guided Pathways at scale across the entire state.

Guided Pathways is being implemented widely at community colleges across the country. It is a comprehensive set of reforms that helps more students efficiently complete credentials, transfer, and attain jobs with value in the labor market. Four pillars, which we will contextualize for Connecticut, form the bedrock of this national movement:

1. CLARIFY THE PATHS – Map all programs to transfer and career and include these features:
   - Detailed information on target career and transfer outcomes
   - Course sequences, critical courses, embedded credentials, and progress milestones
   - Math and other core coursework aligned to each program of study

2. HELP STUDENTS GET ON A PATH – Require these supports to make sure students get the best start:
   - Use of multiple measures to assess students' needs
   - First-year experiences to help students explore the field and choose a major
   - Full program plans based on required career/transfer exploration
   - Contextualized, integrated academic support to help students pass program gateway courses
   - K–12 partnerships focused on career/college program exploration

3. HELP STUDENTS STAY ON THEIR PATH – Keep students on track with these supports:

- Ongoing, intrusive advising
- Systems for students to easily track their progress
- Systems/procedures to identify students at risk and provide needed supports
- A structure to redirect students who are not progressing in a program to a more viable path

4. ENSURE STUDENTS ARE LEARNING – Use these practices to assess and enrich student learning:
   - Program-specific learning outcomes
   - Project-based, collaborative learning
   - Applied learning experiences
   - Inescapable student engagement
   - Faculty-led improvement of teaching practices
   - Systems/procedures for the college and students to track mastery of learning outcomes that lead to credentials, transfer, and/or employment

(https://www.pathwaysresources.org/wp-content/uploads/2018/02/PathwaysGraphic462017.pdf)

Currently, each of Connecticut's 12 community colleges has separate admissions, placement testing, financial aid, and registration procedures, as well as differing course and degree offerings. A student who attends more than one college is required to apply for admission and financial aid at each institution and complete separate registrations, not to mention navigate different procedures for each college. Since financial aid can only be currently distributed to a "home" institution, if a student is concurrently attending more than one institution, a consortium agreement needs to be initiated. Each college maintains a separate transcript and credits must be formally audited and transferred—at the student's request. The general education core and program requirements are also unique to each institution. A course vetted at one institution for a general education requirement may not meet the same category at a sister institution.

"Swirl' students who transfer between and/or attend more than one college, often because of the lack of timely course availability at their home college, are becoming more and more common in Connecticut. Recent data reveals that close to 25% of community college graduates in the system attended more than one community college. This enrollment in multiple institutions may occur concurrently or sequentially. These students navigate unnecessary hurdles in order to do so.

In addition to creating hurdles for students, the current 12 college structure requires a considerable expenditure of faculty and staff time that could be devoted to more significant student success supports. For the nearly 1500 students who in the 2016-2017 academic year concurrently attended more than one community college at a time, and these students make up barely 1% each semester, we estimate staff time devoted to advising, registration, financial aid transfer and auditing of transfer credits occupies the equivalent of over four full-time positions per year. That expenditure of resources does not include students attending multiple institutions sequentially. This staff time could be redeployed to more significant student supports, such as effective career and academic advising. This kind of redeployment of resources will *not* appear in

the savings numbers detailed later in this report. Part of the important work of *Students First* implementation, and especially implementation of Guided Pathways, includes identifying similar opportunities to redesign the deployment of the valuable resource of faculty and staff time.

The creation of a single community college will alleviate most of these hurdles for students. For instance, a single transcript, a common general education core, and common degree programs will lead to faster degree completion, a decrease in excess credits, and easier movement among campuses. There will be a common list of courses approved for each general education category that will apply across all campuses. Common general education categories and degree programs will also facilitate students taking online options at other campuses. Students who pursue specialized programs offered at a limited number of campuses will find it much easier to complete prerequisite and non-major requirements at any campus.

Finally, we do not know how many students would take courses at multiple campuses if the current processes for doing so were already streamlined as it will be in the single college. For instance, and especially, many students take classes online; we do not know how many restrict their enrollment in online courses to their home colleges when they could be taking advantage of the complete offerings across the colleges. We do know that in the single college students will be able to easily enroll in any of the online course offerings across the campuses.

At its heart, *Students First* is about equity, a key commitment made in the revised mission statement. We know that the barriers described above affect students of all backgrounds, but those barriers disproportionately affect first generation students and students of color. Connecticut Community Colleges (CCC) have struggled to improve completion rates at the levels seen in other states and systems that have successfully implemented Guided Pathways practices. Even in those states, very few have also been able to successfully eliminate or even reduce the gap between the success rates of White students and the success rates of Black and Latinx students. Connecticut has a significant differential in college completion rates disaggregated by race and the second highest income inequality in the nation. Across our colleges, we have many instances of successful student support services for minoritized students, but none that we have been able to significantly scale or share across colleges. And too often these programs do not statistically and persistently reduce achievement gaps. We believe that full-scale adoption of Guided Pathways principles within a consolidated college that minimizes barriers to completion and keeps equity at its center will make us one of the few states to close the equity gap while improving overall completion rates. The new structure will allow the system to provide a wider array of academic programs and student support services to all students than is possible with the current campus-by-campus arrangement for delivery and scaling of services. As a result of these improved supports and implementation of Guided Pathways overall, the system will see increased completion and retention, which means an increase in FTE and tuition revenue. CSUS's Chief Financial Officer calculates that every 1 percent increase in FTE is equivalent to a 1% increase in tuition equaling $1.3 million in revenue.

The need for structural changes in higher education in Connecticut is clear and compelling. State appropriations for the Connecticut Community Colleges (CCC) have decreased by 11.3% over the

last four years at the same time that costs have continued to escalate due to mandated salary increases and increases in the community colleges' share of fringe benefit costs. Tuition increases, which have been kept low to ensure affordability, have not been sufficient to offset decreases in state funding and increases in operating costs. Compounding these fiscal challenges, the number of public high school graduates, who make up approximately 66% of CCC first-year students, has declined by 7% since their peak in 2010 and is projected to decline by an additional 8% in the next decade. The drop in high school graduates has resulted in enrollment declines at many of the CCC for several years. In the face of change, no college can remain static and survive. *Students First* is a way to ensure that campuses/sites won't be closed, tuition won't increase to the point of affecting access, and geographic access will be preserved.

On April 19, 2018, the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges considered the Connecticut State Colleges and Universities report, *Students First: Securing Connecticut's Future through Excellence in Higher Education,* and "did not approve the proposed Community College of Connecticut as an accredited institution" because it did not find that the institution will have "assembled and organized those resources necessary to achieve its purposes" at the time of its initial operation.

The Commission stated that in pursuing candidacy, the CSCU System may decide to make changes in the plans outlined in the Substantive Change report and that the System may decide to pursue alternative plans. The System expresses its appreciation to the Commission and its staff who offered to work with the System, the board, and the twelve institutions.

The CSCU system took a number of steps to identify alternative strategies for addressing the Commission's concerns as well as our student success and financial challenges. We held conversations with NECHE President Barbara Brittingham and leaders from Vermont, Maine, and other systems (such as Lone Star College in Texas) that have engaged in similar consolidation efforts. In May 2019, we invited Dr. Dennis Jones and Dr. Sally Johnstone from the National Center for Higher Education Management Systems (NCHEMS) to meet with the CSCU planning team, a team comprising system leadership and college Presidents as well as members of the Board of Regents. We also received valuable feedback and suggestions for reaching our goals from CSCU college faculty and staff, Faculty Advisory Committee Leadership, and Student Advisory Committee Leadership.

Based on these conversations and this feedback, we developed a *Revised Students First Plan* endorsed by the Connecticut Board of Regents for Higher Education on June 21, 2018. The Board expressed the belief that the proposed organizational structure for a singly accredited college with three regions and 12 local campuses best serves students and the state, and that the revised timelines for alignment of academic programs across 12 campuses and timelines for implementation of student success initiatives and identified areas for development of specific metrics for measuring success are viable. The Board endorsed the *Revised Students First Plan* to prepare for a singly-accredited community college by:

- maintaining the accreditations of the 12 community colleges until fall 2023 when all integrated academic and student support services are in place and CSCU has worked with NEASC (now NECHE) on a process to achieve a single accreditation;
- reorganizing the community colleges regionally with a new leadership structure;
- aligning college curricula statewide, while addressing local and regional distinctiveness, to support high quality educational programs and seamless transfer, including adoption of a statewide general education curriculum;
- implementing initiatives such as Guided Pathways to improve and increase student enrollment, retention and completion;
- integrating administrative functions into centralized shared services; and
- sharing resources across campuses to stabilize critical college functions, reduce redundancies, and leverage expertise.

In September 2018 we invited President Barbara Brittingham to meet with a planning team for a description of the revised plan and progress on that plan. This current update describes the significant accomplishments that are in progress, or have been completed, since the BOR adoption of the *Revised Students First Plan*. Also see Appendix A for an update provided at a legislative information hearing on March 26, 2019. The work accomplished and in progress provides a sound foundation for consolidation of the Connecticut Community Colleges.

A. **Administrative reorganization**

1. **New Community College Leadership and Regional Structure**

Administrative reorganization will take two forms, one for the development phase from spring 2019 to fall 2023, the other beginning in 2023 with the start of the single college. Once the single college begins in 2023, it will have a College President, Chief Academic Officer, and Chief Financial Officer per NECHE standards. At that time, Regional Presidents, the Chief Academic and Financial Officers, and the Vice President of Enrollment Management will report to the Community College President. During the implementation phase and before a leadership team for the single college is in place, the Regional Presidents will report to the CSCU President. See organizational charts – Appendix B.

CSCU is implementing a regional structure, while maintaining the 12 accreditations of the colleges until fall 2023, the target date for transition to a singly accredited college. Three Regional Presidents will be hired in spring 2019, while maintaining the 12 college-based chief executive, chief financial, and chief academic officers through implementation per NECHE standards.

Meanwhile, as attrition allows, positions filled are being modified to meet the plan for the new college. For instance, instead of separate deans for academic and students affairs, small and medium sized campuses of the single college will have a single dean who will fill both roles as a dual dean. Two CSCU small colleges already operate under this model. Three of the four medium sized colleges are hiring to move to this model.

Three regions are proposed based on an analysis of the towns that serve as primary feeders to campuses, employer partnerships, and student enrollment trends. Originally, the regions were established to distribute equitably campus populations and resources statewide. However, given geographic and programmatic considerations, as well as feedback from Middlesex Community College faculty and staff, we proposed a change in their original placement. Established regions (with informal working titles):

Capitol-East (Region 1): Capital, Manchester, Middlesex, Quinebaug Valley and Three Rivers Community Colleges

North-West (Region 2): Asnuntuck, Naugatuck Valley, Northwestern Connecticut, and Tunxis Community Colleges

Shoreline-West (Region 3): Gateway, Housatonic and Norwalk Community Colleges
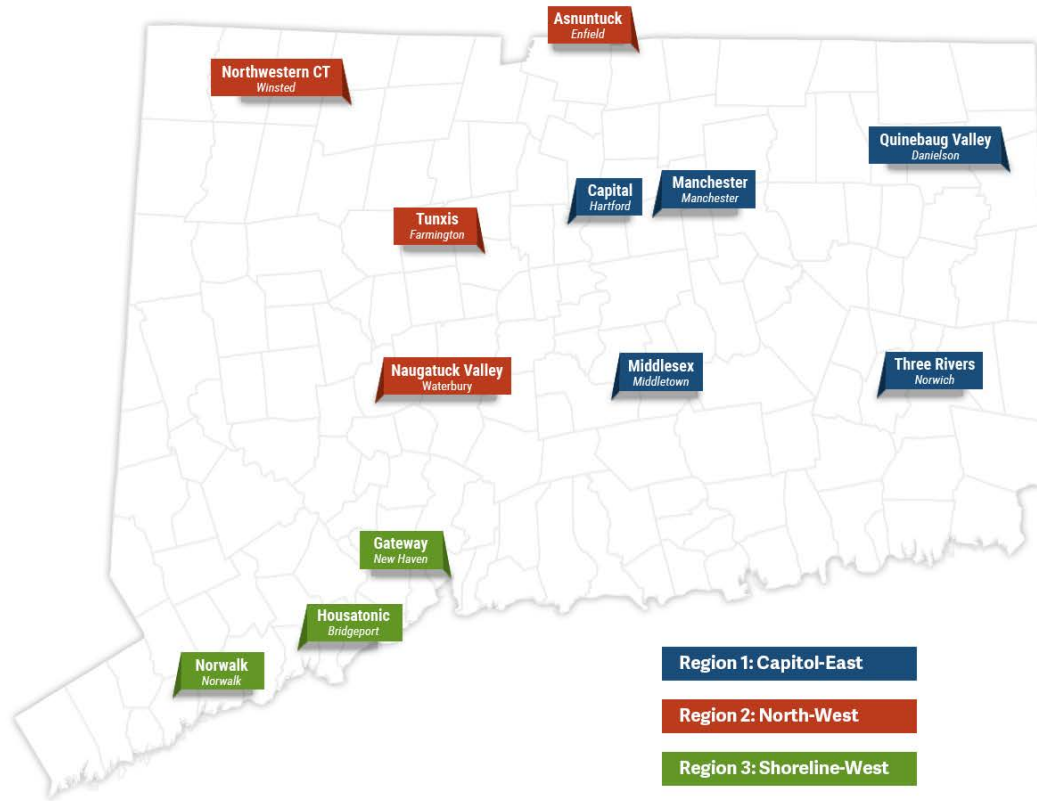
Progress to date

Hired:

Vice President for Enrollment Management (March 2019)

> Through a national search, CSCU hired a Vice President for Enrollment Management for the Community Colleges. The VP of Enrollment Management develops and oversees a comprehensive enrollment management plan to ensure the campuses achieve their enrollment and retention goals, develops and manages the implementation and execution of an integrated marketing and recruitment plan, and directs the management of the various component activities of the enrollment management function including compliance with Board of Regents policies, and state and federal law.

> See Appendix C for a complete job description.

Hiring in process

Regional presidents

> On December 12, 2018, CSCU President Mark Ojakian announced the launch of the recruiting efforts for the new Community College Regional Presidents. This is a national search to attract a highly-qualified and diverse pool of candidates. The Regents Search

Committees anticipate bringing their recommendations for the appointment of the Regional Presidents to the Board of Regents in April 2019.

To ensure that goal is met, the Board engaged the services of Jennifer Muller of Academic Center & Executive Search (ACES) to help in candidate recruitment. Having led over 70 higher education executive-level searches both domestically and internationally, Ms. Muller has the necessary skills and experience to recruit for these three new positions.

The searches are led by three Regent Search Committees operating under the search process adopted by the full Board on September 20, 2018.
http://www.ct.edu/files/pdfs/BR%2018-128%20CSCU%20Approve%20Search%20Process%20for%20Community%20College%20Regional%20Presidents%20&%20CEO.pdf
This process is engaging three Regional Advisory Committees (RACs), each constituted of faculty, staff, and foundation representatives.   These RACs assist in the review of the resumes and recommend possible candidates to the BOR Search Committee for consideration. They also participate in the interview process with semi-finalists and finalists and recommend nominees to the Board Search Committee to be considered for appointment.

A kickoff event for the three Regent Search Committees and RACs was held in November 2018 with the Aspen Institute. The committees discussed the qualities and characteristics of exceptional college leaders based on the research of the Aspen Institute and the strengths and challenges of the 12 colleges and three regions. This information was used to shape the Regional President job description and the questions posed to candidates in the interview process.

The BOR and CSCU seek leaders for this transformational change who will position the campuses, their students and graduates, and Connecticut for a secure and vibrant future. The primary role of the Regional Presidents will be to guide the overall strategic direction of campuses in the region. They will serve as change agents for the new college structure and mission. Reporting to the CSCU President and serving on the President's Leadership Team, the Regional Presidents will ensure that institutional operations and priorities are coordinated across all campuses in a region in a consistent manner. They will establish new ways of working effectively across campuses to deploy resources efficiently and strategically in support of teaching and learning to align with the college mission to meet regional and local needs. The Regional Presidents will use existing space and staff on each of the college campuses they serve,

See Appendix D for the Regional President job description.

A search timeline and other information related to the search process, including materials from the kickoff meeting with Aspen, are available on the CSCU website: http://www.ct.edu/regionalpresidentsearch

Campus CEOs

The position of Chief Executive Officer (CEO) will replace the position of President at each of the CSCU community colleges. Attrition at three of the colleges has led to the appointment of interim CEOs. As additional attritions occur, CEOs will be appointed or hired to take the place of presidents. Once the Regional Presidents are in place, searches will be held for permanent CEOs on each of the campuses. All current sitting Presidents will retain their titles and salaries. Until the fall of 2023 and the start of the single college, the college CEO will continue to fulfill the responsibilities described in standards 2.11 and 2.12.

After the start of the single college, those responsibilities will fall to the CEO of the single college. At that point, the campus CEO will serve as the lead campus administrator and as a key member of the CSCU senior management team, and will function as an on-site operational excellence leader, providing guidance on developing and implementing strategic business plans, as well as providing input on budgetary, enrollment, target-setting, and related matters. The CEO will focus on institutional continuous improvement in all identified areas of performance, operational oversight of campus functions (such as staffing, academic programming, and student affairs), maintenance of a sound infrastructure, and promotion of a safe and comfortable environment.

Reforming the academic programs and the student experience

Two steering groups provide overall management of the alignment of academic programs and the implementation of Guided Pathways to improve student outcomes:

1. **Students First Academic and Student Affairs Consolidation Committee (SF ASA CC) (46 members)**
2. **Guided Pathways Task Force (GPTF) (29 members)**

Both of these groups contribute to the consolidation of academic programs and policies. Their work is also focused on the student experience. This report provides one section on academic consolidation and one on the student experience. In some cases, work falls into both categories. The SF ASA CC and GPTF are committed to full transparency and public disclosure. The system has dedicated a portion of its website to Students First, www.ct.edu/sf, and for each committee and workgroup membership lists, charges, and meeting minutes/summaries/notes are posted. These two steering groups and the workgroups that report to them have a total membership of over 400 faculty, staff, administrators, and students.

Both steering groups report to the **College Consolidation Implementation Committee (CCIC) (17 members).** The CCIC is a coordinating committee comprising the system Provost and Senior Vice President for Student and Academic Affairs, College Presidents, the student chair of the Student Advisory Committee, administrators, faculty, and system office staff. CCIC receives reports from and provides screening and approval for all proposals from SF ASA CC and GPTF as required. When appropriate, the CCIC moves proposals to the Board of Regents.

See Appendix E for membership for these three groups and an organizational chart.

The Students First Academic and Student Affairs Consolidation Committee (SF ASA CC)

SF ASA CC has primary responsibility for overseeing the consolidation of student and academic affairs curriculum and policies and is charged with the responsibility to work out the details associated with the one community college consolidation related to academic and student affairs at the twelve community colleges. Specifically, the committee provides guidance on the alignment of academic programs (shared and differentiated), assessment, policies, procedures, institutional data, websites, catalogs, and other relevant issues to campus constituents.

The SF ASA CC was formed in January 2018 and comprises 46 faculty, staff, and administrators. Members were appointed by leadership at the system, others by college presidents, and still others to represent specific community college groups (e.g., Faculty Advisory Council, Math Issues, Center for Teaching, etc.). These appointments ensure representation of a wide variety of diverse constituencies. Subsequent to the initial selection, 12 additional members were elected, one from each college.

The SF ASA CC is co-chaired by two (non-voting) administrators. Both administrators have served in a variety of roles at the community colleges in academic and student affairs, with a combined 53 years of experience at Connecticut Community Colleges, many in high-level positions, including as chief academic and student affairs officers. Six additional managers will be borrowed from colleges to assist in completing the charge of the SF ASA CC. Two managers have

been brought to the system from their colleges to manage the work on program and curriculum consolidation.

The SF ASA CC meets monthly during the academic year and has met a total of 8 times from February 2018 through March 2019. (The November 2018 meeting was replaced by Faculty Discipline Workgroup Summit to the first round of program alignment/consolidation.) The committee follows standard Roberts Rules of order. Quorum has been reached at each meeting and minutes are publicly posted at www.ct.edu/consolidation#meetings.

Workgroups reporting to SF ASA CC

The SF ASA CC has made great progress on a number of issues: clarifying its scope and charge, establishing committee ground rules and workgroup guidelines, creating a mission and vision for the One College, overseeing the development of a One College General Education Core proposal, launching an Academic and Student Affairs workgroup, and identifying future necessary workgroups.

Workgroups formed and in progress:

> Mission and Vision (46 members)
> General Education Workgroup (18 members)
> Faculty Discipline Workgroups (Membership varies – up to 12 members for each discipline)
> Academic and Student Affairs Governance Workgroup (18 members)

During its March 2019 meeting, the SF ASA CC finalized a process for establishing future workgroups once they have been identified.   Two or three committee members will meet between meetings to draft a charge and scope of the committee, recommend the best method to develop membership composition, and develop a timeline for the work of the group. These recommendations will be brought back to the SF ASA CC for approval and prioritization.   Once the SF ASA CC and the Provost approve of the workgroup and charge, it will be created, formally charged, and begin its work.

Workgroups being formed:

> Academic and Student Affairs Policies Workgroup
> Community Connections Workgroup
> Common Catalog Workgroup
> Concurrent Enrollment Workgroup
> Strategic Planning Workgroup
> Assessment Workgroup

Guided Pathways Task Force (GPTF)

The GPTF was established by the CSCU Student Success Center to oversee committees formed to implement Guided Pathways at scale for the Community College of Connecticut. The GPTF comprises 29 faculty, staff, and administrators from the Connecticut Community Colleges as well as CSCU System Office staff. The GPTF meets monthly during the academic year and has met a

total of 7 times from May 2018 through March 2019. Summaries of each meeting are posted publicly at www.ct.edu/gp#meetings.

The CSCU Student Success Center, founded in fall 2014 through a Kresge grant as a constituent of the Jobs for the Future Student Success Network, has since become a permanent Center supported by CSCU. The Center is focused on fostering the implementation of Guided Pathways practices across the CSCU system, which will help more students earn credentials that lead to good jobs. About a year ago, the CSCU Student Success Center was a one-person office. Since then, an Associate Director, a Director of Project Management, seven Guided Pathways Managers (faculty and staff on loan from colleges), and a graduate assistant have been added in order to lead the Guided Pathways initiative under the *Students First* consolidation plan. The GPTF currently oversees nine workgroups, all charged by the CSCU Provost. These workgroups comprise faculty, staff, administrators, and students – more than 250 in total - from across the state. The GPTF is co-chaired by leadership of the Center and an elected member of the Faculty Advisory Committee to the Board of Regents. The committees, which are led by faculty, staff, and administrators from the CSCU community colleges, are listed below. *Students First*, and particularly the consolidation of the 12 community colleges into a single college, provides a unique opportunity to combine efforts and resources in order to implement Guided Pathways at scale and across 12 campuses.

CSCU data and national exemplars point to the need for widespread Guided Pathways adoption as we proceed toward consolidation, but not all CSCU faculty, staff, and administrators are familiar with all aspects of this student success movement. The Center staff, including the Guided Pathways managers, completed a tour of all twelve community colleges, during which we presented to all-campus groups about Guided Pathways, critical student success KPI (see **Institutional Effectiveness** below), and the initiatives that are underway in Connecticut. The Center has also begun an ongoing series of Student Success Update emails, which are distributed to all faculty, staff, and administrators at the community colleges in Connecticut. We were able to launch this via a partnership with Next Chapter Communications, thanks to funding from Jobs for the Future. Email updates are available online at www.ct.edu/studentsuccess#updates.

Once awareness is established, the next step in Guided Pathways adoption as we move toward consolidation is the formation of local teams to contextualize policy and other recommendations that are made at the system level. The Center is in the process of finalizing an agreement with Achieving the Dream (ATD) to make all twelve CSCU community colleges Achieving the Dream institutions as of July 1, 2019. As part of the ATD partnership, Campus Student Success Teams will be established at each college; the leads of these teams have already been determined by the administration at each college. Three of the Student Success Center's managers are also completing training from Jobs for the Future and Achieving the Dream to become college coaches. The Campus Student Success Teams will collaborate with the Center's coaches and the external Achieving the Dream coaches to help ensure that campuses are empowered to enact unified policy and practice in ways that fit with local campus cultures, needs, and identities.

Significant time across groups will be dedicated to determining

- how to get students in the CSCU Guided Pathways model on an academic plan,
- how to monitor students to determine whether and when they become off plan,

- how to effectively intervene when, they have become "off-plan," and
- how to holistically support students as they progress through their plan and on to the workforce or their next credential.

Achieving these goals will require ongoing collaboration across all campuses as well as across academic affairs, student affairs, institutional research, information technology, and other key areas.

Over the next year, the number of workgroups established to engage in Guided Pathways efforts is expected to increase, as are the number of policy and other recommendations from the existing Guided Pathways teams.

Workgroups reporting to GPTF

The GPTF and its eight working groups have seen substantial achievements over the past year, including the establishment of system-wide student success key performance indicators, partnership with Jobs for the Future, Achieving the Dream, the Dana Center, and many other national experts, and the approval of numerous policies designed to enhance student success as we move toward the one college.

Workgroups formed and in progress:

Three workgroups were formed to oversee and coordinate implementation of Guided Pathways. These workgroups will continue throughout implementation. The members of these workgroups include faculty, professional staff, administrators, and students with representation from each of the community colleges as well as CSCU System Office staff and other related stakeholders.

1. Choice Architecture (30 Members)

   Charged with developing coherent academic paths, creating meaningful learning experiences, helping students select an academic/career path, and helping students stay on their path. Specific tasks include but are not limited to: organizing existing academic programs into meta-majors, designing a common first year experience for students, developing a protocol for academic program and discipline groups to use in mapping programs to end goals, and using evidence to foster culture change surrounding behaviors predictive of academic success.

2. Recruitment Architecture (34 Members)

   Charged with designing policies and practices that streamline enrollment as well as strengthen connections to PreK-12, transfer institutions, and employers.

3. Holistic Student Support Redesign (40 Members)

   Charged with designing and recommending policies and student support services that facilitate student retention and degree completion. Specific tasks include but are not limited to: exploring and making recommendations on best practices for implementing academic advising models, monitoring student progress, designing

a common first-year experience for students, and developing wraparound services to address external factors that impede a student's ability to meet their educational goals.

A number of workgroups are charged with more specific tasks and will continue until their specific objectives are completed. The members of these workgroups again include faculty, professional staff, administrators, and students with representation from each of the community colleges as well as CSCU System Office staff and other related stakeholders. Additional information about the work each of the groups has been charged with is included in subsequent sections of this document.

Workgroups formed and in progress:

> Maps and Plans (29 Members)
> First Year Experience (34 Members)
> Website and Streamlined Application (32 Members)

Workgroups being formed:

> Alignment and Completion of Math and English (70 members)
> Career and Transfer Readiness (Membership to be determined)
> Wraparound Services (Membership to be determined)

B. **Reform of the academic programs**

Consolidation of programs will lead to a single college catalogue and ensure that majors are consistent across campuses, are organized into six areas of study, and share a common general education core. In addition, consolidation will result in common course numbers, learning outcomes, and prerequisites.

Process and Implementation Governance

During development of the curriculum for the single college and before the start of the single college, the approval process for curriculum alignment, including the common general education core, is based on the governance process followed for the CSCU Transfer and Articulation Policy and follows five steps. See **Academic and Student Affairs Governance Workgroup** below for a description of the process for developing a governance model for the single college.

1. Workgroups meet and develop a proposal.
2. The proposal is reviewed by the SF ASA CC for adherence to consolidation guidelines and requirements.
3. The proposal then proceeds to the colleges for curriculum review, endorsement vote, and written feedback. Colleges will follow established local curriculum approval and governance processes and report the results of endorsement. Colleges that choose not to endorse a program or proposal are asked to submit clear reasons.
4. The colleges report the results of their governance processes to the SF ASA CC. In cases where the SF ASA CC in consultation with the CCIC determines that a vote tally or feedback from one or more colleges justifies it, the proposal is returned to the appropriate workgroup or body in order to address concerns raised instead of being forwarded to the BOR. Otherwise, the SF ASA CC recommends to the CCIC that the proposal be sent to the Board of Regents for final approval. The CCIC decides whether to send it to the Board of Regents or return to the SF ASA CC for further revision. Upon receipt, the Board of Regents considers the final tally of endorsement votes as well as any specific feedback submitted by the colleges.
5. Once a proposal is approved by the Board of Regents, it then becomes part of the curriculum for the single college.

This model affirms CSCU's reliance on faculty governance in curricular matters, a bedrock principle for CSCU faculty and one which we safeguard, and balances that faculty governance with the specific requirements of consolidation policy.

Progress:

1. **Mission and Vision**
   The SF ASA CC developed a consolidated Mission and Vision statement for the Community College of Connecticut[1] at 2 meetings, February 2 and March 2, 2018. The

---

[1] *The name "Community College of Connecticut" has been provisionally adopted by the ASA Consolidation Committee. A final name will be subject to approval by the BOR with input from all community college stakeholders.*

entire committee was involved in this task. The work of the committee was based on existing Connecticut Community College mission and vision statements, best practices in mission and vision statements, mission and vision statements from similar large U.S. community colleges, and contributions from the SF ASA CC members and community college faculty and staff. A draft of the statement was sent to the Community College Presidents, the Faculty Advisory Committee (FAC), the Student Advisory Committee (SAC), and to all 12 colleges for feedback. After considering and incorporating feedback, the SF ASA CC submitted the following Mission and Vision statement to the Academic and Student Affairs Committee of the Board of Regents, which endorsed it on March 5, 2018. The statement was approved by the full Board on March 9, 2018.

The Community College of Connecticut 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, advances positive change for the students, communities, and industries it serves, and awards associates degrees and certificates.

The Community College of Connecticut 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.

The revised Mission and Vision expresses the values that will guide the College throughout the consolidation and implementation of *Students First* and frames a commitment not just to teaching students, but also to serving communities and the state, which is consistent with the CSCU Strategic Goals. It places emphasis on student equity in access and success, and moves from the communication of the mission statement to the ongoing measurement of mission achievement. The statement will inform strategic planning, data management analytics, evaluation and assessment, and continuous quality improvement. The statement also informs all aspects of the current work on consolidation described in this document.

2. **General Education Workgroup** (May 2018 – (anticipated) December 2019)
   The SF ASA CC established a workgroup to develop a common general education core. The group comprises 12 elected members, one from each college, and 6 members appointed by and serving on the SF ASA CC.

   The General Education Workgroup met 11 times beginning in summer 2018 and continuing into the winter of 2019. Summer 2018 work was funded by Social Venture Partners of CT. On September 18, 2018, the workgroup circulated a proposed 21 credit general education core for a campus comment period ending December 1. The proposal was also shared with the Faculty Advisory Committee, the Student Advisory Committee, the Academic Council, and at the first two Program Curriculum Consolidation Summits on November 2, 2018 and March 8, 2019. Workgroup members held brown bag

information sessions at a majority of campuses to discuss and receive feedback on the proposal. At their meetings in December 2018 and January 2019, the workgroup reviewed all comments from the campuses and stakeholders and made adjustments to the proposal.

In the process of developing a proposal for a common general education core for all programs in the One College, the General Education Workgroup is working closely with the Transfer and Articulation (TAP) Framework and Implementation Review Committee (FIRC), which has primary responsibility for reviewing TAP transfer pathways. CSCU's TAP guarantees seamless transfer from a Connecticut Community College to a regional State University or Charter Oak State College in 28 majors and counting. Central to the TAP pathways is a 30 credit block of general education courses, the Framework30. The General Education Workgroup made adjustments to the proposed general education core based on FIRC feedback and the two groups will work together during the spring 2019 semester to ensure alignment of the proposed core with the Framework30.

The General Education Workgroup will develop a modified proposal based on feedback from the campuses and alignment with the TAP Framework30. The proposal will then be forwarded to the campuses either for another round of campus comment or for endorsement vote, based on the decisions of the workgroup, the SF ASA CC, and the CCIC. The revised proposal will be accompanied by a detailed report that addresses feedback and concerns and provides a description of the modifications made to the proposal as well as reasons why not all requested modifications were incorporated. Once the CCIC decides the proposal has been thoroughly vetted and gone through each college's shared governance process, it will move it to the BOR for approval for the single college.

3. **Faculty Discipline Workgroups** (November 2018 – (anticipated) December 2020)

   The SF ASA CC coordinates the consolidation of curriculum. Consolidation will take place in three rounds and will include alignment of programs and courses, including common course numbers, titles, outcomes and prerequisites. The consolidation of curriculum is being facilitated by two faculty managers on loan to the system office.

   The SF ASA CC developed a set of guidelines regarding common program design and any options under a parent degree program, common program learning outcomes, and alignment of course titles, numbering, learning outcomes, and prerequisites.

   The alignment of degree programs and curriculum will follow a process developed for the Transfer and Articulation Policy (TAP) development of transfer pathways. For each of 24 transfer major pathways, the TAP program established a faculty work group with representatives from each CSCU institution to agree on common transfer pathways. These TAP faculty workgroups continue to meet at least annually to review and update transfer pathways.

   SF ASA CC convened the community college faculty for eighteen of these TAP faculty workgroups at a November 2, 2018, summit to begin the work of Round 1 of Program Consolidation. Additional faculty workgroups are being established to consolidate programs that do not have a TAP pathway. A second convening on March 8, 2019,

brought together faculty workgroups for the second round of curriculum consolidation. For each program, faculty workgroups consist of faculty from each college teaching the relevant program. As of March 8, over 250 faculty are involved in program and curriculum alignment.

The summits on November 2, 2018 and March 8, 2019 provided overviews of Students First, Guided Pathways, the General Education proposal, and the Program Consolidation Guidelines. Faculty workgroups attended break-out sessions by discipline to begin coordinating their work. Round 3 will begin working fall 2019.

See the Gantt chart, Appendix F, for a more complete timeline for the consolidation of the curriculum.

4. **Academic and Student Affairs Shared Governance Workgroup** (December 2018 - December 2019)
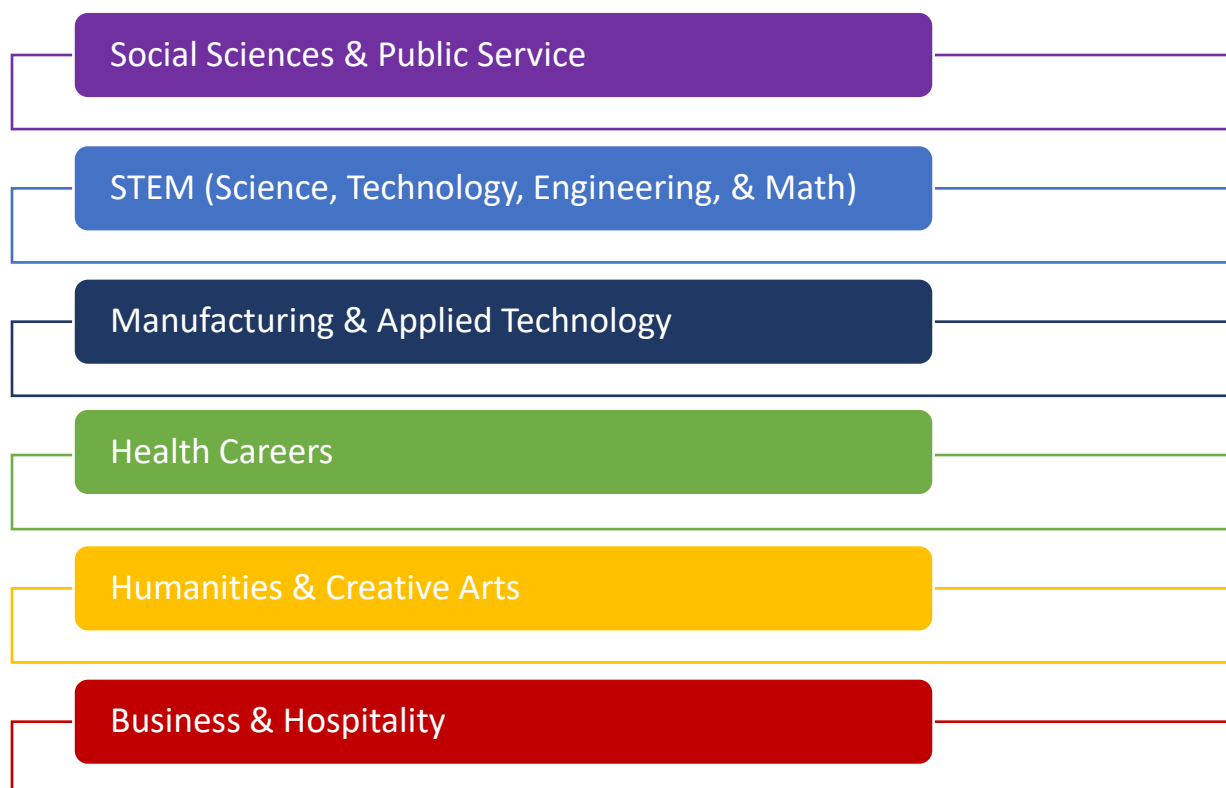
   The SF ASA CC established a workgroup to develop a proposal for Academic and Student Affairs Governance for the consolidated college. The group comprises 12 elected members, one from each college, and 6 members appointed by and serving on the SF ASA CC. The workgroup is utilizing the concepts on shared governance articulated by the Board of Regents and the Faculty Advisory Committee as a framework for moving the work forward.

   The Academic and Student Affairs Shared Governance Workgroup met on December 18, 2018 and again on March 22, 2019. The group reviewed its charge and the relevant portions of the revised *Students First* plan. Discussion began on a working definition of shared governance and committee members shared best practices of governance models from the system. The group reached a consensus on how to define shared governance for the consolidated college. Members gathered feedback on specific governance practices from each college prior to the March meeting.

5. **Areas of Study**

   As a critical contribution to the college mission of providing access to success, the Choice Architecture Workgroup of the GPTF team finalized and unanimously approved a proposal this year to establish meta-majors for the Connecticut Community Colleges. Hundreds of students were polled to determine the ideal name for these meta-majors. Based on the results, "Areas of Study" was selected. The Areas of Study that have been developed will cluster existing degree programs under larger thematic umbrellas that simplify the way in which program options are presented to students, which will afford a more informed decision-making process.

The six designated Areas of Study are:

Social Sciences & Public Service

STEM (Science, Technology, Engineering, & Math)

Manufacturing & Applied Technology

Health Careers

Humanities & Creative Arts

Business & Hospitality

The Areas of Study have been unanimously approved by the GPTF, the CCIC, and the Academic and Student Affairs Committee to the Board of Regents. The proposed policy received unanimous final approval by the full Board at its meeting on March 28, 2019. Consolidated programs of study for the Connecticut Community Colleges will be assembled into the appropriate area of study in the consolidated catalog.

6. **College and Career Success 101**

The First Year Experience Workgroup of the GPTF worked with Christine Harrington, who has authored numerous books and articles regarding first year experience courses, to create a first year experience course titled College and Career Success 101, which the workgroup has recommended be a required course for most students enrolled at the Community College of Connecticut.

One of the outcomes of this three-credit course is that each student will have developed an individualized academic plan which can be monitored by professional advisors and faculty. Over the coming months, the First Year Experience Workgroup will finalize this course proposal and consider how to establish this course as a requirement for most of our students. The General Education Workgroup proposed that the course be required in the general education core. After campus feedback, the course is now proposed as an option in the latest draft of the core.

7. **Program Maps and Plans**

Through a private-public partnership with Social Venture Partners CT, the GPTF received funding for faculty to work through the summer of 2018 to establish an Academic Map Protocol that will be used as faculty develop common academic programs under the *Students First* program consolidation process.

The protocol is designed to help systematically gather the information that students need to choose a program of study as part of our redesigned onboarding process. This protocol will continue to be refined as round one of consolidation proceeds and faculty continue to engage with the tool.

Planning:

1. **Academic and Student Affairs Policies Workgroup**

The SF ASA CC recognizes the magnitude of aligning student policies and then designing the process to operationalize the implementation of those policies consistently across the 12 campuses of the single community college.

The 12 community colleges share the same policies now, but these policies are not operationalized in a consistent way across the colleges. The SF ASA CC has acknowledged the importance of this work by recognizing the need for a workgroup to address student policies. The workgroup will be formed and charged in late spring / fall 2019.

2. **Community Connections Workgroup**

An important concern that has been raised consistently regarding the one college consolidation relates to the potential loss of strong community connections for each college. This workgroup of the SF ASA CC will work to ensure connections to community partners and individual college foundations are maintained.

3. **Concurrent Enrollment Workgroup**

There are a variety of concurrent enrollment programs in the system: high school partnership, Career and College Pathways (CCP), College Connections, and middle college high schools. This workgroup of the SF ASA CC will examine the best practices in the system and nationwide to implement them more effectively and at greater scale.

4. **Strategic Planning Workgroup**

A process will be developed to merge individual college strategic plans into one plan for the consolidated college. The plan for the single college will require input from across all campuses. This workgroup of the SF ASA CC will outline such a process and identify key stakeholders for developing a common plan. Distinctions will need to be made between campus plans and the single college plan.

5. **Assessment Workgroup**
   Assessment of learning outcomes, at the course, program, and campus level is essential for the success of our students and the college. This workgroup of the SF ASA CC will build upon an existing statewide Assessment Council and expand best practices currently occurring in the system.

6. **Alignment and Completion of Math and English**

   The Alignment and Completion of Math and English (ACME) Workgroup of the GPTF has been charged and is currently being formed. This group will include more than 70 members from the CSCU community colleges, the regional universities, and the University of Connecticut.

   Jobs for the Future is providing funding so that the Dana Center of UT Austin will help to lead this work as we reconsider both math and English policy and practice in the state, including developmental-level offerings and college-level pathways. ACME will begin its work May 2019.

The SF ASA CC and GPTF recognize that future workgroups will need to be developed as consolidation moves forward. Whenever possible, the workgroups formed will utilize existing system-wide committees or structures. An example is the Assessment Workgroup, which will initially consist of a current system-wide Assessment Council that has been steering the work of course and program assessment across the colleges. This council membership contains existing assessment content experts among the faculty and institutional research personnel.

C. **The student experience**

Progress

1. **Application Fee Shift and Streamlined Application**

   The Recruitment Architecture Workgroup of the GPTF has created a policy proposal to remove the application fee that currently exists across our community colleges. This fee has been identified as a barrier for students who may not have $20 available to apply, students who might not know that a waiver of the fee is sometimes available, and students who become discouraged when they are able to complete an application online but do not have a means to electronically pay.

   The Community College of Connecticut would be one of the seven largest community colleges in the U.S., and a survey of the other institutions on this list reveals that only one charges an application fee. In order to offset the financial impact of this fee removal, the team has proposed increasing the semester College Service fee by $5 for credit and non-credit students.

   Simultaneously, this team has commenced work on a single streamlined application for credit and non-credit students at the Community College of Connecticut. A partnership is also being established between the Connecticut State Department of Education and CSCU to initiate data sharing to aid with the recruitment and support of our students.

2. **Website and Streamlined Application**

   The Website and Streamlined Application (WASA) workgroup of the GPTF is charged with developing and recommending 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. The WASA workgroup held its first meeting on March 27, 2019 and will be working closely with the newly hired CSCU Vice President of Enrollment Management.

3. **Financial Aid Services**

   The Financial Aid Services department continues planning for consolidation by hosting conversations with other constituent units within CSCU, as well as with the U.S. Department of Education and other institutions of higher education who have experienced recent mergers. These conversations are being held in order to determine best practices that provide for a smooth transition for both students and financial aid administrators at each of our colleges.

   Based on U.S. Department of Education guidelines, we will be required to select one Office of Postsecondary Education Identification (OPE-ID) number from one of our existing colleges which will serve as the "parent" identification for the consolidated

college. The remaining eleven colleges will be brought under the parent OPE-ID for Title IV purposes. Program closeouts (i.e. Pell Grant and Direct Loan) will recur individually under the eleven remaining colleges until complete.

Locally, the technical migration toward a single OPE-ID number has been in discussion, including the selection of an existing number from one of our colleges versus requesting a new one (colleges are being merged – a new one is not being created – and applying for Title IV). Discussions continue on the impact of this migration for existing students at all current colleges from a Registrar's perspective as it relates to enrollment reporting to the National Student Clearinghouse and ultimately the National Student Loan Data System (NSLDS). These discussions include consideration for academic programs and their Title IV eligibility under a consolidated college.

The Director of Financial aid Services at CSCU continues to hold conversations with other institutions who have completed mergers. These institutions include Northern Vermont University (merger of Lyndon State College & Johnson State College), Sacred Heart University (merger of St. Vincent's College into Sacred Heart University), and the University of New Haven (merger of The Lyme Academy College of Fine Arts into the University of New Haven). The purpose of these conversations is not only to gain perspective on what changes are forthcoming, but as well to learn what to expect throughout the process.

In addition, we continue to keep the U.S. Department of Education informed about proposed timelines and subsequent action for our merger. The U.S. Department of Education maintains that, for Title IV purposes, merger should commence the February/March prior to Fall 2023. The Department will perform "data crosswalks" for students who have applied to any of the community colleges under their individual OPE-IDs, merging financial aid applications into the single OPE-ID.

4. **Banner and Other Technology Projects**

Beginning in October of 2017, the system office Banner Team and the system Registrars Council began conversations regarding the many Banner and technology needs involved in creating a new, single college from the 12 existing community colleges. One of the major changes in the *Revised Students First Plan* in spring 2018 is allowance for sufficient time for meeting Banner and other technology needs. These needs include:

- Creation of policies to ensure that student academic history is properly maintained for graduates as well as students who are continuing to complete programs under the one College;
- Maintaining financial aid / Title IV eligibility during the transition while moving to one OPE-ID;
- Collaborating on and responding to the single college academic and student affairs policies and then the Banner needs to operationalize them;
- Rebuilding the Banner Student, Finance and Financial Aid Systems to accommodate the needs of one College verses 12 separate institutions;
- Redefining many current Banner fields and reconfiguring others to add necessary information to support the single College;

- Integration of the new Banner System with all other technology, including our learning management system Blackboard, the myCommNet portal, Degree Works, and other software for the Guided Pathways initiative, etc.;
- Reconstruction of current interfaces between Banner and other organizations such as the National Student Clearinghouse, the Accuplacer Testing System, the Follett Bookstore, etc.

A small team continues to meet to plan for the Banner and technology transition. A broader team – the Banner and Technology Transition Team (BATTT) – is being formed to determine the scope of work and resource needs involved. This team will consist of colleagues from all of the major affected areas and will provide guidance and management of the work through fall 2023 when the single college enrolls the first group of students.

As Guided Pathways policy is established, it has become clear that existing technology as currently implemented is insufficient to ensure student success. The GPTF and its teams have begun dialogues with other states and with technology vendors to consider what technology solutions might support the policies and practices that we determine are essential for student success in the consolidated community college.

CSCU Information Technology and the CSCU Student Success Center have viewed demos of software from the major vendors Ellucian, EAB, Hobson's, and DIGARC, and this process is likely to continue over the next year. The goal will be to locate and implement technology solutions that will align well with our existing technology (such as Banner and Degree Works) and will amplify the effect of the Guided Pathways practices across the campuses.

5. **Career and Transfer Readiness**

The Career and Transfer Readiness Workgroup of the GPTF has been charged and the leads of the group are gathering information about how states and systems across the country have regionalized or consolidated their efforts to engage with employers as academic programs are developed or refined.

Social Venture Partners CT and the CSCU Student Success Center have recently engaged with the California Community Colleges Chancellor's Office to explore how they reimagined their workforce development efforts. In the coming months we expect to make recommendations regarding the establishment of regional and statewide leads to further establish CSCU and the Community College of Connecticut as a major component of Connecticut's economic engine.

6. **Common Catalog Workgroup**

The system is currently exploring catalog platform options. A retired staff member who has implemented both Acalog and Curriculog – both DIGARC products – at a large community college in the system has joined the Student Academic Information Services team. The system sent a small group of this team to the annual DIGARC conference for professional development, in part to determine if these products can facilitate statewide curriculum development and a common catalog for the future single college.

D. **Institutional Effectiveness**

The College will undertake academic outcomes assessment at the programmatic and course levels, as well as within key divisions of each campus. Many of the evaluative systems are state-wide Board of Regents mandated, such as the course evaluation, program review, and faculty evaluation processes.

CSCU has instituted significant new structures for academic outcomes assessment, such as the identification of Critical Success Factors (CSF), and it is making progress in embedding regular assessment procedures across campuses. Particularly promising results have been obtained from several CSCU institutions' participation in the MultiStates Collaborative, through which interdisciplinary teams of faculty use American Association of Colleges and Universities VALUE rubrics to assess General Education outcomes. This methodology is optimally suited for assessing competencies in the community college's General Education component of the Transfer and Articulation Policy (TAP).

Student Success Key Performance Indicators (KPI) developed in collaboration with the Student Success Center for fall 2013 through fall 2016 cohorts at all institutions were gathered and reported for the first time in November 2018. These KPI have been adopted by the Board of Regents.

Community colleges have historically been 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. Colleges commonly turn to short-term measures, such as semester-to-semester persistence, to measure the effectiveness of innovations. These indicators provide timely feedback, but they do not always correlate with long-term completion rates.

The metrics below were developed with support from some of our national student success partners, including Jobs for the Future and the National Center for Inquiry and Improvement, and provide short term metrics that are correlated with long-term success and will help us measure the effectiveness of Guided Pathway implementation.

The CSCU Student Success KPI, which include measures of credit momentum (e.g. attempting 15 credits in the first semester), gateway momentum (e.g. passing college-level math and English in year one), and program momentum (e.g. passing nine hours in the student's major/area of study in year one), have been demonstrated nationally to correlate with completion. The full list of CSCU Student Success KPI are:

1. Percentage of students who have earned 15 or more college-level credits after year one
2. Percentage of students who have earned 24 or more college-level credits after year one
3. Percentage of students who have earned 30 or more college-level credits after year one
4. Percentage of students who have passed (C or better) college-level math in year one

5. Percentage of students who have passed (C or better) college-level English in year one
6. Percentage of students who have passed (C or better) both college-level math and college-level English in year one
7. Percentage of students who have completed (D- or better) college-level math in year one
8. Percentage of students who have completed (D- or better) college-level English in year one
9. Percentage of students who have completed (D- or better) both college-level math and college-level English in year one
10. Percentage of students who have earned 6 or more college-level credits in first term
11. Percentage of students who have earned 12 or more college-level credits in first term
12. Percentage of students who persisted from term one to term two
13. Average rate of college-level course passing (C or above) in students' first academic year
14. Average rate of college-level course completion (D- or above) in students' first academic year
15. Percentage of students who have attempted 12 or more credits, including developmental, in the first term
16. Percentage of students who have attempted 15 or more credits, including developmental, in the first term
17. Percentage of students who have attempted 30 or more credits, including developmental, in the first year
18. Average number of credits attempted in the first term
19. Average number of credits earned in the first term
20. Average number of credits attempted in the first year
21. Average number of credits earned in the first year

The KPI are presented in aggregate for the full system, by region, and by individual campus, and some of the most critical KPI are also disaggregated by race/ethnicity, sex, and age (detail is available at www.ct.edu/gp#kpi).

These KPI will continue to be distributed annually to all stakeholders across the community colleges. They have also been used this year to determine distribution of a small amount of performance-based funding in the system and we anticipate their utilization by the forthcoming regional presidents along with President Ojakian in setting regional and statewide goals for 2019-20 and beyond.

In order to augment the limitations of IPEDs data, the Voluntary System of Accountability (VSA) and Student Achievement Measure (https://studentachievementmeasure.org/) will also be used. As previously noted, implementing Achieving the Dream (ATD) throughout all campuses will institutionalize data-driven decision making. The use of Critical Success Factors, along with associated metrics for benchmarking mission achievement, will demonstrate the College's commitment to outcomes-based accountability and model best practices for assessing student learning. Evaluation will be handled through a centralized Institutional Research operation.

CSCU began gathering sets of metrics for Board review fall 2018 to document the results of regional reorganization, administrative integration, and academic and student affairs planning, as well as to identify areas for continued improvement, including,

- Increased enrollment
- Increased first-year momentum
- Increased retention
- Increased completion and completion in timely manner
- Reduced gaps in attainment for underrepresented populations in support of equity goals
- Savings due to administrative integration
- Savings due to regional consolidation
- Redirected savings to student supports
- Increased responsiveness to regional economic development and workforce needs embraced by stakeholders across sectors

E. **Back office operations integration**

Integration of back office operations will lead to centralized strategic leadership with local level deployment and shared services agreements.

1. **Institutional Research**

A central component of the new Institutional Research organizational configuration involves pooling the talent currently spread across our institutions statewide both virtually and on campuses. For instance, IR that provides analysis of both individual campus and aggregate system trends will benefit from tapping into the expertise of staff system wide rather than limiting its focus to individual campuses.

The functional team structure described below will allow on-campus research staff to continue to meet unique local needs, while common cyclical activities will be performed by small functional teams. Sharing the burden of common activities will allow campus-based staff more time for in-depth and specialized analyses that inform and support effectiveness efforts. All IR professionals will be housed on their assigned campus to respond to the ad hoc data requests.

Structure

- All IR professionals will be part of the same staff and have a reporting line to the CSCU Office of Research & System Effectiveness. IR Associate/Assistant staff will be physically located on campuses and provide day to day support; in some cases IR Directors will be shared across multiple campuses to provide consistent leadership. All staff will maintain a strong dotted-line relationship with the respective campus leadership.
- IR professionals will have assignments in one or more functional/excellence teams such as analytic report writers or survey experts. All teams will have the appropriate access to BANNER and IRDB, and do the cyclical/routine tasks heretofore done by 12 offices.
- It is envisioned that in some cases ad-hoc campus-specific requests will be directed to the appropriate functional/excellence team as well, thus freeing up IR professionals on campus to perform other tasks unique to local needs.

In early January 2019, IR staff from all 17 institutions participated in a LEAN workshop to begin planning for a new organizational structure to reduce costs, leverage the system's IR talent, enhance decision support, and maximize our scarce resources, all to enhance student success. The new organizational structure is to be in operation on July 1, 2019. During the LEAN workshop, IR directors and staff identified initial functional teams and established procedures and practices as part of an integration plan.

One of the essential components of the mission of institutional research is to foster continuous improvement based on data-driven decisions and adjustments. IR will collect and facilitate the use of campus-level data to support each college's planning efforts, and to enhance each institution's effectiveness.

In order to ensure that the new shared-resources organizational structure for Institutional Research is meeting the standard (2.2) to sufficiently support planning and evaluation at the campus level, the following internal assessment measures will be used:

- Institutional Research Council (IRC) Self-Assessment Tool – To be developed by the IR Survey Functional Team.
- Comparative analysis of work log pre and post implementation of consolidation – since January 2019 each existing IR office at the community colleges has been recording its activity, collecting data on the source of requests, nature of requests, time involved, and whether the request is campus-specific. Analyses of these data provide insight as to how the new organization is adding value to the planning and evaluation activities, and how to improve on the services provided.
- Annual Survey of Satisfaction with IR by Key Stakeholders.

The Office of Research and System Effectiveness (ORSE) will continue to produce an annual report summarizing the activities and accomplishments toward its goals. To further facilitate communication, the ORSE publishes its most regularly produced reports on the ORSE website (http://www.ct.edu/orse)

The new IR organization will continue to maintain at the campus level a variety of external reports and assessment measures, for example: peer institutions (http://www.ct.edu/orse/data#ipeds), Student Achievement Measures (http://www.ct.edu/orse/data#achievement), as well as Key Performance Indicators and other dashboard information (http://www.ct.edu/orse/data#achievement). As mentioned before, IR personnel will be stationed on and be part of each campus community.

2. **Information Technology**

The reform of the IT support structure and operating model will provide an opportunity for IT to achieve systemic cohesion by connecting and scaling systems as one interdependent organizational unit. By defining a single interdependent organizational unit with centralized management, a common line of reporting will be established to strengthen the relationship between IT functional areas across the system, driving better decisions, ensuring operational compliance, and influencing consistent execution. The value will be consistent services at lower costs, enabling the dedication of funding to academic and student initiatives.

Centralized management of all IT resources will provide the opportunity to address system-wide needs with a larger pool of resources vs. navigating the inherent challenge and restrictions resulting from the distributed management of small pools of IT resources. The alignment of priorities will focus IT support staff efforts to address the most important requests in the most efficient manner. The optimization of our system as a whole will result in a higher percentage of common systems and greater depths of support knowledge, thereby allowing for operational decisions to be executed closer to the source of the problem by IT staff with general skills. Such a decision structure requires less bureaucracy, resulting in quicker responses and greater flexibility.

Plans are underway to start the consolidation process for Information Technology (IT). In late fall 2018, campus leaders from several institutions were brought together to begin a discussion of moving to a regionally coordinated model that centralizes enterprise-related functions and focuses campus level personnel on teaching and learning support.

D. Institutional Resources

Based on feedback received in early 2018 from NECHE to the original *Students First* plan, the Board of Regents modified the plan to allow for a more gradual implementation within the requirements of the existing accreditation of the 12 community colleges, with implementation of a single college occurring in 2023. The plan reflects that certain position actions can be taken earlier in the process, such as IT and HR consolidation, but that others, notably campus governance and finance, must be deferred to ensure our ongoing compliance with existing campus accreditation requirements.

A number of positions are reorganized under the *Students First* plan to garner savings though not necessarily changing the overall workforce head count. For instance, as has been mentioned, through current attrition, College Presidents have been replaced with Campus CEOs. The Deans of Administration have been replaced with Associate Deans of Campus Operations. The standalone Deans of Academic Affairs and Student Affairs have been combined at the small and mid-size campuses with Deans of Academic and Student Affairs with support from Associate Deans in both areas. These changes will continue over the next few years as attrition allows. Discussions with the College Presidents/Campus CEOs are ongoing to ensure this new organizational structure provides appropriate levels of leadership.

So far, aggregate progress toward this plan through attrition amounts to a reduction of 62 positions with an annual salary and fringe benefit savings of $5.2 million. The table below summarizes the plan and progress through 2018:

Students First: **Planned Personnel Changes and Attrition Already Achieved, by Area of Work**

Area	Total Planned Eliminations		Attrition through FY 2018		Planned New Positions		Total Net Change	
	HC*	Salary + FB*	HC*	Salary + FB*	HC*	Salary + FB*	HC*	Salary + FB*
Academic and Executive Leadership	(88)	(7,535,703)	(22)	(1,792,417)	48	6,283,521	(40)	(1,252,182)
Finance and Administration	(184)	(19,647,934)	(27)	(2,172,104)	44	6,388,270	(140)	(13,259,664)
HR/Payroll	(69)	(7,289,497)	(8)	(433,791)	48	4,200,000	(21)	(3,089,497)
IT	(32)	(4,099,208)	(5)	(797,363)	0	0	(32)	(4,099,208)
Total	**(373)**	**(38,572,342)**	**(62)**	**(5,195,675)**	**140**	**16,871,791**	**(233)**	**(21,700,551)**

Note: HC indicates employee headcount. FB indicates Fringe Benefits. Total Net Change includes all planned eliminations, including attrition already achieved, plus new positions planned, through the full implementation of a single college under Students First.

The overall impact of these staffing changes by campus are shown in the table below. Note that the regional governance and finance structure is combined with system office staffing. In fact, it

is expected that some of these staff members will be housed on campuses, but are shown as system or regional employees because of their anticipated reporting structure.

Students First: **Planned Personnel Changes by Campus and Area of Work**

College	Academic and Executive Leadership	Finance and Administration	HR/Payroll	IT	Grand Total
Asnuntuck	2	-4	-4	-2	-8
Capital	-2	-2	-5	-1	-10
Gateway	-9	-22	-6	-3	-40
Housatonic	-4	-19	-10	-2	-35
Manchester	-9	-16	-9	-4	-38
Middlesex	1	-10	-2	-3	-14
Norwalk	-8	-13	-9	-3	-33
Naugatuck Valley	-4	-34	-7	-3	-48
Northwestern	0	-5	-2	-2	-9
Quinebaug Valley	-1	-3	-4	-3	-11
Three Rivers	-3	-11	-6	-3	-23
Tunxis	-13	-9	-5	-3	-30
System or Regional Office	10	8	48	0	66
Grand Total	**-40**	**-140**	**-21**	**-32**	**-233**

In addition to the community college consolidation, *Students First* focuses on finding strategies for administrative efficiencies across the 17 CSCU institutions and system office projected to save an additional $11 million.

Recommendations for implementation of those strategies came through a process with workgroups comprising faculty, staff, and administration, with a final endorsement of strategies by a Steering Committee. These recommendations were in the areas of facilities, financial aid, human resources, information technology, institutional research, and fiscal affairs. The proposed changes are all in administrative areas that do not provide daily support to students or impact classroom teaching or resources.

Many of the strategies focused on the community colleges, particularly in human resources, institutional research, and financial aid, and therefore have been pursued simultaneously with the consolidation efforts detailed earlier in this report. However, there are a number of strategies that impact the full system and are being pursued on a parallel track. Our estimates identify $11 million in savings over the next five years in administrative costs through these strategies.

An example of this is the fiscal affairs strategy to consolidate purchasing services across the 17 institutions and system office. We have hired a new Vice President of Purchasing whose job it will be to find efficiencies and promote bulk purchasing to leverage our considerable buying power both as a system and in tandem with UCONN and UCONN Health. Fiscal targets/metrics have been established in this area, with an overall goal of reducing spending in non-fixed costs by 4% or $1.8 million by Fiscal Year 2022.

We have planned for reductions in facilities overtime. We will be working with campus administrative leadership on protocols to better control these rates for future budget cycles. A metric was established for savings of $2.4 million by 2020.

The administrative changes include additional savings of over $3.4 million in personnel costs at system office in information technology over the next five years. We have already cut a number of costs through personnel reductions at system office and IT operating cost reductions from across the 17 schools totaling over $1 million. An additional $560,000 is expected in reductions in IT operating costs by 2021 across the system.

Lastly, we project increased revenue of $1.8 million in the area of recruitment and retention through recovering 50% of the loss in projected enrollment based on the declining high school graduation rate.

These proposed changes are all in administrative areas that do not provide daily support to students or impact classroom teaching or resources.

Financial Outlook

The financial resources of the Community Colleges remain tight, although performance in FY 2018 and projected for FY 2019 are improved compared to earlier estimates. Thanks in significant part to the early attrition achieved in furtherance of the Students First plan, FY 2018 ended with narrow positive results for the colleges of $866,000. FY 2019 is expected to end the year with an operating loss of $8.5 million, improved over the earlier forecast of a $16 million deficit.

Despite this modest improvement in the current fiscal situation, the underlying challenges facing the Community College system remain. The sustainability of the system depends to a considerable degree on future state appropriations, collective bargaining outcomes with respect to fringe benefits, and the pace at which generational change occurs within the faculty and staff given the negotiated incentives to retire before July, 2022. The modified *Students First* plan does significantly reduce the structural deficit that otherwise looms for the system, but further changes may be required to allow the system to achieve fiscal health, including rebuilding of appropriate reserve levels.

The updated projection below demonstrates the importance of the Students First plan to stabilizing system finances. This projection is based on state appropriations held flat at the level proposed for FY 2020 and FY 2021. It makes clear that the implementation of Students First will substantially reduce operating losses, particularly in FY 2022 and thereafter. Students First does result in narrowly balanced operations starting in FY 2023. At the same time, even with Students

First the system faces near-term challenges to avoid depleting unrestricted reserves. These challenges can readily be met with a reasonable increase in state appropriation, which the system has requested and which has received some positive reaction from the relevant legislative committees. In the absence of Students First, the system's financial situation is dramatically more dire, and will be much more difficult to address with appropriations alone.

CONNECTICUT COMMUNITY COLLEGES - 5 YEAR PROJECTIONS
LAYERING IN STUDENTS FIRST

3/29/2019 — Transition to One College ————————————→ One College

	FY17 Actual	FY18 Actual	FY19 Projection	FY20 Est	FY21 Est	FY22 Est	FY23 Est	FY24 Est
REVENUES								
State Funding General Fund	157,410,403	143,839,172	139,765,979	141,415,942	149,193,819	149,193,819	149,193,819	149,193,819
State Fringe Benefits	118,750,872	113,793,841	138,899,919	146,414,003	154,466,773	154,466,773	154,466,773	154,466,773
State Funding Operating Funds	8,483,500	8,289,499	8,564,677	8,564,677	8,564,677	8,564,677	8,564,677	8,564,677
Tuition and Fees	175,416,703	182,903,459	182,117,160	186,670,089	189,003,465	191,366,008	193,758,084	196,180,060
Other	6,335,695	4,963,188	4,743,459	4,743,459	4,743,459	4,743,459	4,743,459	4,743,459
Total Revenue	**466,397,173**	**453,789,159**	**474,091,194**	**487,808,170**	**505,972,193**	**508,334,736**	**510,726,812**	**513,148,788**
EXPENSES								
Salaries and Wages	244,185,554	241,656,677	247,566,258	261,182,402	268,434,949	263,066,250	255,013,202	255,013,202
Fringe Benefits	142,831,938	145,265,346	161,060,278	177,554,195	187,319,676	189,080,481	188,791,072	194,454,804
Institutional Aid & Waivers	22,317,347	22,605,852	23,820,189	24,415,694	24,720,890	25,029,901	25,342,775	25,659,559
Other	47,519,731	47,938,688	51,298,493	52,686,293	52,686,293	52,686,293	52,686,293	52,686,293
Total Expenses	**456,854,570**	**457,466,563**	**483,745,218**	**515,838,584**	**533,161,808**	**529,862,925**	**521,833,341**	**527,813,858**
Transfers and One-time		2,102,954	1,110,095					
Net Results (no Students First)	**9,542,603**	**(1,574,450)**	**(8,543,929)**	**(28,030,414)**	**(27,189,615)**	**(21,528,188)**	**(11,106,530)**	**(14,665,070)**
STUDENTS FIRST IMPACTS								
Implementation Costs:								
Student Success Center		377,759	397,986	419,325	441,838	465,589	0	0
Achieving the Dream		0	170,000	1,392,000	746,000	0	0	0
Guided Pathways		448,832	639,498	664,728	539,479	539,479	0	0
Academic Consolidation		288,314	288,314	304,171	320,901	320,901	0	0
Web Design/Systems		0	192,000	500,000	500,000	0	0	0
Total Implementation Costs		**1,114,905**	**1,687,798**	**3,280,224**	**2,548,218**	**1,325,969**	**0**	**0**
Savings		(3,555,329)	(6,555,329)	(9,555,329)	(12,555,329)	(15,555,329)	(21,555,329)	(38,572,342)
Increases		0	0	1,000,000	3,000,000	5,000,000	9,000,000	16,871,791
Net Impact of Students First		(2,440,424)	(4,867,531)	(5,275,105)	(7,007,111)	(9,229,360)	(12,555,329)	(21,700,551)
Net Results including Students First	**9,542,603**	**865,974**	**(3,676,398)**	**(22,755,309)**	**(20,182,503)**	**(12,298,828)**	**1,448,799**	**7,035,481**
	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
Unrestricted reserves:								
Without Students First	**45,729,805**	**44,155,355**	**35,611,426**	**7,581,012**	**(19,608,602)**	**(41,136,791)**	**(52,243,321)**	**(66,908,391)**
With Students First			**40,478,957**	**17,723,648**	**(2,458,855)**	**(14,757,683)**	**(13,308,884)**	**(6,273,403)**
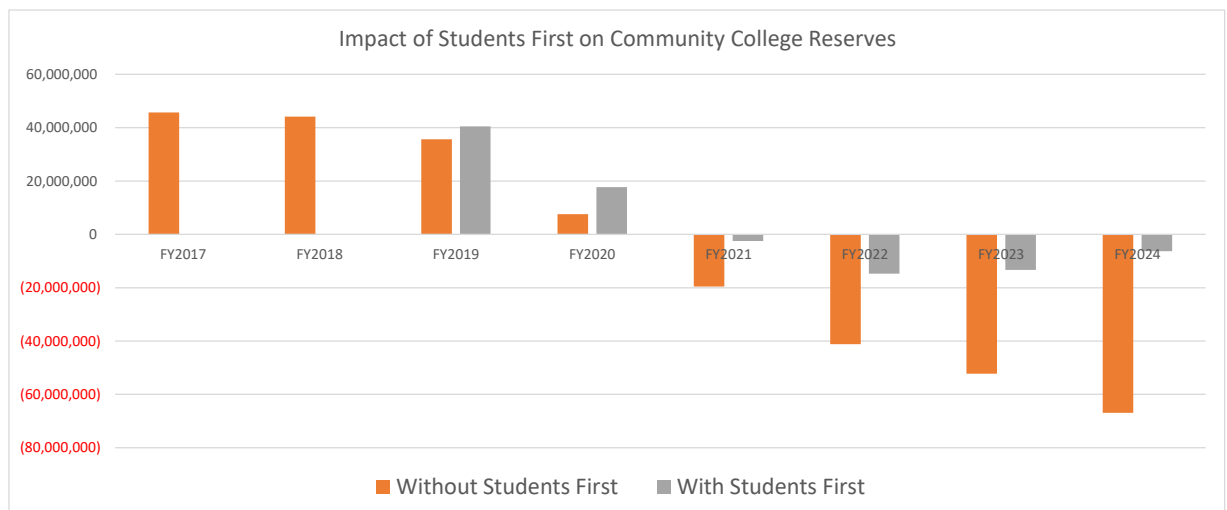
Impact of Students First on Community College Reserves

Appendix A

Significant Challenges

Lagging Student Success
9 out of 12 colleges' graduation rates are of concern to NECHE

Declining Enrollment
Down 7% since 2010, projected additional 8% down in the next decade

Fiscal Sustainability
Financial stability for 10 of 12 colleges are of concern to NECHE

Three-year (150%) graduation + transfer-out rates (success rates) for all degree-granting, two-year public colleges in CT, RI, MA, NJ, and NY for the three-year period ending Aug 2017.

CSCU
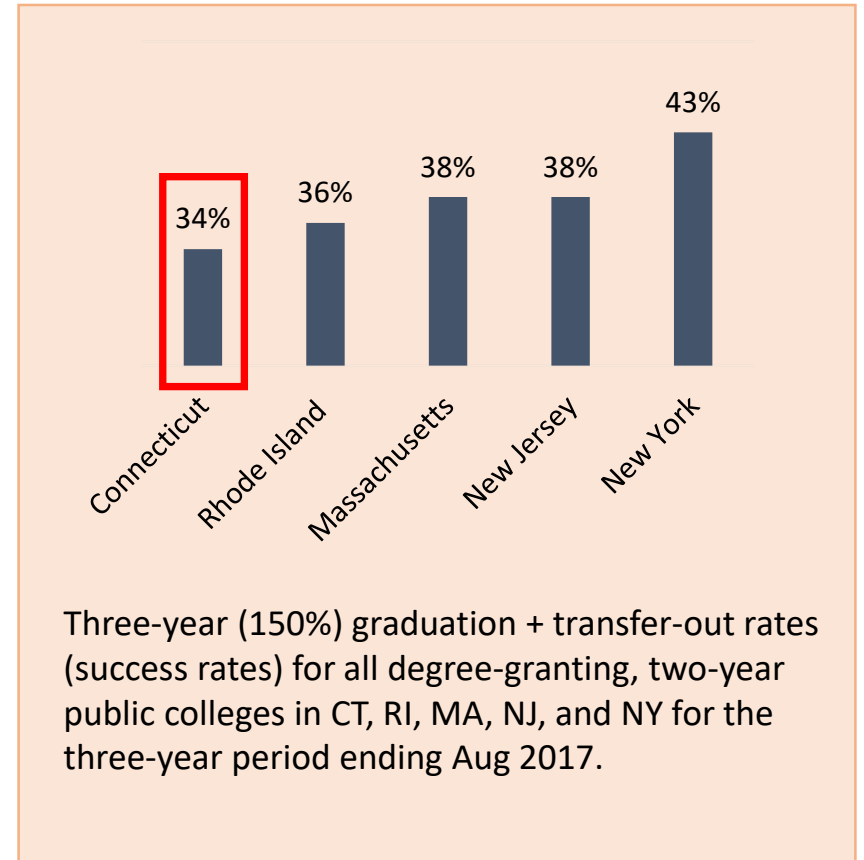
Advantages of Consolidation

- **A single NECHE accredited community college with 12 campuses** will remove barriers to student success through

    - adoption of best practices at scale and across campuses,
    - prioritizing student-facing services amid fiscal constraints by focusing resources on students success needs,
    - mitigating upward pressure on tuition,
    - streamlining administrative tasks, and
    - aligning common procedures.

- **A single NECHE accredited community college with 12 campuses** will provide geographic access to all programs across the campuses

CSCU

Single Community College 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, advances positive change for the students, communities, and industries it serves, and awards associate degrees and certificates.

CSCU

The Student Experience

Student Mobility: Attending Multiple Colleges

25%

25% of community college graduates in the system attended more than one community college

CSCU

12 Colleges, 12 Processes

Connecticut Community Colleges currently have:

Separate   admissions

Separate   placement testing

Separate   financial aid procedures

Separate   registration procedures

Separate   student transcripts for the same student

Connecticut Community Colleges currently have:

Differing   degree offerings

Differing   course offerings

Differing   prerequisites

Differing   general education requirements

Differing   transfer procedures

Differing   advising requirements, models and procedures

CSCU

Example I: 35 Steps

Current process with 12 colleges:

1 Student meets with academic advisor at their home college (HC)

2 During advising session, it is discovered that one of the two final courses needed for graduation is not available at (HC)

3 Student and advisor together search web for course availability at other campuses in the CT Community College System.

4 A section of the course is identified at another college. The student decides to pursue the course at the visiting college (VC)

5 Student must apply to the (VC) even though they have already applied to a sister CT Community College. The application fee is note charged twice but all processes and paperwork must be resubmitted for admission.

6 (VC) Admission staff review application

7 Student must re-request proof of high school completion from school district

8 Student submits proof of high school to admission office at (VC)

9 (VC) admissions staff formally admit student once matriculation items are received

10 Student must request college transcript from (HC) be sent to (VC)

11 Admissions/registrar at (VC) receive and evaluate transcript from (HC)

12 Transcript evaluation may require faculty/departmental approval.

13 Admissions/Registrar at (VC) requests approval from faculty (if needed)

14 Faculty at (VC) reviews transcript from (HC) and approves courses and prerequisites.

15 Admissions/Registrar at (VC) enters approved credit and/or adds prerequisite overrides needed for registration

16 If student is receiving financial aid, student must visit financial aid office at (HC) and request consortium agreement to pay for classes at (VC)

17 Financial aid office at (HC) must contact (VC) to notify of consortium

18 Student visits financial aid office at (VC) to gain signatures

19 Student visits advising office at (VC) to gain signatures

20 Student re-visits advising office at (HC) to gain signatures

21 Student meets with advisor at (VC)

22 Student registers at (VC)

23 Student visits payments/bursar to ensure consortium memo is placed on account otherwise student will be dropped from course

24 Student visits bookstore at (VC) to obtain textbook but finds out that financial aid cannot be used for upfront cost. Student must pay out of pocket and wait until the end of the semester to be refunded.

25 Student begins course at (VC)

26 In order to access academic or non-academic supports student must learn an entirely new system with different departments, offices, programs, staff titles, and duties.

27 Student must learn to navigate different types of technology to succeed in their studies

28 Student completes course at (VC)

29 Student requests (VC) transcript be sent to (HC)

30 (HC) receives and reviews transcript.

31 Faculty/Departmental approval is required due to differences in course name and number

32 Admissions/Registrar sends transcript and course description to program/department faculty

33 Program/department faculty review and accept course as equivalent and notify registrar/admissions

34 Registrar/admissions formally enter credit to student transcripts

35 Student graduates

CSCU

Resources Required for Current Process

1472 Students

✖

6 Hours Per Student

=

4 Full-Time Positions

Student Advising

1,472 students simultaneously took classes at more than one community college*

6 Hours of staff time per student

8832 hours staff time = 4 full-time positions per year

Redeploy that time on student advising, etc.

*2016/2017 academic year

CSCU

Example I: 5 Steps

The process at one college:

1	**2**	**3**	**4**	**5**
Meet with advisor	One class not available at the home campus	Find the class at a nearby campus	Register, financial aid instantly applies	Pass class and graduate

Example II: 12 Colleges

Transfer Credits

ACC – 9 Credits

→

Two Courses Unavailable at ACC

→

Programs Req. Met

ACC – 9 Credits
MCC – 11 Credits

Student transfers to Asnuntuck Community College (ACC) from out of state and completes 9 credits

Needs two higher level math courses unavailable at ACC

Takes math courses at Manchester Community College (MCC)

Staff resources

$126.33 to tell this student it couldn't happen.

Transferring to MCC Resets Process

←

Grad Req. Not Met

Student can't graduate from ACC or MCC

If the student transfers to MCC, process starts over again – review of transcripts, etc.

15 credits required at 1 college

CSCU

Example II: Single College

Transfer credits through Asnuntuck Campus	**Courses unavailable at Asnuntuck Campus**
Student transfers to Asnuntuck Campus from out of state	Needs two higher level math courses
Student Graduates and transfers seamlessly to CSU	**Programs Req. met at Manchester Campus**
Completed TAP guarantees transfer	Takes math courses at Manchester Campus

CSCU

Equity

CSCU

CSCU Community Colleges & State Attainment

70%
by 2025

Connecticut State Attainment Goal: 70% by 2025

CSCU Credential Attainment

(2013-18)

Black 14%

Latinx 20%

White 66%
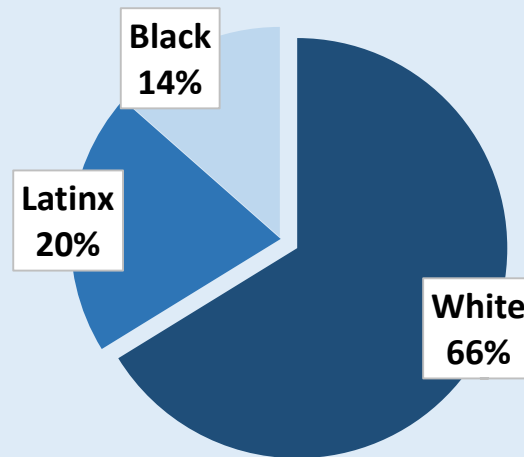
2983
More

---

*If we had equity, **2983 more community college credentials** would have been awarded to Latinx and Black students 2013-18.*

CSCU
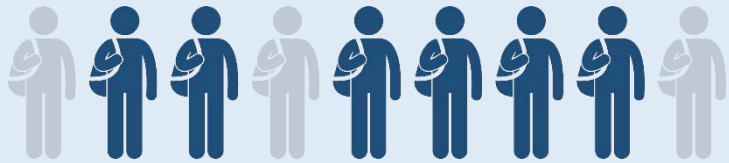
Percentage Point Change in Equity Gap (2012-16)
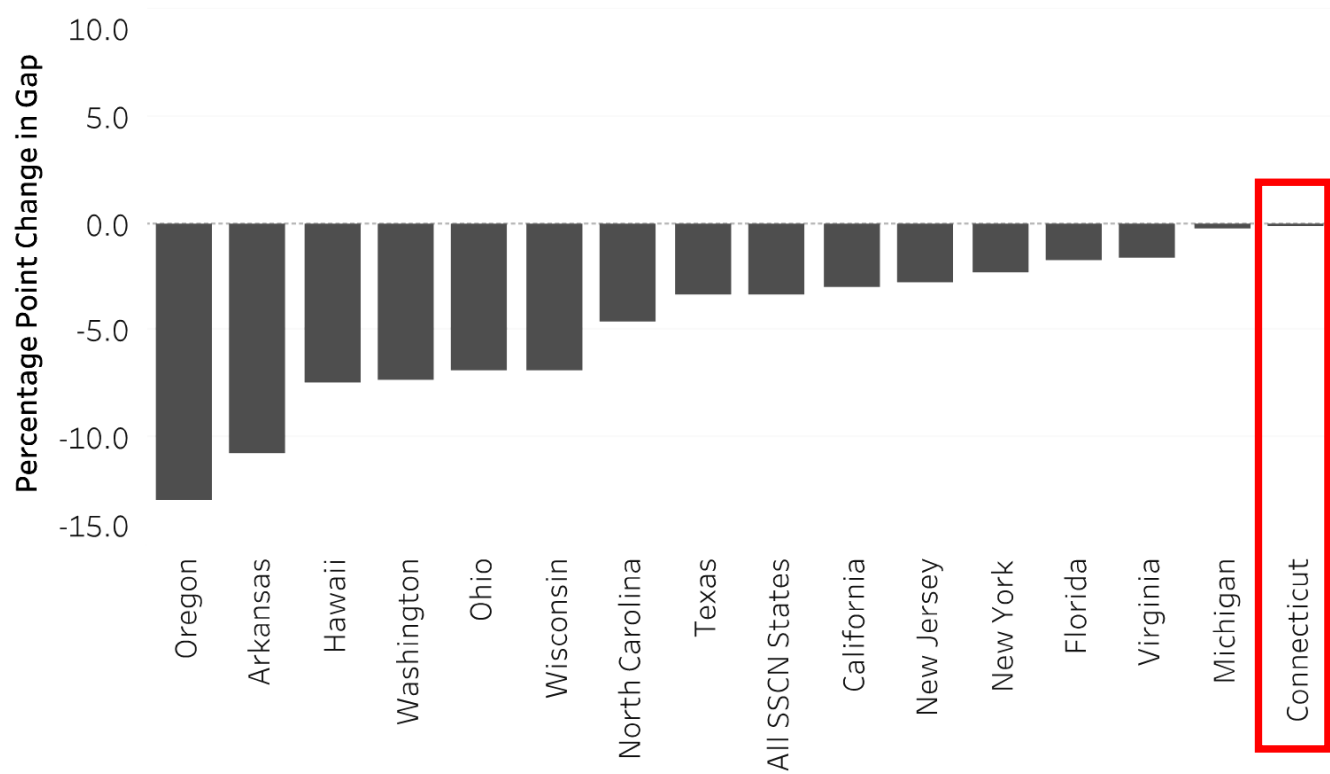
Community colleges were built for access.

We must evolve to ensure equity in retention and completion.

CSCU

CSCU Community Colleges & State Attainment

Percentage of students who passed college-level math and college-level English in year one, disaggregated

White —— Latinx —— Black
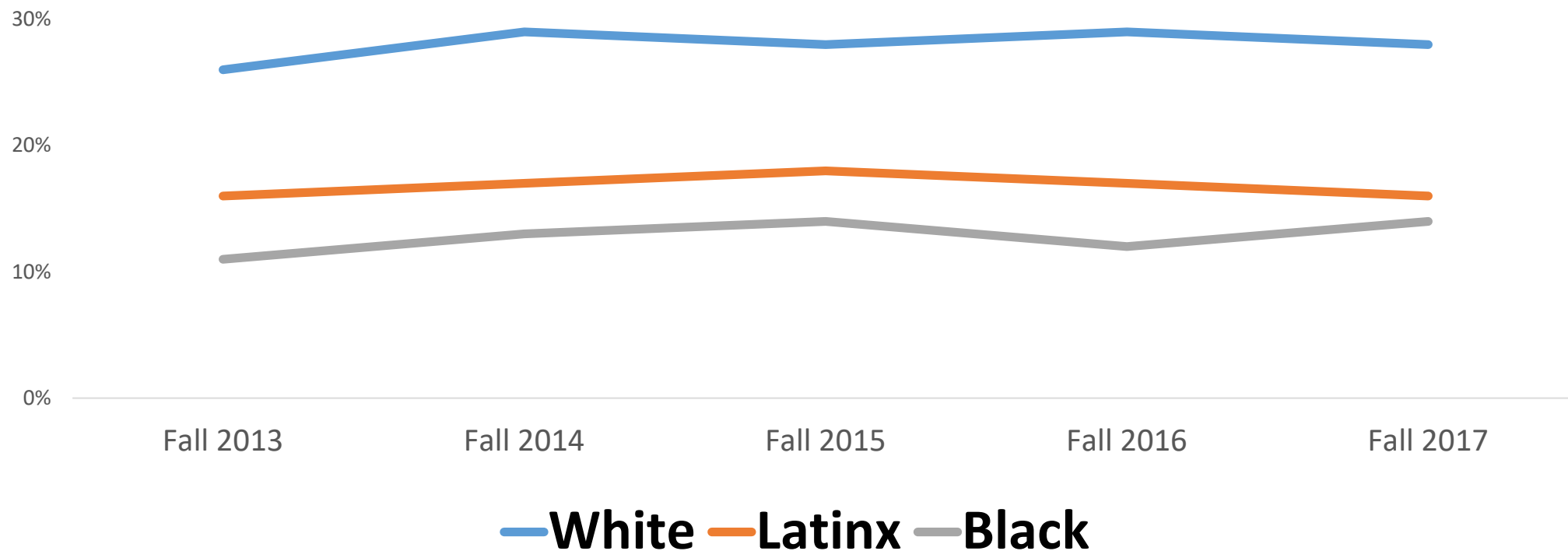
Closing the Attainment Gap

The states that have closed the attainment gap for minoritized students have adopted and are practicing guided pathways at scale statewide.

CSCU

CSCU Community Colleges & State Attainment

PATHWAYS RESULTS

Alamo Colleges: Dramatic Gains in College Credits and Course Completions

Students Are Earning More Credits

Percentage of fall FTEIC students who earned 6+ credits in their 1st term

- 2010: 33%
- 2016: 64%
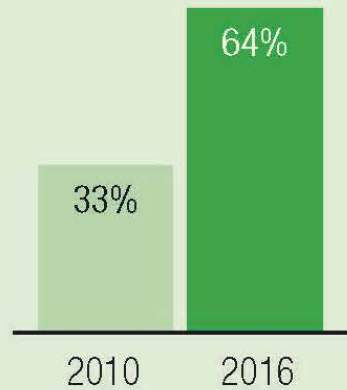
Percentage of fall FTEIC students who earned 24+ credits in year 1

- 2010: 11%
- 2016: 23%
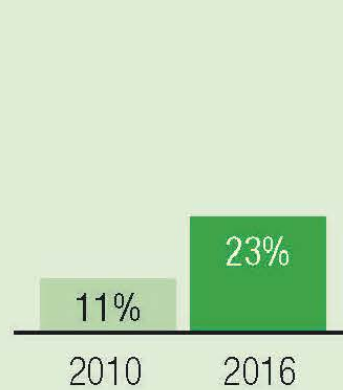
Students Are Completing More College-Level Courses

Percentage of fall FTEIC students who completed college English in year 1

- 2010: 37%
- 2016: 62%
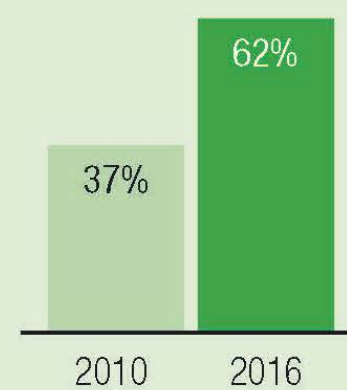
Percentage of fall FTEIC students who completed college math in year 1

- 2010: 14%
- 2016: 34%
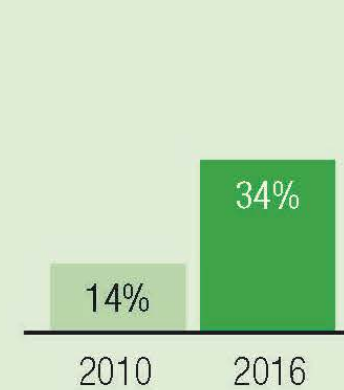
Percentage of fall FTEIC students who completed both college math and English in year 1

- 2010: 11%
- 2016: 29%
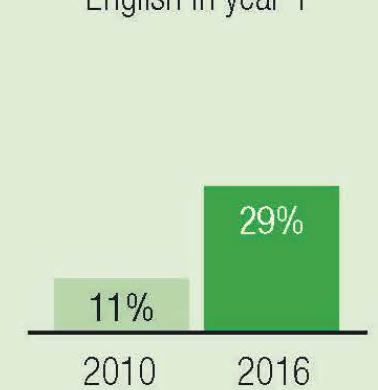
FTEIC: First time ever in college

Source: Alamo Colleges and Community College Research Center, 2018

CSCU

Progress

Who Is Doing This Work?

Over **400** faculty, staff, administrators, and students serve on a variety of workgroups comprising a mix of elected, representative, volunteer, and appointed members.

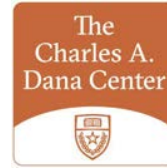CSCU

Students First Working Group Structure

March 2019

CSCU
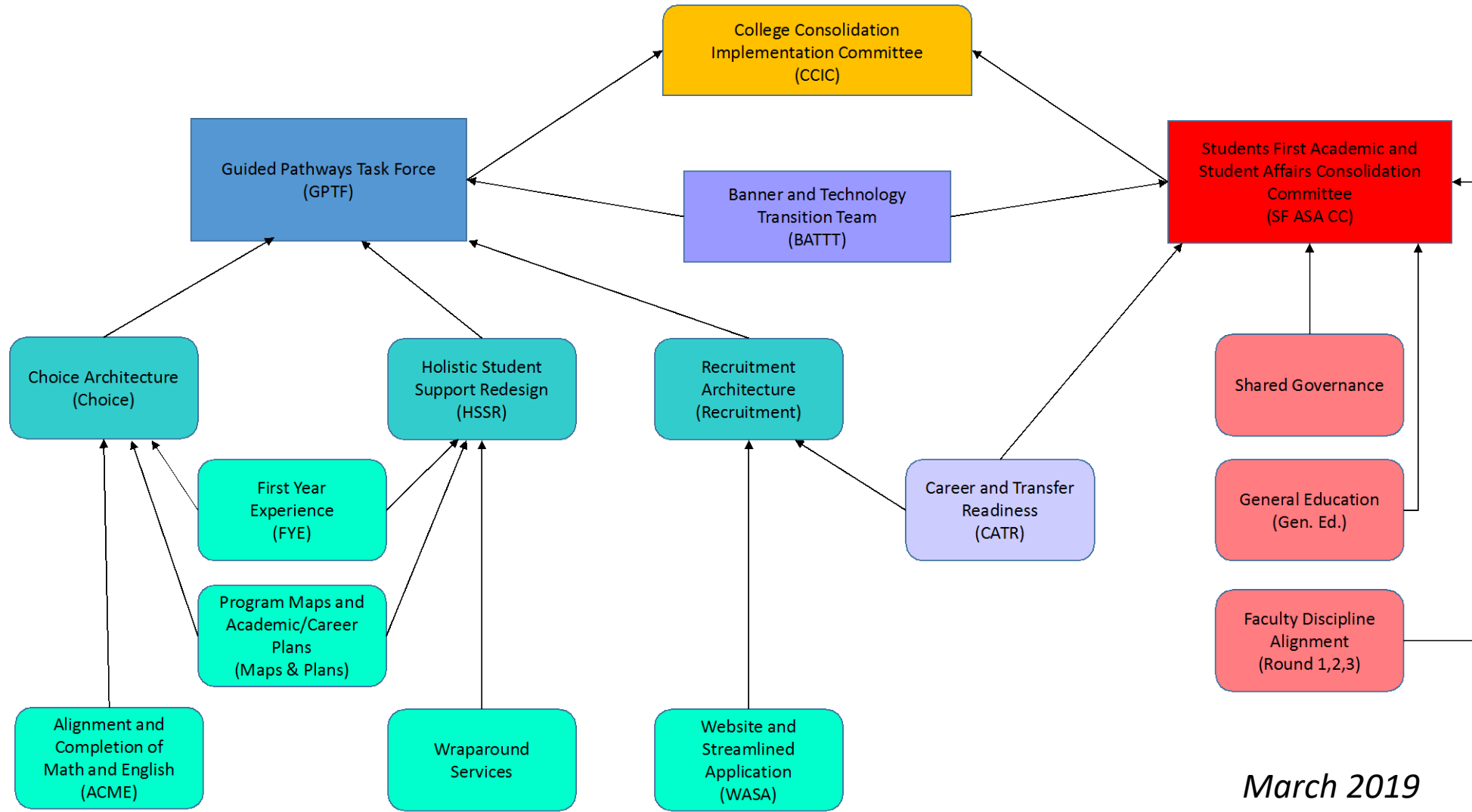
Workgroups Being Formed

- Community Connections Group

- Academic and Student Affairs Policy Group

- Outcomes Assessment Group

- Concurrent Enrollment Group

- Career and Transfer Readiness Group

- Specialized Program Accreditation Group

CSCU

Our Partners

CSCU

Overall Staffing and Financial Impact of Students First

- Connecticut's Community Colleges:

  - 5,961 employees, including 1,947 full-time and 4,014 part-time
  - 784 full-time faculty
  - 1,564 non-teaching FTEs
    - Over half of these (815) work in academic or student affairs.

- Student-facing positions, including faculty, academic affairs, and student affairs, WILL NOT be reduced as part of Students First.

- In fact, CSCU's proposal to OPM for FY 2020 requested $13M for 144 additional advisors and $22M for 200 additional full time faculty

CSCU

Overall Staffing and Financial Impact of Students First

- There are 750 employees currently working in administrative functions.
- Students First will reduce this administrative staff by 171, approximately 23%.
- ***The reduction in administrative staff comes in four main areas:***
  Executive Leadership, Finance and Administrative Services, HR/Payroll, and IT
- Workforce reductions range from 6 to 27 on individual campuses.

Overall Impact of Students First on Community College Non-Teaching Staff	Current	Proposed	Net Staff Reduction	Estimated Savings
Full Implememntation of Students First				
Administrative staff	749	576	173	
Academic and Student Affairs staff	815	817	-2	
Total, Full Implementation of Students First	**1564**	**1393**	**171**	$ 20,747,173
Without One College under Students First				
Administrative staff	749	696	53	
Academic and Student Affairs staff	815	817	-2	
Total, Without One College under Students First	**1564**	**1513**	**51**	$ 7,969,016

Note: Total saving are reduced from prior estimates of $23M to approximately $21M due to attrition savings already experienced between 2017 and 2018.

CSCU

Executive Leadership Staffing and Financial Impact of Students First

- Replace College Presidents with Campus CEOs when there is attrition
- Combine Deans of Academic Affairs and Deans of Student Affairs into 1 position on small and mid-size campuses
- Create centralized Institutional Research capacity with dedicated campus staffing
- Provide centralized enrollment management leadership
- Provide centralized marketing and communications with dedicated campus staffing

Impact of Students First on Executive Leadership Staffing	Current	Proposed	Net Staff Reduction	Estimated Savings
Full Implementation of Students First				
Executive Leadership Staffing	1063	1045	18	$ 839,556
Without One College under Students First				
Executive Leadership Staffing	1063	1062	1	$ (149,812)

Note: Without One College under Students First, savings do not include consolidation of Institutional Research or staffing reductions in campus presidents' offices, but do include marketing, and regional presidents. Savings would only be gained through attrition. Figures reflect total headcount, including full and part-time staff.

CSCU

Finance and Administration Staffing and Financial Impact of Students First

- Replace Deans of Administration with Associate Deans of Campus Operations (ADCOs). Reduce support staff.
- Reduce facilities staffing to industry standard levels and centralize management of capital projects
- Regional budget staff will support ADCOs
- Expand central office role in day-to-day financial operations, including accounts payable, purchasing, accounting, financial reporting, etc.

Impact of Students First on Finance and Administrative Staffing	Current	Proposed	Net Staff Reduction	Estimated Savings
Full Implementation of Students First				
Finance and Administrative Staffing	331	218	113	$ 12,850,973
Without One College under Students First				
Finance and Administrative Staffing	331	321	10	$ 1,062,183

Note: Without One College under Students First, savings do not include consolidation of finance staff, but does include reductions in facilities, replacement of Deans of Administration, and hiring of regional budget staff.

CSCU

Human Resources and Payroll Staffing and Financial Impact of Students First

- Centrally provide HR capacity with continued campus staffing to handle day to day issues
- Eliminate college payroll departments, relying on central payroll administration.

Impact of Students First on HR/Payroll Staffing

	Current	Proposed	Net Staff Reduction	Estimated Savings
Full Implementation of Students First				
HR/ Payroll Staffing	59	46	13 $	3,055,834
Without One College under Students First				
HR/ Payroll Staffing	59	46	13 $	3,055,834

Note: HR and Payroll consolidation can occur without creating One College under Students First

CSCU

Information Technology Staffing and Financial Impact of Students First

- Centrally provide IT strategic leadership with campus staffing to handle day to day issues

Impact of Students First on Information Technology Staffing

	Current	Proposed	Net Staff Reduction	Estimated Savings
Full Implementation of Students First				
Information Technology Staffing	112	85	27	$ 4,000,812
Without One College under Students First				
Information Technology Staffing	112	85	27	$ 4,000,812

Note: IT consolidation can occur without creating One College under Students First

CSCU

Website

www.ct.edu/sf

CSCU
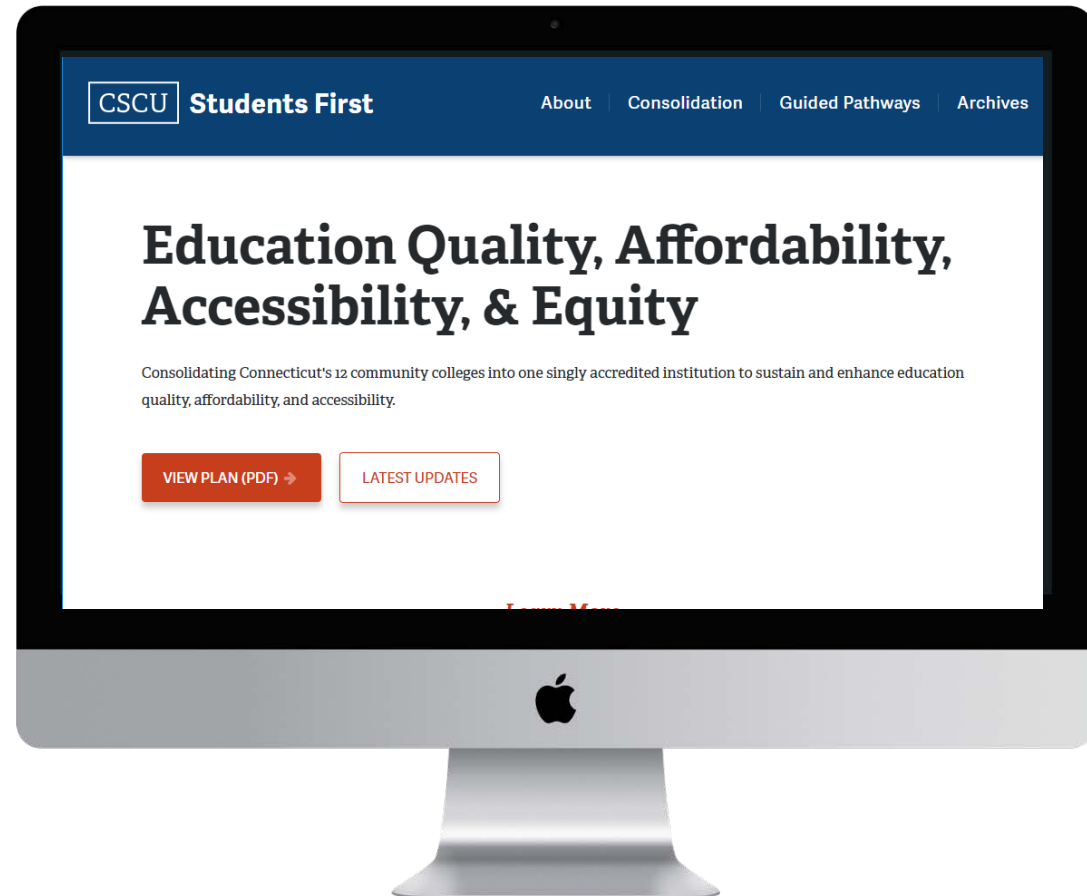
Appendix B

Proposed Leadership Structure
Spring 2019 to Fall 2023
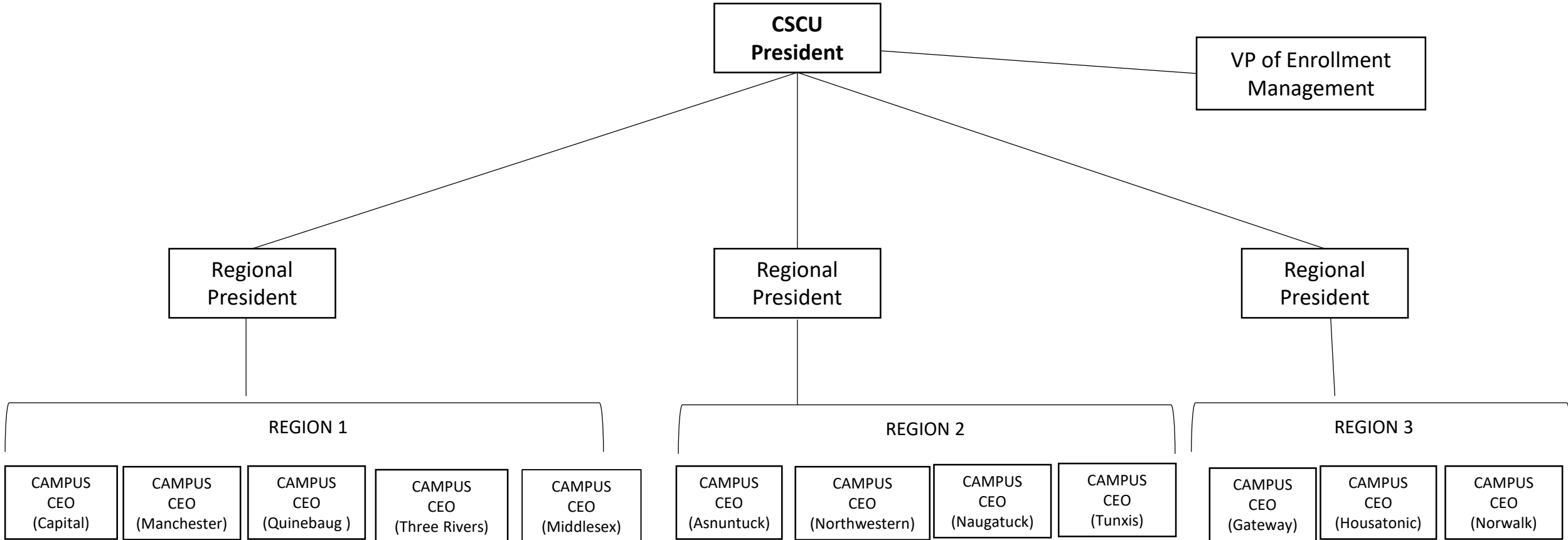
Note: Each campus will have a CEO, CFO and CAO per NEASC standards

CT State Colleges & Universities

Proposed Leadership Structure Beginning Fall 2023

CSCU President

VP Enroll. Mgt

CCC Provost/CAO

CCC President (CEO)

CCC CFO

Regional President

Regional President

Regional President

REGION 1

CAMPUS CEO (CCCI)
CAMPUS CEO (MCC)
CAMPUS CEO (QVCC)
CAMPUS CEO (TRCC)
CAMPUS CEO (MXCC)

REGION 2

CAMPUS CEO (NCCC)
CAMPUS CEO (NVCC)
CAMPUS CEO (TCC)
CAMPUS CEO (ACC)

REGION 3

CAMPUS CEO (GCC)
CAMPUS CEO (HCC)
CAMPUS CEO (NCC)
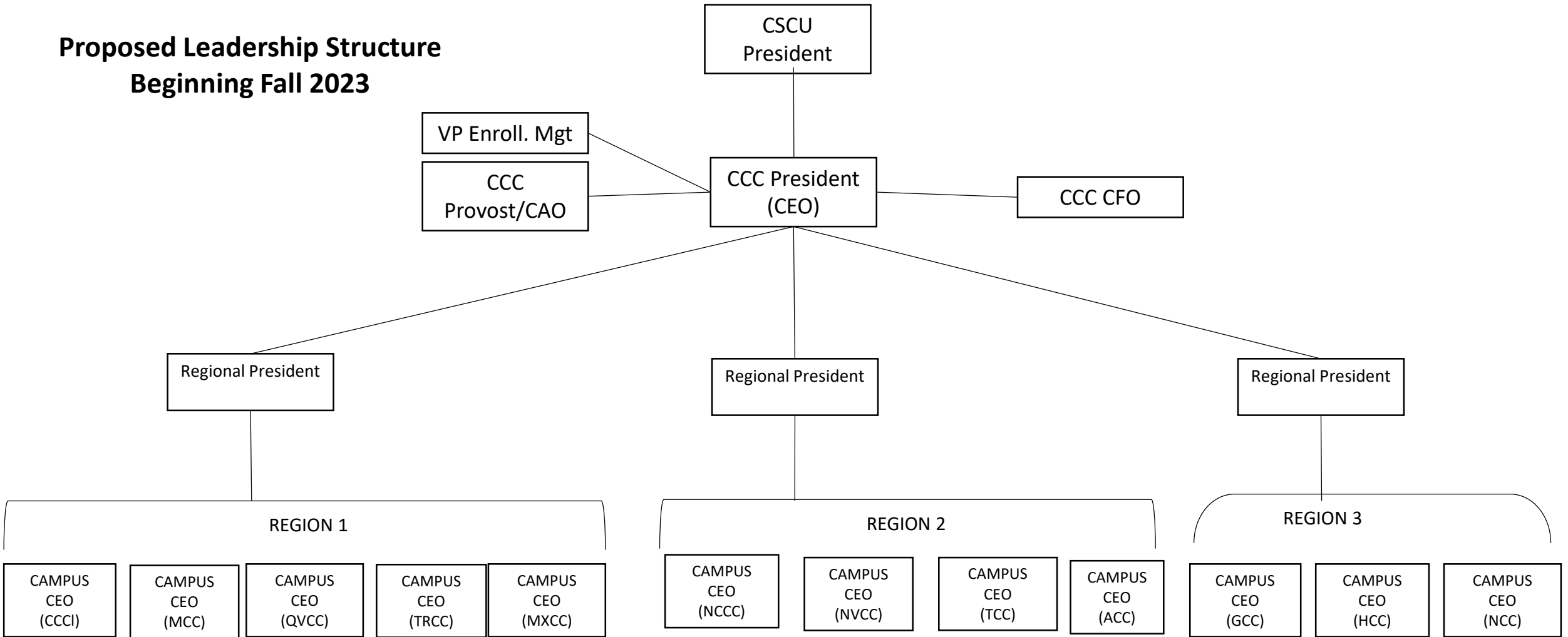
Appendix C

CONNECTICUT STATE COLLEGES AND UNIVERSITIES (CSCU) SYSTEM
JOB OPPORTUNITY

VICE PRESIDENT OF ENROLLMENT MANAGEMENT
FOR THE COMMUNITY COLLEGES OF CONNECTICUT

Open to: The Public
Location: 61 Woodland Street, Hartford, CT
Shift/Hours: Full-Time, 40 hours/week
Salary: Commensurate with experience
Closing Date: October 26, 2018

The Board of Regents for Higher Education (BOR) and the CT State Colleges and Universities (CSCU) are embarking on a major reform in its community college system. The BOR and CSCU have plans underway to consolidate its 12 community colleges and their independent administrations into a singly accredited institution by 2023. This consolidated institution with 12 campuses statewide will continue to provide dynamic credit and non-credit programs to more than 80,000 students in rural, suburban and urban communities. This bold plan promises to establish an academically integrated institution to provide Connecticut students with an affordable, accessible, high quality education that meets their personal goals and the workforce needs of our communities and state. A structural change of this magnitude will ensure a sustainable future for the college system.

Building a sustainable institutional model will be a monumental task, but a critical one for our system's future. In addition to creating a new regionalized leadership structure of which this is the key position, college curricula will be aligned statewide to support high quality educational programs and seamless transfer, including adoption of a statewide general education curriculum; implementing initiatives such as guided pathways to improve and increase student enrollment, retention, and completion; integrating administrative functions into centralized shared services; and sharing resources across campuses to stabilize critical college functions, reduce redundancies, and leverage expertise. The BOR and CSCU are seeking individuals for the college system who will lead this transformational change and position the campuses, their students and graduates, and Connecticut for a vibrant future.

Position Summary:
Reporting to the CSCU President or designee and serving as a member of the President's Leadership Team, the Vice President of Enrollment Management provides leadership for all

aspects of the integrated delivery of enrollment strategies and services, using marketing savvy, data analytics, financial acumen, and a student-centered strategic vision to strengthen recruitment, matriculation and retention. In 2023, with the establishment of a singly accredited institution and hiring of a College President, the VP of Enrollment Management will report to that leader and work closely with the Chief Financial Officer and Provost and VP for Academic and Student Affairs to ensure the institutions meets their goals.

The incumbent will collaborate with the CSCU Student Success Center and the CSCU Office of Research and System Effectiveness to develop data-driven policy and practice standards that support all students in their educational goals.

The VP of Enrollment Management develops and oversees a comprehensive enrollment management plan to ensure the campuses achieve their enrollment and retention goals, develops and manages the implementation and execution of an integrated marketing and recruitment plan, and directs the management of the various component activities of the enrollment management function including compliance with Board of Regents policies, and state and federal law.
The incumbent will have important collaborative relationships with Financial Aid, Admissions, Academic and Student Affairs Deans, Institutional Research, Student Success Center, Registrar's Office, Communications and Marketing, and Finance in advancing the CSCU's academic programs, enhancing marketing and communications, messages and outreach, identifying emerging markets, supporting student development efforts, and projecting short-term and long-range enrollment and net tuition revenue.

Essential Duties:

1. Achieve the BOR's endorsed metrics related to student enrollment, persistence and completion.
2. Demonstrate a deep commitment to student access and success, for students enrolled in the college system, for potential students, and for those who have graduated and/or transferred to one of the CT State Universities for bachelors and graduate degrees.
3. Articulate, develop, and implement a comprehensive enrollment strategy to establish and achieve the college system's student enrollment targets, including transfers, student focused course schedule building and forecasting.
4. Utilize knowledge of marketing, recruiting, enrollment forecasting, student-centered course scheduling, and forecasting, scholarships, and tuition discounting to create enrollment plans that align with the system's short- and long-term goals.
5. Collaborate with campus leaders to shape recruitment and marketing strategies that make the case for the value and impact of attending a state community college.
6. Apply data, statistical analysis and predictive analytics to drive enrollment and retention decisions.
7. Identify and determine how to deploy financial aid resources strategically and thoughtfully to enroll qualified students.
8. Demonstrate strong strategic ability to plan for change in ways that ensure broad buy-in and action that, in turn, significantly improve student access and success.

9. Effectively engage with the college system's internal and external stakeholders, at the local, state and national levels, strategically communicating in ways that advance student access and success.
10. Ensure that enrollment management structure for college system is positioned to support key initiatives such as Guided Pathways, Transfer Articulation Program (TAP) and developmental education. Embrace technology, social media and digital media and recognize its importance in communicating with the current generation of students.
11. Manage, lead, inspire and motivate enrollment staff across institutions.
12. Develop a clear understanding of campus cultures and community values; build relationships and bridges with people and offices on various campuses.
13. Oversee all enrollment management leaders across the campuses through the enrollment management offices and in collaboration with Campus CEOs.
14. Ensure compliance with all state and federal laws, FERPA regulations and Board policy and procedures, and Accreditation standards.
15. Related duties as required.

Leadership Qualities:

1. Dynamic, entrepreneurial, team leader with the demonstrated ability to develop strategic goals and translate them into action.
2. Proven track record in planning and implementing strategies that impact student enrollment, retention and completion.
3. Deep knowledge of recruiting strategies; track record of success of expanding the numbers of students, particularly from diverse backgrounds.
4. Awareness of market and societal trends affecting community college enrollment.
5. Sophisticated understanding of data, research and information/enrollment systems.
6. Extensive knowledge and experience in data analysis and reporting.
7. In-depth knowledge of admissions, financial aid, student records and information systems, and federal regulations.
8. Maintains knowledge of best practices, new developments and innovative enrollment strategies in community colleges and higher education; recommends changes to maintain relevance of programs and services to meet student and institutional needs.
9. Understanding of marketing and the development of marketing strategies.
10. Collaborative leadership style that supports a diverse, inclusive and student-centered environment, and ensures success and accountability.
11. Demonstrated track record in networking and cultivating relationships that support the advancement of the institutions.
12. Expressed values consistent with the mission of the system, high ethical standards and acceptance of differing points of view.
13. Excellent spokesperson for the institutions.
14. Demonstrated ability to communicate effectively within multiple levels of an institution.

Qualifications:
Minimum qualifications include a Master's degree (Doctorate preferred) and substantial experience in higher education enrollment management with a minimum of six (6) or more years of higher-level enrollment management leadership experience at the Director, Dean or Vice President level, with an outstanding record of enrollment management leadership, e.g. admissions, financial aid, student retention programs, transfer and marketing. Experience at public institutions preferred, community college experience preferred.

Preferred:
- o   Experience at public institutions;
- o   Experience at community colleges;
- o   Experience with Banner student information system.

Also required is experience in the development and implementation of strategic enrollment plans and projection reports based on market-driven data analysis, and experience in budgeting, supervision, student services planning, leading teams, and working with diverse populations.

Substitute education and experience that meets the minimum qualifications for the position may be considered.

Application Instructions:
Please submit the following via email to **jobs@ct.edu** **no later than October 26, 2018**: (1) CSCU Employment Application (available at **http://www.ct.edu/files/pdfs/Employment-Application.pdf AND** (2) in a single Word or PDF file provide a cover letter, resume, and contact information for three professional references**.**   Please reference "**Search #18-14**" on the subject line of the email.

Refer to www.ct.edu for more information about the CSCU and our 17 institutions.

Notice of Nondiscrimination
The CSCU System does not discriminate on the basis of race, color, religious creed, age, gender, gender identity or expression, national origin, marital status, ancestry, present or past history of intellectual disability, learning disability or physical disability, veteran status, sexual orientation, genetic information or criminal record. The following person has been designated to handle inquiries regarding the non-discrimination policies: Leah Glende, Manager of Diversity and Inclusion, 61 Woodland Street, Hartford, CT 06105, 860-723-0727, or by email at **glendel@ct.edu**.

The CSCU System is an Affirmative Action/Equal Opportunity Employer and strongly encourages the applications of women, minorities, persons with disabilities, and veterans.

Appendix D

STATE OF CONNECTICUT
BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES

Job Title: **Regional President**
FLSA Status: Exempt
Salary Grade: TBD
Effective Date: April 1, 2019

CSCU Community College System:

The Board of Regents for Higher Education (BOR) and the CT State Colleges and Universities (CSCU) are undertaking a major reorganization of Connecticut's community college system. The BOR and CSCU plan to consolidate the 12, NECHE-accredited and independently administered community colleges into a singly accredited institution by 2023, starting first with a regionalization of the campuses. This consolidated institution with 12 campuses statewide, organized under three regions, will provide credit and non-credit programs to more than 80,000 students in rural, suburban and urban communities. The BOR and CSCU seeks regional leaders for this transformational change to position the campuses, their students and graduates, and Connecticut for a secure and vibrant future.

Job Summary:

The primary role of the Regional President will to guide the overall strategic direction of campuses in the region serving as a change agent for the new college structure and mission. Reporting to the CSCU President and serving on the President's Leadership Team, the Regional President ensures that institutional operations and priorities are coordinated across all campuses in a consistent manner and establishes new ways of working effectively across campuses to deploy resources efficiently and strategically to meet regional and local needs in support of teaching and learning. In 2023, with the establishment of a single accredited institution and hiring of a College President, the Regional Presidents will report to that leader and assume supervisory responsibility of the campus leaders (Campus CEOs) within their region.

Essential Duties:

1. Provide executive leadership to the campuses in their region to achieve the vision and goals of the consolidated community college and the CSCU system
2. Ensure sound fiscal practices and identify, leverage, and expand the fiscal resources of campuses in the region
3. Actively lead in developing and deploying the budget for the region; assisting the Campus CEOs with their management of the local budget; help to leverage resources, and find efficiencies

4. Interact effectively with the CSCU President and Leadership Team, the Campus CEOs, the BOR, and faculty and staff
5. Help to develop and implement system-wide initiatives
6. Communicate the needs and initiatives of the regional campuses to policy leaders at the local, regional, state and federal levels
7. Represent the regional campuses, in collaboration with the campus CEO's, to numerous community, business, labor, workforce, educational and governmental groups
8. Demonstrate highly effective fundraising skills and cooperate with the Campus CEOs and campus foundations to raise revenue and develop resources that support strategies for improving student access and success
9. Effectively engage with internal and external stakeholders, particularly business and industry at the local, regional and state levels, to support initiatives and secure partnerships and resources that advance student access and success
10. Work with the CSCU President to develop and implement local, state, and national legislative and institutional advancement strategies
11. Lead the campuses to achieve significantly improved results in student outcomes by identifying gaps in student success particularly based on factors such as race, ethnicity and gender, supporting faculty and staff implementation of well-designed institutional changes at scale, and ensuring efforts are sustained over the long term
12. Actively work to develop partnerships that reach underserved populations
13. Ensure that all BOR policies and all federal and state laws and regulations are observed
14. Related duties as required

Leadership Competencies:

1. Dynamic, entrepreneurial leader with the demonstrated ability to stimulate culture change, develop strategic goals and translate them into action
2. Experienced administrator in the operation of a college or system
3. Demonstrated deep commitment to college affordability and access and student success
4. Strong leadership skills in strategic planning, fiscal planning and management, and oversight of capital projects
5. Skilled in outreach and cultivating relationships that support the advancement of the system; comfortable and effective as the spokesperson for a campus, region or system
6. Ability to engage the active participation of external stakeholders, particularly the private sector
7. Ability to work with elected and appointed public officials in a wide variety of public bodies at all levels of government
8. Strong working knowledge and depth of understanding of functional areas in a college or university, specifically of the factors that affect net revenues
9. Proven leadership and interpersonal capabilities; ability to collaborate broadly across all levels of the organization, particularly with faculty and staff to achieve results
10. Resilient and flexible in the face of unexpected constraints
11. Proven management abilities to implement positive organizational change
12. Deep understanding of the needs of the community

13. Experienced in a highly involved union setting; ability to be a persuasive negotiator, facilitator, and collaborator
14. Knowledge and understanding of current educational trends, issues and challenges for community colleges
15. Ability to identify opportunities and to convert challenges into innovative solutions and programs that will advance the future of the campuses
16. Experience in raising funds from private, state, and national sources
17. Expressed values consistent with the mission of the system and high ethical standards

Qualifications:

Candidates must possess a terminal degree plus ten (10) years' experience in developing and implementing innovative, entrepreneurial, approaches to addressing the challenges and opportunities faced by community colleges or higher education organizations of similar complexity. Also required are strong fiscal management skills and a demonstrated ability to grasp budget issues at the system, regional, and campus levels in the areas of instruction, student services, and infrastructure. Preference for candidates with prior community college teaching and administrative experience.

Equivalent education and experience that meets the minimum qualifications for the position may be considered.

Appendix E

CCIC

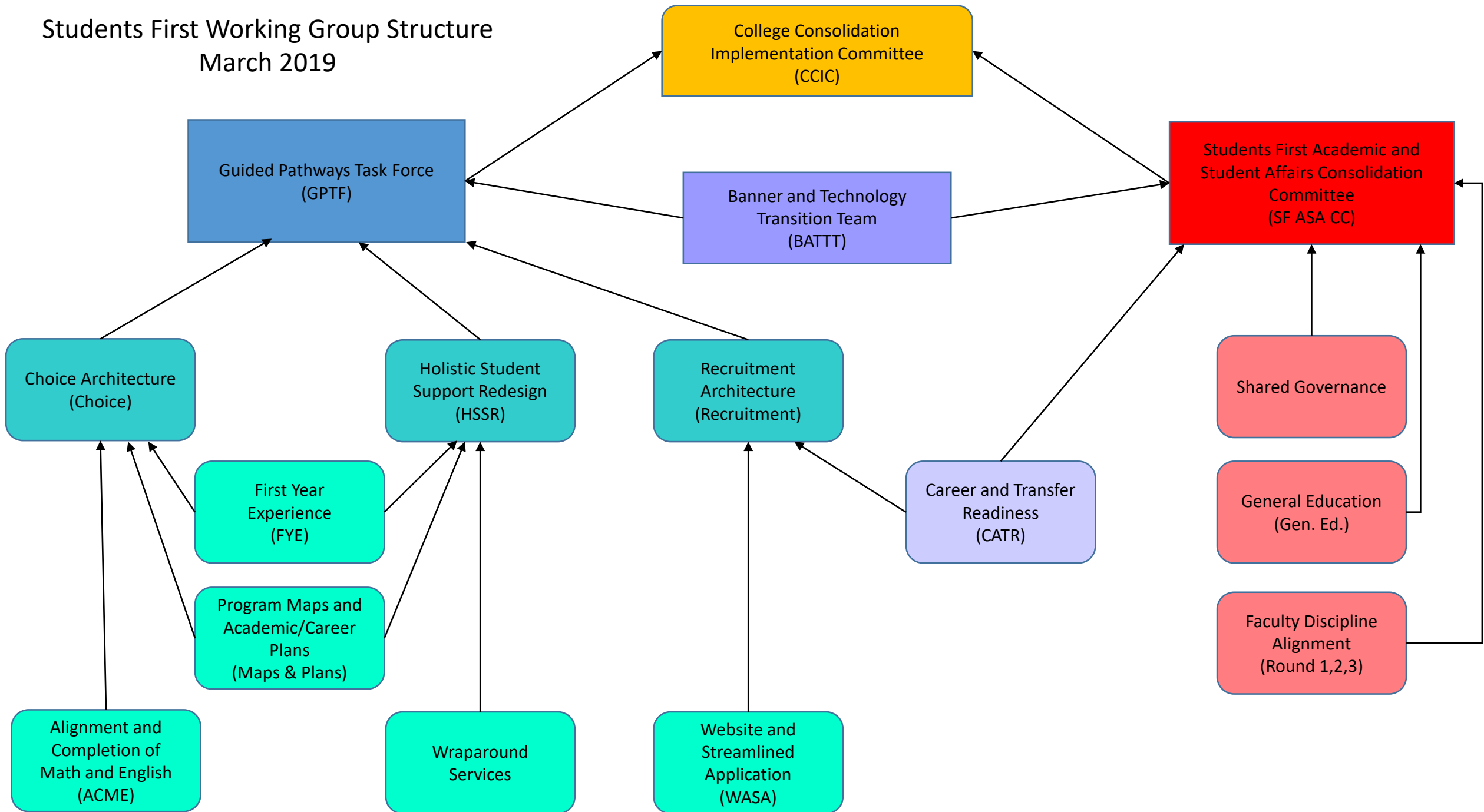| Full name	Title	Campus/Organization
Judy Wallace	Coordinator of Radiological Science	Middlesex Community College
Michael Stefanowicz	Interim Assoc. Vice President, Academic & Student Affairs	System Office
Elena Ruiz	Vice Chair SAC	Eastern State Connecticut Unvieristy
Steven Minkler	Chief Executive Officer	Middlesex Community College
Sage Maier	Chair of the Student Advisory Committee	Tunxis Community College
David Levinson	President	Norwalk Community College
Kenneth Klucznik	Transfer & Articulation Co-Manager	System Office
Mary Ellen Jukoski	President	Three Rivers Community College
Duncan Harris	Chief Executive Officer	Capital Community College
Jane Gates	Provost	System Office
David Ferreira	Dean, Academic & Student Affairs	Northwestern Community College
Greg DeSantis	Director Student Success Center	System Office
Robin Avant	Dean of Academics	Housatonic Community College
Daisy DeFilippis	President	Naugatuck Valley Community College
Del Cummings	Professor, Environmental Science	Naugatuck Valley Community College
Paul Broadie	President	Housatonic Community College
Patricia Bouffard	Students First Academic Program Director	System Office

SF ASA CC

Full Name	Title	Campus/Organization
Robin Avant	Dean of Academics	Housatonic Community College
Marsha Ball-Davis	Director of Student Services	Capital Community College
T.J. Barber	Director of Student Activities	Manchester Community College
Gayle Barrett	Guided Pathways Manager	Middlesex Community College/System Office
Susan Barzottini	Professor Social Science, Business and Professional Careers	Manchester Community College
Patricia Bouffard	Students First Academic Program Director	System Office
Vicki Bozzuto	Guided Pathways Manager	Gateway Community College/System Office
Sara Brinckerhoff	Academic Division Director of the School of Allied Health, Business, and STEM	Middlesex Community College
Robert Brown	Professor of English, History	Tunxis Community College
Michael Buccilli	Guided Pathways Manager	Gateway Community College/System Office
Kirsten Cullinane	Academic Associate-Academic Affairs Division	Tunxis Community College
Del Cummings	Professor, Environmental Science	Naugatuck Valley Community College
Gennaro DeAngelis	Interim Dean of Administration	Asnuntuck Community College
June Decker	Professor, Mathematics	Three Rivers Community College

Greg DeSantis	Director Student Success Center	System Office
Brian Donahue-Lynch	Professor of Anthropology & Sociology	Quinebaug Valley Community College
Michael Emanual	Associate Professor, Criminal Justice	Northwestern Community College
Teresa Foley	Department Chair, Liberal Arts/Professor	Asnuntuck Community College
James Gentile	Professor, Liberal and Creative Arts	Manchester Community College
Sharon Gusky	Professor of Biology	Northwestern Community College
Ken Klucznik	Transfer & Articulation Co-Manager	System Office
Frederick-Douglass Knowles	Associate Professor, English	Three Rivers Community College
Riaz Lalani	Instructor, Mathematics	Norwalk Community College
Dr. Miah LaPierre-Dreger	Interim Academic Dean	Capital Community College
Nancy Laroche-Shovak	Professor, Science, Technology, Engineering and Mathematics	Manchester Community College
Maribel Lopez	Registrar	Gateway Community College
Donna Marotti-Delieto	Professor, Finance	Naugatuck Valley Community College
Steve McDowell	Director of Financial Aid Services	System Office
Nancy Melnisak	Director, Student/Academic Information Systems	System Office
Eric Mosher	Assistant Professor of Biology	Asnuntuck Community College
Lindsey Norton	Interim Assistant Director of Student Success & Academic Initiatives	Housatonic Community College
James Patterson	Director of Library Services	Northwestern Community College
Eileen Peltier	Dean of Workforce Development and Continuing Education	Asnuntuck Community College
Ronald Picard	Associate Dean of Academic Affairs	Naugatuck Valley Community College
Eileen Rhodes	Director, Library Services	Capital Community College
Francine Rosselli-Navarra	Guided Pathways Manager	Manchester Community College/System Office
Colena Sesanker	Professor, Social Science	Gateway Community College
Sheila Solernou	Nursing/Allied Health Director	Gateway Community College
Michael Stefanowicz	Interim Assoc. Vice President, Academic & Student Affairs	System Office
Kristina Testa-Buzzee	Associate Dean of Continuing Education and Workforce	Norwalk Community College
Judy Wallace	Coordinator of Radiological Science	Middlesex Community College
Karen Wosczyna Birch	College of Technology Coordinator	Capital Community College
Heidi Zenie	Guided Pathways Manager	Three Rivers Community College/System Office

GPTF

Full name	Title	Campus/Organization
Heidi Zenie	Guided Pathways Manager	Three Rivers Community College/System Office
Judy Wallace	Coordinator of Radiological Science	Middlesex Community College
Sydney Voghel-Ochs	Director of Marketing & Public Relations	Naugatuck Valley Community College
Michael Stefanowicz	Interim Assoc. Vice President, Academic & Student Affairs	System Office
Kim Shea	Faculty	Gateway Community College
Lisa Sandoval	Assistant Professor of English	Manchester Community College
Francine Rosselli-Navarra	Guided Pathways Manager	Manchester Community College/System Office
Rebecca Rodriguez	Counselor	Housatonic Community College
Josiah Ricardo	Coordinator of Human Services/Social Work Studies	Capital Community College
Lindsey Norton	Councelor	Housatonic Community College
Steve McDowell	Director of Financial Aid Services	System Office
Lesley Mara	Director of Workforce Development, Strategic Partnerships & Sponsored Programs	System Office
Amanda MacTaggart	Associate Director of the CSCU Student Success Center	System Office
Suzanne Lyons	Title V Coordinator	Norwalk Community College
Maribel Lopez	Registrar	Gateway Community College
Kenneth Klucznik	Transfer & Articulation Co-Manager	System Office
Michelle Jones	Student Services Advisor	Quinebaug Valley Community College
Debbie Herman	Director, Library Educational Technology	Manchester Community College
Gayle Barrett	Guided Pathways Manager	Middlesex Community College/System Office
David Ferreira	Dean, Academic & Student Affairs	Northwestern Community College
Greg DeSantis	Director Student Success Center	System Office
Tamika Davis	Guided Pathways Manager	Tunxis Community College/System Office
Kevin Corcoran	Executive Director of Digital Learning, Academic & Student Affairs	System Office
Michelle Coach	Interim Dean, Academic Affairs	Asnuntuck Community College
Jodi Calvert	Director of Learning Initiatives	Three Rivers Community College
Michael Buccilli	Director of Student Success, Guided Pathways Manager	Gateway Community College/System Office
Victoria Bozzuto	Dean, Workforce Development, Guided Pathways Manager	Gateway Community College/System Office
Kerry Beckford	Assistant Professor of English	Tunxis Community College
Patricia Bouffard	Students First Academic Program Director	System Office
Caitlin Boger-Hawkins	Director of Planning, Research, and Institutional Effectiveness	Northwestern Community College

Students First Working Group Structure
March 2019

College Consolidation Implementation Committee (CCIC)

Guided Pathways Task Force (GPTF)

Banner and Technology Transition Team (BATTT)

Students First Academic and Student Affairs Consolidation Committee (SF ASA CC)

Choice Architecture (Choice)

Holistic Student Support Redesign (HSSR)

Recruitment Architecture (Recruitment)

Shared Governance

First Year Experience (FYE)

Career and Transfer Readiness (CATR)

General Education (Gen. Ed.)

Program Maps and Academic/Career Plans (Maps & Plans)

Faculty Discipline Alignment (Round 1,2,3)

Alignment and Completion of Math and English (ACME)

Wraparound Services

Website and Streamlined Application (WASA)

Appendix F

CSCU Students First Timeline 3/29/19

ID	Task Name	Start	Finish
1	**Academic and Student Affairs Consolidation**		
2	General Education work group completes common Gen Ed proposal	Tue 5/1/18	Tue 4/30/19
3	Program/course consolidation round one	Thu 11/1/18	Fri 5/31/19
4	Round one governance/approval	Sun 9/1/19	Tue 12/31/19
5	Program/course consolidation round two	Fri 2/1/19	Tue 12/31/19
6	Round two governance/approval	Wed 1/1/20	Sun 5/31/20
7	Program/course consolidation round three	Sun 9/1/19	Sun 5/31/20
8	Round three governance/approval	Tue 9/1/20	Thu 12/31/20
9	Shared governance model for students, faculty, staff, and administrators developed	Thu 11/1/18	Tue 5/31/22
10	U.S. Department of Education program approval (for all programs)	Wed 1/1/20	Tue 5/31/22
11	Business information systems build (Banner, myCommNet, Degree Works, etc.	Wed 1/1/20	Tue 5/31/22
12	Single application available for student use, new website completed, course catalog open, and single college registration begins	Sat 10/1/22	Fri 9/15/23
13	First day of new college	Wed 8/30/23	Wed 8/30/23
14	**Student Success Initiatives**		
15	Establishment of Student Success Key Performance Indicators (KPIs)	Sat 9/1/18	Tue 10/30/18
16	VP of Enrollment Management Hiring	Sat 9/1/18	Mon 12/31/18
17	Guided Pathways development of single student application and associated paperwork	Sat 9/1/18	Tue 12/31/19
18	Guided Pathways policy recommendations to inform consolidation	Sat 9/1/18	Mon 5/31/21
19	Guided Pathways rolled out at 12 colleges	Sat 9/1/18	Mon 1/30/23
20	Continue call center services for colleges with opportunity for expansion to universities and Charter Oak	Sat 9/1/18	Wed 8/30/23
21	**New College Leadership/Regional Reorganization**		
22	Hire College Marketing Director	Mon 7/1/19	Tue 12/31/19
23	Conduct national search for and hire three Regional Presidents	Sat 9/1/18	Fri 5/31/19
24	Develop plan for regional organization of workforce development	Sat 9/1/18	Sun 5/31/20
25	Hire CSCU Development Officer	Wed 1/1/20	Tue 6/30/20
26	Replace Campus CEOs as needed	Sat 9/1/18	Wed 8/30/23
27	Hire three budget officers	Wed 1/1/20	Tue 6/30/20
28	**Administrative Integration**		
29	Reorganize college staff in Institutional Research into one team dedicated collectively to the needs of the colleges at both the campus and system level	Sat 9/1/18	Sun 6/30/19
30	Establish administrative savings metrics	Sat 9/1/18	Mon 12/31/18
31	Create new Strategic Human Resources Management structure for delivery of services to the colleges and Charter Oak	Fri 3/1/19	Tue 12/31/19
32	Create IR teams engaging all 17 campuses in areas including data analytics, federal and state reporting, etc.	Tue 1/1/19	Tue 12/31/19
33	Hire new facilities manager at system office	Wed 1/1/20	Tue 6/30/20
34	Establish Centers of HR Expertise that engage all 17 campuses in areas including labor relations, Title IX and affirmative action, searches and hiring, benefits and retirement counseling	Sat 6/1/19	Tue 12/31/19

Legend: On Schedule | Behind Schedule | Off Schedule | Complete