

# CT STATE

COMMUNITY COLLEGE

June 1, 2023

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

Dear Drs. Schall and O'Brien,

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

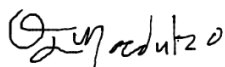
As requested by NECHE, CT State's June 2023 progress report is enclosed.

In many cases, the timelines that we estimated in February 2022 for complex work such as this, were clearly ambitious. We have had to adjust our timeframes to the work taking much longer than originally envisioned. However, all items remain on track to get completed this spring.

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

If the Commission has further questions about the report, please contact CT State's Chief of Staff, Ms. AnnMarie Harrison, at 860-612-7025 or by email at [aharrison@commnet.edu](mailto:aharrison@commnet.edu).

Sincerely,



Dr. John Maduko, M.D.  
President

cc: Terrence Cheng, CSCU President  
Members of the New England Commission of Higher Education

# Progress Report to the New England Commission of Higher Education

SUBMITTED BY  
CONNECTICUT STATE COMMUNITY COLLEGE

June 1, 2023

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Submitted by Connecticut State Community College

June 1, 2023

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# Summary of Progress on Tasks Requested by the Commission

## Update on September 2022 Tasks

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

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
a) The strategic plan for CT State has been finalized and approved by leadership and the Board of Regents (BOR) <a href="#">LEARN MORE &gt;&gt;</a>	Complete	
c) The integrated Institutional Effectiveness and Planning (IE & P) structure, with functionally based Senior Directors, is being implemented <a href="#">LEARN MORE &gt;&gt;</a>	Complete	

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

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

### 3) With respect to Standard Five, Students:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
l) Progress has been made to review and implement recommendations regarding the student handbook, student activities and clubs, and the behavioral intervention procedures/operations for CT State <a href="#">LEARN MORE &gt;&gt;</a>	Complete	

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

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
m) Six Academic Deans have been hired and searches for 18 Associate Deans and two Assistant Deans have been launched <a href="#">LEARN MORE &gt;&gt;</a>	The sixth Academic Dean was hired in April 2023; One other Academic Dean left their position and the refill Dean position is underway. Associate/Assistant Dean hiring was replaced with Department Chairs	

## 5) With respect to Standard Seven, Institutional Resources:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
o) Anticipated hires of communications staff (Web Services Specialist, Regional Marketing Directors) have been completed <a href="#">LEARN MORE &gt;&gt;</a>	Complete	

## Update on February 2023 Tasks

### 1) With respect to Standard Four, The Academic Program:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
b) Academic policies and procedures have been aligned <a href="#">LEARN MORE &gt;&gt;</a>	Board of Regents approval of aligned policies is expected in June 2023	
c) The second draft of the APR implementation plan, proposed APR cycle, and FAQ Sheet have been prepared <a href="#">LEARN MORE &gt;&gt;</a>	Complete	
d) Progress has been made to rewrite consortium agreements and contractual arrangements to reference CT State <a href="#">LEARN MORE &gt;&gt;</a>	Progress has been made	July 2023
e) The schedule and delivery methods of credit courses to be offered in Fall 2023 are being developed <a href="#">LEARN MORE &gt;&gt;</a>	Complete	
f) Progress has been made to merge Perkins grant programs, high school partnerships, and dual enrollment programs <a href="#">LEARN MORE &gt;&gt;</a>	Progress has been made	June 2023 – Finalization of process to align high school partnership and dual enrollment programs; November 2023 – Submission of aligned Perkins application

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

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
h) The faculty governance structure is operational <a href="#">LEARN MORE &gt;&gt;</a>	Elections complete and fully operational	
i) The faculty handbook has been completed and distributed <a href="#">LEARN MORE &gt;&gt;</a>		June 2023

## Progress on June 2023 Tasks

### 1) With respect to Standard One, Mission and Purposes:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
a) Specific goals and benchmarks to chart progress in improving key performance indicators have been established <a href="#">LEARN MORE &gt;&gt;</a>	Complete	
b) Progress has been made to incorporate the seven equity principles in all actions and to integrate equity, inclusion, and student success in planning and development at the local and state levels <a href="#">LEARN MORE &gt;&gt;</a>	Complete and will continue indefinitely	

## 2) With respect to Standard Two, Planning and Evaluation:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
c) A technology infrastructure to support CT State’s research and information needs has been established, and a consolidated student information system has been launched <a href="#">LEARN MORE &gt;&gt;</a>	Student Information System is complete	Technology Infrastructure is in progress
d) College-wide policies for CT State applicant and student data collection have been developed <a href="#">LEARN MORE &gt;&gt;</a>	Complete	
e) The eleven priority areas of the strategic plan have been moved into one of three meta-priorities, and key performance indicators for each meta-priority as well as a plan to assess achievement of the meta-priorities have been developed <a href="#">LEARN MORE &gt;&gt;</a>	Complete	
f) The plans, goals, and benchmarks of major college-wide initiatives have been incorporated into the strategic plan, and overarching institutional values have been developed for CT State <a href="#">LEARN MORE &gt;&gt;</a>	Complete	
g) An annual review process for the strategic plan has been developed <a href="#">LEARN MORE &gt;&gt;</a>	Complete	

## 3) With respect to Standard Three, Organization and Governance:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
h) The governance structure is operational, and operational groups and processes to support the matrix governance structure have been identified <a href="#">LEARN MORE &gt;&gt;</a>	Complete and operational	
i) The review and revision of all academic, student, auditing, and financial policies have been completed, and a policy review cycle has been established <a href="#">LEARN MORE &gt;&gt;</a>	CT State Senate approved a 3-year review cycle	June 2023 is expected completion
j) A permanent president/CEO and provost/CAO have been hired for CT State <a href="#">LEARN MORE &gt;&gt;</a>	Complete	
k) A decision has been made about whether to reorganize the BOR Student and Faculty Advisory Committees and if so, the reorganization is in process <a href="#">LEARN MORE &gt;&gt;</a>		Proposed legislative changes are to be presented in the 2024 legislative session

## 4) With respect to Standard Four, The Academic Program:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
l) All APR materials have been finalized and posted on the CT State website <a href="#">LEARN MORE &gt;&gt;</a>	Materials are complete with new CSCU APR process under development	Governance review of new CSCU APR process will be complete in AY 2023-2024
m) Progress has been made to move specialized accreditations to CT State <a href="#">LEARN MORE &gt;&gt;</a>	Significant progress has been made	
n) Alignment of the non-credit curriculum and of workforce development courses has been completed <a href="#">LEARN MORE &gt;&gt;</a>		Underway, expected completion in Fall 2023

## 5) With respect to Standard Five, Students:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
o) Plans for expanded and enhanced adult learner outreach and marketing have been implemented <a href="#">LEARN MORE &gt;&gt;</a>	Complete	
p) Plans to improve services for non-traditional students have been implemented <a href="#">LEARN MORE &gt;&gt;</a>	Complete	

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

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
q) All anticipated administrative hires (six Academic Deans, 18 Associate Deans, and two Assistant Deans) have been completed <a href="#">LEARN MORE &gt;&gt;</a>	Replacement of one Dean is in search and pending; Associate/ Assistant Dean hiring has been replaced with Department Chairs	
r) The academic structure, with faculty in college-wide departments based on disciplines and programs, has been launched <a href="#">LEARN MORE &gt;&gt;</a>		Colleges will complete their alignment of all FT faculty by May 2023
s) The Guided Pathways advising model has been implemented and its effectiveness is being assessed <a href="#">LEARN MORE &gt;&gt;</a>	Complete	

## 7) With respect to Standard Seven, Institutional Resources:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
t) CT State's budget process has been developed <a href="#">LEARN MORE &gt;&gt;</a>	Complete	
u) The cost and revenue analysis of credit and non-credit academic programs has been completed and is being used to inform financial decisions <a href="#">LEARN MORE &gt;&gt;</a>	Complete	
v) The shared services model has been implemented <a href="#">LEARN MORE &gt;&gt;</a>	Complete	
w) A disaster and business continuity plan has been developed <a href="#">LEARN MORE &gt;&gt;</a>	Complete	
x) Renovations at the colleges to accommodate the new shared services teams and new Guided Pathways Advisors have been completed <a href="#">LEARN MORE &gt;&gt;</a>	Complete at some colleges	Work at some campuses will be completed by summer 2023
y) IT services and staffing levels are sufficient to ensure the colleges' academic and administrative technology needs are being met <a href="#">LEARN MORE &gt;&gt;</a>	Complete	
z) Student information systems are in place for transacting purposes <a href="#">LEARN MORE &gt;&gt;</a>	Complete	
aa) A strategy and target date for CT State library e-resource changes have been established <a href="#">LEARN MORE &gt;&gt;</a>	Complete	July 2023 implementation
bb) Plans to pursue new partnerships and funding opportunities are being implemented <a href="#">LEARN MORE &gt;&gt;</a>	Complete	



### 8) With respect to Standard Eight, Educational Effectiveness:

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
cc) Student learning outcomes, curriculum maps, and assessment measures for all CT State programs have been established <a href="#">LEARN MORE &gt;&gt;</a>		Many programs are near complete. Statewide discipline councils that formed in spring 2023 will be reviewing assessment measures for programs in fall 2023. Fall 2026 completion.
dd) A system-wide assessment community of practice is operational <a href="#">LEARN MORE &gt;&gt;</a>	Complete	
ee) Policies and procedures to support consistent and coherent data collection, analysis, and reporting have been established and implemented <a href="#">LEARN MORE &gt;&gt;</a>		The Academic Program Review process is still under review by CSCU Office of Academic Affairs. Expected Fall 2024.
ff) A digital platform for assessment data collection and analysis has been selected <a href="#">LEARN MORE &gt;&gt;</a>	Complete	The platform will be fully operational Fall 2024.

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

TASK	TASK COMPLETE	IF NOT COMPLETE, NEW EXPECTED TIMETABLE
gg) The final AY2024 CT State catalogue – that includes goals, objectives, learning outcomes, and course outlines for all programs – has been launched <a href="#">LEARN MORE &gt;&gt;</a>	Complete	

# Introduction

CT State Community College (CT State) is pleased to provide the Commission with the third progress report, as requested in the March 2022 Commission letter. We thank the New England Commission of Higher Education (NECHE) for their steadfast support and guidance throughout the past six years as we have gone through this transition.

The Commission requested three progress reports to remain fully informed of our progress in this final year, and we are delighted to provide the third report here.

This report has been structured to:

1. Provide updates on enrollment, budget, and faculty and staff retirements through June 1, 2023, requested in the March 21, 2022 letter,
2. Detail progress on items needing further completion from the September 2022 and February 2023 reports,
3. Updates organized by the nine NECHE standards,
4. Updates requested in the March 31, 2022, letter.

This report, as well as the other progress reports, was primarily produced by Dr. Kimberly Sorrentino, former CT State Accreditation Liaison Officer; Dr. Michael Rooke, President of Northwestern CT Community College; and Dr. Mary Ellen Jukoski, President of Three Rivers Community College. The report includes updates and evidence prepared by dozens of members of the CT State team,

located in New Britain, as well as from members across all 12 colleges, the Connecticut State Colleges and Universities (CSCU) System Office, and the CSCU baccalaureate institutions. As we normally do, the report will be shared with all employees within our organization and posted on our merger [website](#).

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

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

# Institutional Overview

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

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

## Some of the highlights of CT State's accomplishments since the February 2023 progress report include:

- Launched the first CT State class schedule across all campuses and has begun registration for Fall 2023 classes,
- Launched the [ctstate.edu website](https://ctstate.edu),
- Completed hiring of sixth Academic Dean; one other Academic Dean position has had to be searched and is pending
- Completed the [CT State transitional strategic plan](#),
- Successfully implemented the CT State governance structures, including the College Senate, the Curriculum Congress and all School Area Curriculum Committees (SACCs) and Statewide Discipline Councils (SDCs),

We are confident that we have addressed almost all of the remaining items sought by the Commission in this progress report and we look forward to preparing an October 2023 progress report on those items that have taken slightly longer than expected. We look forward to Commission action in June to grant CT State full accreditation and begin formal operations. We thank the NECHE staff and the Commission for their guidance and support throughout the past six years.

# Requested Updates from Letter Dated March 21, 2022

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

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

The table below shows the actual Spring enrollments over the past six years. Enrollment Data is current as of Spring census, February 10, 2023.

SPRING TERM	FTE	FTE%	HC	HC %
2018	25079	-3.7%	44481	-4.8%
2019	24568	-2.0%	44122	-0.8%
2020	22991	-6.4%	41408	-6.2%
2021	18954	-17.6%	34185	-17.4%
2022	17913	-5.5%	32193	-5.8%
2023	18551	+3.6%	33007	+2.5%

FTE = Full-time equivalent; HC = Headcount;

The table below shows the breakdown by campus for both Fall 2022 and Spring 2023. Fall enrollments were almost flat compared to 2021, however, Spring 2023 saw a 3.6% Year-over-Year increase in enrollment. More details on Spring 2023 enrollment are shown in [APPENDIX A](#).

### Enrollment Projections

The table on page 11 shows our enrollment projections for the next several years based on inputs from multiple external enrollment sources that give us the most realistic insight into the levels of enrollment that are expected. CT State estimates a 3% decline in AY23-24, a 2% decline in AY24-25 and then modest increases of 1% in both AY 25-26 and AY 26-27 and 2% increase in AY 27-28.

2022-2023 ENROLLMENT	FALL 2022 FTE	FALL YOY % CHANGE	SPRING 2023 FTE	SPRING FTE YOY % CHANGE
Asnuntuck CC	782	+7.7%	696	+7.0%
Capital CC	1,346	+2.1%	1,187	+1.9%
Gateway CC	3,178	-2.1%	2,805	+4.7%
Housatonic CC	1,897	-4.0%	1,616	-2.2%
Manchester CC	2,461	-3.9%	2,166	+1.9%
Middlesex CC	1,146	-4.7%	1,036	-3.7%
Naugatuck Valley CC	2,815	-1.2%	2,487	+9.0%
Northwestern CC	699	+1.4%	626	-4.5%
Norwalk CC	2,392	+2.2%	2,113	+6.4%
Quinebaug Valley CC	690	+6.7%	605	+9.6%
Three Rivers CC	1,765	-1.3%	1,541	+1.7%
Tunxis CC	1,959	-0.8%	1,674	+6.1%
<b>Total</b>	<b>21,131</b>	<b>-0.9%</b>	<b>18,551</b>	<b>+3.6%</b>

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

	FALL FTE ENROLLMENT	SPRING FTE ENROLLMENT	AVERAGE FTE ENROLLMENT	EST. % CHANGE
2022-2023	21,131	18,551	19,841	
2023-2024	20,497	17,994	19,246	-3.0%
2024-2025	20,087	17,635	18,861	-2.0%
2025-2026	20,288	17,811	19,049	+1.0%
2026-2027	20,491	17,989	19,240	+1.0%
2027-2028	20,901	18,349	19,625	+2.0%

**Budget Projections**

In both previous progress reports, an update on the budget projections that CT State was expecting was provided. At the time of writing this report, it is not possible to provide a clear budget projection for FY 24 and 25, due to uncertainty with the appropriations provided by the CT General Assembly. The actual final legislative appropriations and Board action on tuition/fees will not be settled until June 2023 and therefore will need to be shared with the Commission after this report is submitted. These items will be finalized in mid-late June 2023 and can be provided to the Commission once they are available and will also be included in the October 2023 progress report that was recently requested by the Commission.

For more details on the CT State budget process, please see [Standard 7](#).

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

The table below shows the number of full-time faculty and staff retirements since our February report, with data dated January 1, 2023 through March 31, 2023. There were only four retirements reported through this three-month period, two full-time faculty and two full-time staff. As has been previously reported, the wave of expected retirements that occurred in 2022 due to changes in state retirement benefits has significantly diminished and is expected to revert to normal levels of attrition.

The table below shows the number of full-time faculty and unclassified staff positions, by college, that have been

	AY 23 FT FACULTY RETIREMENTS (1/1/23 THRU 3/31/23)	AY 23 FT UNCLASSIFIED STAFF RETIREMENTS (1/1/22 THRU 3/31/23)	8/26/22 FT FACULTY/ UNCLASSIFIED STAFF EMPLOYEE HEADCOUNT	% TOTAL
Asnuntuck CC	0	1	69	1.4%
Capital CC	1	0	98	1.0%
Gateway CC	0	0	159	0.0%
Housatonic CC	0	0	127	0.0%
Manchester CC	0	1	133	0.7%
Middlesex CC	0	0	72	0.0%
Naugatuck Valley CC	1	0	139	0.7%
Northwestern CC	0	0	56	0.0%
Norwalk CC	0	0	140	0.0%
Quinebaug Valley CC	0	0	54	0.0%
Three Rivers CC	0	0	89	0.0%
Tunxis CC	0	0	99	0.0%
<b>Total</b>	<b>2</b>	<b>2</b>	<b>1,235</b>	<b>0.3%</b>

AY = Academic year; FT = Full-time; YOY % = Year-over-year % FTE change

searched and filled or that still have pending searches underway. This data along with the previously reported data in February and September gives a detailed picture of the past 15-month period, during which the colleges

have faced a significant replacement of faculty and staff due to the retirement benefit changes, allowing the institutions to successfully hire many new and more diverse employees.

	AY 23 FT FACULTY RECRUITMENTS (1/1/23 THRU 4/1/23)		AY 23 FT UNCLASSIFIED STAFF RECRUITMENTS (1/1/23 THRU 4/1/23)	
	Completed Searches	Pending Searches	Completed Searches	Pending Searches
Asnuntuck CC	1	1	1	5
Capital CC	0	4	1	8
Gateway CC	3	3	1	2
Housatonic CC	2	3	2	3
Manchester CC	1	5	4	6
Middlesex CC	1	1	2	5
Naugatuck Valley CC	4	1	0	8
Northwestern CC	1	1	0	2
Norwalk CC	2	5	4	5
Quinebaug Valley CC	0	1	0	6
Three Rivers CC	1	3	1	2
Tunxis CC	3	4	2	8
CT State Staff	0	0	5	2
<b>Total</b>		<b>51</b>		<b>85</b>

In summary, since July 1 2022 through April 1 2023.

	RETIREMENTS		RECRUITMENTS	
	FT Faculty	FT Staff	FT Faculty	FT Staff
7.1.22 thru 4.1.23	26	34	163	226

It is noted, that the wave of retirements largely occurred prior to July 1, 2022 due to the incentives that the State provided to employees to retire by that date. The replacement of those positions due to retirement naturally lags this time period. This explains why there were so many recruitments in late 2022 and early 2023. Therefore, CT State is well staffed with both fulltime faculty and staff and through our robust recruitment procedures has sufficient numbers of qualified members of both groups, in compliance with NECHE standards Three and Six.

# Requested Updates from September 2022 Progress Report

## 1) The CT State Strategic Plan

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

The [CT State transitional strategic plan](#) has been finalized and was adopted by CT State after careful review across all campus locations and was presented to the BOR in May 2023. See Standard 2 for more details.

## 2) The CT State Institutional Effectiveness and Planning Structure

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

Institutional Research staffing has remained largely unchanged throughout the last several years as the area is undergoing impact bargaining with the unions to identify permanent, recharacterized positions that align with and support a single institution. CT State management and the professional staff unions reached an agreement in principle to shift Institutional Research staff positions into the new CT State Institutional Effectiveness and Planning structure. Job descriptions were revised based upon these negotiations and all Institutional Effectiveness and Planning staff have been fully realigned into their new roles.

Even during this transition, the Institutional Research team has been working together as a single unit with different staff supporting specific functions for the institution and the campuses. New research approaches were developed that provide holistic data reports on enrollment management and student success. One example of this is the inaugural CT State Enrollment Report ([See APPENDIX A](#)), a rolling report that debuted in November 2022 and continued weekly through the census date of February 10, 2023. The IE&P team has also recently begun producing interactive dashboards that support the same business functions but provide far richer data and lower levels of disaggregation ([See APPENDIX C](#)).

## 3) Alignment and Completion of Math and English

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

The Alignment and Completion of Math and English Steering Committee and Leadership Teams have been meeting weekly throughout this academic year. The decision was made to phase-in the implementation of the Alignment and Completion of Math and English policy over the next two years. Math Pathways are being implemented with corequisite offerings in three areas: College Algebra, Quantitative Literacy, and Statistics. Two other Math Pathways will be developed in the next year for implementation in the 2024-25 academic year. English adjusted the placement for ENG 1010 and the corequisite level model of ENG 1010/ENG 0910 with high school grade point average as the primary measure along with SAT scores and challenge essays used as a multiple measure. English placement cut scores will be reevaluated for the 2024/2025 academic year. The aligned English as a Second Language curriculum includes common placement scores along with a challenge essay.

For the 2023/2024 academic year, one semester of developmental education that has been aligned for CT State will still exist. The plan is for the full corequisite model to be offered in Fall 2025, and this timeline aligns with the Connecticut Board of Regents for Higher Education Alignment and Completion of Math and English policy implementation deadline.

## 4) Student Affairs — Handbook, Activities, Clubs, and Procedures

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



The CT State Student Handbook will be finalized in mid-June 2023 and will be made available on the CT State and campus websites. A [webinar on the Student Handbook](#) was scheduled on April 11, 2023. See [March 31, 2022 Updates](#) section. The Student Activities Council was formalized to provide a forum for the 12 Directors/Coordinators of Student Activities to share ideas, explore joint programming, link student clubs and organizations, and discuss related work issues. For behavioral intervention, the CT State Director of Mental Health and Wellness provides oversight to the individual campus Behavioral Intervention Teams (BIT) (now renamed CARE Teams) and leadership for training, policy, and protocol development. The Director also provides clinical case management support and supervision for the campus Wellness Counselors (including seven new counselors hired in Spring 2023). See also [Standard 5](#) Expansion of Mental Health & Wellness Services.

## 5) Academic, Associate, and Assistant Deans

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

The search for the sixth and final outstanding CT State Academic Dean was completed in April 2023 ; however, one of the original Academic Deans left the position and the replacement search is underway. As previously reported

in the February 2023 progress report, the CT State academic structure no longer includes Associate or Assistant Deans; rather, the Department Chair model was modified to align with the six CT State Academic Schools and each School will be overseen by a Dean. These six Academic Deans will oversee curriculum and accreditation within their assigned school. Campus Deans of Faculty/Deans of Students & Faculty will manage day-to-day faculty operations, student affairs and scheduling. Nominations and selection of department chairs for AY 23-24 will be completed in May 2023.

## 6) CT State Hiring Process

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

All CT State marketing and communications impact bargaining of existing staff has been completed. Staff underwent a review process to align previous positions to those needed in the new marketing department structure and all staff were reassigned into these new roles. The complete marketing and communications structure for the department and additional details are included in [APPENDIX D](#). All existing staff were successfully moved into CT State marketing roles as a result of the impact bargaining process.



# Requested Updates from February 2023 Progress Report

## 1) Alignment of Academic Policies and Procedures

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

At the start of the 2022/2023 academic year, there were more than 130 CSCU Board of Trustees policies still in place. These policies date as far back as 1965 and were last updated in 2011. Only seven were previously repealed. Additionally, there currently are 68 Board of Regents policies on the website. During this review process, the priority was to address those policies which conflicted with the new CT State structure. As mentioned in the February 2023 progress report, five subgroups were established in Fall 2022 to review all current policies and recommend revisions or rescissions as necessary. Many policies were in significant need of update, where language reflected non-existent governance bodies or statutory requirements that were outdated. The Connecticut Board of Regents will review the recommendations and consider adoption of the revised policies at their June 2023 meeting. It was determined that no changes need to be made to BOR finance policies. Any Board of Trustees and Board of Regents policies which are not sunset will still be considered active policies in CT State.

## 2) Academic Program Review Process

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

A completely new draft [CSCU Academic Program Review policy](#) has been developed this academic year and is currently undergoing internal review through various governance bodies such as Faculty Advisory Committee, Academic Council, etc. The final draft implementation plan will undergo review and adoption through the CT State and CT State Universities governance bodies in AY 2023-2024 with anticipated approval by the Connecticut Board of Regents no later than the end of AY 2023-2024. All existing CT State academic program review materials,

including an [APR handbook](#), schedule, report and data forms, and process documents, that will be updated to the new policy in the coming academic year. Teams responsible for preparing 2023/2024 academic program review self-study reports will use existing forms and will also be offered the opportunity to participate in information sessions and workshops to familiarize themselves with the new procedures and requirements. Ongoing coaching and consultation will also be available to assist teams as they complete their deliverables.

## 3) Contractual Agreements

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

Each of the 12 campuses gathered their existing agreements (collectively numbering well over 1,000) with external partners and these agreements are now within a single, centralized repository. Campus leadership started sending written notifications to these partners about the upcoming merger to CT State and [existing agreements](#) are being adapted to reflect the new institutional status. Going forward, all new CT State agreements will undergo a CT State review process to provide oversight and coordination across the campuses and to avoid duplication. In addition, a common agreement template is now being used for all prospective agreements across all campuses.

## 4) CT State Schedule Development

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

The [Fall 2023 schedule](#) became available to students on March 27, 2023, with student registration that began on April 4, 2023. In preparation for this, meetings of all functional areas, including enrollment, finance, academic schedule, degree audit, advising, information technology, marketing, and continuing education occurred in March 2023 to review the system's readiness to open, and all

areas agreed upon April 4, 2023, as the date that CT State registration would be operational.

## 5) High School Partnerships

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

CT State developed a Carl D. Perkins V grant timeline in conjunction with the federal Perkins V process and the Connecticut State Department of Education. A revised Perkins V grant application will be generated for CT State following completion of a required comprehensive local needs assessment. Submission of final campus Perkins V requests will follow the general timeline outlined below.

- **September 2023** – CT State Perkins Coordinators meet with program coordinators overseeing career and technical education programs eligible for Perkins V funding to provide guidelines, tips, and support with the comprehensive local needs assessment.
- **September to October 2023** – CT State Perkins Coordinators work with campus faculty and staff to identify resources, activities, professional development opportunities, conference travel, purchases, and equipment requests in alignment with Perkins V guidelines.
- **November 15, 2023** – The required comprehensive local needs assessment and Perkins V funds requests for each campus are completed and final CT State Perkins V requests have been submitted to CT State Department of Education for review.
- **January to February 2024** – Perkins V funds are dispersed to CT State campuses to begin purchasing process.
- **June 30, 2024** – All approved Perkins V purchase requests must be submitted, and all funds encumbered.
- **August 31, 2024** – All approved Perkins V purchases (supplies, equipment, and/or property) are required to be delivered to each campus before this date, and invoices submitted to local campus purchasing offices.
- **September 30, 2024** – Final Perkins V report submitted to CT State Department of Education for FY 23.

As previously mentioned in the February 2023 progress report, a workgroup was formed to provide recommenda-

tions for aligning the campus K-12 partnership and dual enrollment programs. An inventory of all dual and concurrent enrollment across the 12 campuses was created and this process led to the formation of two subgroups. One group will assist CT State with moving forward to become a National Alliance of Concurrent Enrollment Partnerships (NACEP)-accredited institution and will also include the development of new policies and procedures. The second group will be initially focused on promoting deeper alignment and increased articulation with Connecticut's Technical High Schools. Over the spring, the workgroup researched best and emerging practices in dual enrollment, met with the technical high school leadership, created a subcommittee to explore NACEP accreditation, inventoried current practice in this arena across all 12 campuses, and reviewed the student disaggregated data as it relates to dual enrollment. From this analysis, the workgroup is in process of creating a series of recommended updates to policies and procedures related to concurrent enrollment, high school partnerships, traditional dual enrollment and credit for prior learning. These recommendations should be finalized by the end of the spring 2023 semester. Colleges will continue to operate their respective dual enrollment programs with community partners for the 2023-2024 academic year, following BOR policies, though vary in scope across the 12 locations. With CT State's Shared Governance schedule, it is expected that the recommendations for updating policies and procedures to come before these governance bodies during the 2023-2024 academic year for input and approval, with implementation to occur in 2024-2025. The workgroup has also created a draft for the tenants of an agreement with the technical high school system and a planned meeting with the leadership of CT State and CTECS (Connecticut Technical Education Career System) is planned for late spring/early summer of 2023. It is anticipated that a signed agreement/letter of intent to follow in 2023-2024 with implementation of the framework of that agreement to occur in 2024, including the alignment of and leveraging of the Perkins grant for possible funding opportunities.

At CT State, dual enrollment courses consist of high school partnership classes taught by CT State college faculty on its campuses, at a high school location, online, or a hybrid combination of these delivery models and a concurrent enrollment program, known as CCP (College Career Pathways), where the courses are taught by the high school faculty member who meets credentialing requirements mentored by CT State college faculty. In both situations, the course content is equivalent to the courses being offered on campus with the same academic

standards. Faculty in both cases have consistent syllabi and assessment measures. High school faculty who are existing concurrent enrollment instructors are able to participate in CT State department meetings and professional development opportunities. Students participating in either high school partnerships or CCP must meet the same prerequisite requirements as students taking the traditional course offerings. Over the next few years, CT State will become a member of NACEP, align policies and procedures to NACEP standards, and work towards having all concurrent enrollment programs accredited by NACEP.

## 6) Governance

### **Commission's Request Area: The faculty governance structure is operational**

The governance structure for faculty and staff is operational. All of the major governance bodies [began meeting in January 2023](#) and will continue to do so indefinitely as part of the operations of CT State. More details are provided in [Standard Three](#).

## 7) Faculty Handbook

### **Commission's Request Area: The faculty handbook has been completed and distributed**

A comprehensive first draft of the CT State Faculty Handbook was completed in mid-February 2023 and distributed to close to 50 CT State employees (in the central office and on the 12 campuses) for initial content vetting. A second round of vetting followed in early to mid-March 2023, with a focus on reviewing campus-specific Faculty Handbook content. Prior to publication, the Faculty Handbook will also undergo reviews by legal counsel and diversity, equity, and inclusion experts. The final 2023-2024 CT State Faculty Handbook is on schedule for completion by the end of June 2023. An electronic version will be accessible via the [CT State website](#).

## 8) CT State Website Launch

### **Commission's Request Area: The ctstate.edu website has been launched**

The [CTState.edu website](#) was officially launched on March 29, 2023.

# STANDARD ONE: Mission and Purposes

## Progress to Improve Key Performance Indicators

### Commission’s Request Area: a) Specific goals and progress to chart progress in improving key performance indicators have been established

Goals and benchmarks to measure and improve performance are clearly outlined within the [CT State Transitional Strategic Plan](#). The plan contains 3 overarching goals, sub-divided into 37 different benchmarks that will be used to measure our progress. Many of the goals and timeframes are informed by the Guided Pathways key performance indicators, specifically the overall rates and the racial-ethnic gaps in the Guided Pathways key performance indicators 4, 5, and 6. The Transitional Strategic Plan also includes benchmarks for improvement in overall success rates (which is the summation of graduation and transfer rates) and narrowing of the racial-ethnic gaps in student success. The timeframe for measuring the key performance indicators is either Fall 2024 or the 2024/2025 academic year, depending on the metric.

### all actions and to integrate equity, inclusion, and student success in planning and development at the local and state levels

CT State adopted an Equity Statement that reflects the College’s commitment to using the seven equity principles to guide decisions and actions on campuses and within the CT State central administration. The CT State Equity Statement is incorporated within the [CT State Transitional Strategic Plan](#) and the entire plan is built upon equity principles. The Transitional Strategic Plan highlights the necessity of empowering all Connecticut citizens and providing ample opportunities for all to benefit from higher education and to fulfill their life goals through education. The plan’s goals and benchmarks prioritize regular planning and evaluation, assuring and improving academic quality, measuring and improving the student experience, empowering high-quality teaching, measuring educational effectiveness, examining the sufficiency of institutional resources, and assuring the ethical integrity of CT State. The spirit of the CT State mission is also embodied within the Transitional Strategic Plan, and it aligns with the CSCU 2030 initiative.

The mission of CT State is presented on the [ctstate.edu](http://ctstate.edu) website along with the vision. The transitional [CT State strategic plan](#) is built on the foundation of this mission and vision and provides the direction that the new institution will achieve this mission over the coming years.

## Progress to Incorporate Seven Equity Principles

### Commission’s Request Area: b) Progress has been made to incorporate the seven equity principles in

#### Seven Equity Principles

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



## STANDARD TWO: Planning and Evaluation

### Research and Information Technology Infrastructure

**Commission’s Request Area: c) A technology infrastructure to support CT State’s research and information needs has been established, and a consolidated student information system has been launched**

CT State One College Banner (OCB) end-to-end testing for implementation was completed in February 2023. CT State met its goal to launch a consolidated student information system for the upcoming Fall 2023 enrollment cycle. The go-live launch for student records and academic history, financial aid, and student accounts receivables occurred in late March 2023. A high-level summary is below.

- **Schedule Build:** The Fall 2023 schedule, which was loaded into production in January 2023, was vetted for revisions at the 12 campuses. The final schedule was published in late March 2023.
- **Data Migration:** Migration between the 12 legacy Banner systems and the CT State Banner system was completed on March 9, 2023. Supplemental data migrations are planned for July and August 2023.
- **Financial Aid:** While the Financial Aid Office began importing student aid applications in November 2022, end-to-end testing concluded in late February 2023. This simulated the budgeting, packaging, and disbursement processes for the 2023-2024 award year. As of March 2023, the financial aid office is processing all applications with estimated aid awards that are subject to the approval of the merger with the US Department of Education.
- **Student Accounts Receivables:** End-to-end testing for student accounts receivables is complete; however, final configuration is pending. Student accounts receivables is ready to go live for Fall 2023 registration.
- **Student:** End-of-term processing simulation was completed for Fall 2023, and CT State opened fall 2023 registration on April 4, 2023. The [myCTState student portal](#) became publicly available in late March 2023.

### CT State Applicant and Student Data Collection Policies

**Commission’s Request Area: d) College-wide policies for CT State applicant and student data collection have been developed**

The Joint Council for CT State Data Governance meets on a regular schedule to review and develop all student data collection policies and ensure that all information collection is continuous and replicated on the same data points from the individual campuses to the one college. The data collection is an output of local, state, and federal reporting and compliance needs. By late 2023/early 2024, the Council will have completed conversion of all reports to a unified format to support this data collection.

A detailed Spring 2023 Enrollment Report for CT State and each campus is provided in [APPENDIX C](#) as an example of the high-quality institutional research and enrollment output for the organization as a whole.

### Strategic Planning and Assessment

**Commission’s Request Area: e) The eleven priority areas of the strategic plan have been moved into one of three meta-priorities, and key performance indicators for each meta-priority as well as a plan to assess achievement of the meta-priorities have been developed**

The Transitional Strategic Plan has benchmarks clearly aligned with the three priorities of effectiveness, equity, and community. These former “meta-priorities” are now referred to as institutional priorities. The use of evaluation results to inform planning is an ongoing task. Some CT State examples include the incorporation of several Guided Pathways key performance indicators into the Transitional Strategic Plan; the use of student accounts receivables, financial aid, and registration data to target communications to students on how to resolve issues of nonpayment; and the use of data around the Pledge to Advance Connecticut (PACT) – the last-dollar, free community college program – to advocate for PACT expansion because of its impact on improving equity in access and retention. See Standards One, Four, and Eight for addition-

al details on the key performance indicators associated with the institutional priorities and plans for assessing achievement.

## Strategic Plan with College-Wide Initiatives and Institutional Values

**Commission’s Request Area: f) The plans, goals, and benchmarks of major college-wide initiatives have been incorporated into the strategic plan and overarching institutional values have been developed for CT State**

The CT State transitional strategic plan has undergone a rigorous review and feedback cycle throughout the institution since it was unveiled in fall 2022. The final review of the plan was completed in May 2023 by CT State leadership before presentation to the Board of Regents later that month. The plans, goals and benchmarks of this plan are all contained within and our values are all fully incorporated into this plan. The transitional strategic plan outlines 3 goals and 12 priorities, as below:

## Annual Review Process for Strategic Plan

**Commission’s Request Area: g) An annual review process for the strategic plan has been developed**

The [Transitional Strategic Plan](#) will remain in effect from 2023 to 2025. During Fall 2023, the Office of Institutional Effectiveness and Planning, under Strategic Partnerships and Enterprise Performance, will collect data on the progress towards implementation of the transitional strategic initiatives and benchmarks. Institutional Effectiveness and Planning will issue a progress report to the CT State Cabinet and Leadership Council in January 2024. CT State will reconvene the Executive Strategic Planning Council in Spring 2024 to further review the strategic planning progress with all functional areas and recommend adjustments for a college-wide continuous improvement planning process during the 2024/2025 academic year. CT State has also set aside funding to support the annual review of the plan and action steps for implementing the continuous improvement process in subsequent years of the five-year plan (Fall 2025 to Spring 2030).

GOAL	STRATEGIC PLAN GOALS & PRIORITIES
I	<b>PROVIDE STUDENTS AN ACCESSIBLE, HIGH QUALITY, AND AFFORDABLE EDUCATIONAL EXPERIENCE</b>
	A Recognize Students as Citizens and Faculty as Leaders;
	B Promote multiple paths to student success;
	C Remove barriers between credit and non-credit programs;
	D Establish student user experience metrics;
II	<b>ACHIEVING EQUITY IN STUDENT OUTCOMES AND WORKFORCE CULTURAL REPRESENTATION</b>
	A Show evidence of equity as a CT State baseline;
	B Provide holistic approaches to support students;
	C Reduce enrollment and financial barriers for students;
	D Help grow a diverse college workforce;
	E Campus climate;
III	<b>STRONGER INTERNAL COMMUNITY AND EXTERNAL COMMUNITY RELATIONSHIPS</b>
	A Acknowledge campus identity, history, and culture;
	B Emphasize administrative engagement and transparency;
	C Expand collaborative and innovative partnerships;

## STANDARD THREE: Organization and Governance

### ■ Governance Processes

#### **Commission's Request Area: h) The governance structure is operational, and operational groups and processes to support the matrix governance structure have been identified**

The [CT State shared governance bodies](#) have been [meeting monthly](#) since January 2023. The shared governance model is comprised of [elected faculty and staff](#) across the state and students representing small, medium, and large campuses across the state. Initial convenings of each governance body were facilitated by CT State administrative staff with the expectation that meetings would be managed by chairs/co-chairs upon selection within each group. All CT State shared governance bodies will convene monthly throughout each academic year.

Both [College Senate](#) and [Curriculum Congress](#) were charged during their initial kick off meetings on January 20, 2023. The 29 Statewide Discipline Councils were [charged](#) during a joint initial kick off meeting on February 3, 2023, and the six School Area Curriculum Committees were subsequently [charged](#) during a joint initial kick off meeting on February 10, 2023.

During Spring 2023, Microsoft SharePoint and the College website are being used to manage and disseminate documents and proposals for the CT State shared governance bodies. Folders have been created for each group and documents and proposals are accessible for group members to review and edit. Governance proposals that need to be shared with the entire campus community for feedback are disseminated using an all-college email announcement accompanied by a feedback form. In the future, the Digarc Curriculog software tool will be used to manage and streamline curriculum and policy proposal workflows for the governance bodies. CT State began working with Digarc in Spring 2023 to develop and configure Curriculog to reflect the finalized CT State shared governance structure and workflow. It is anticipated that the configured CT State Curriculog platform will be piloted in Fall 2023 with subsequent full-scale governance implementation in Spring 2024.

Regular communication with elected governance representatives and the college community about the CT State Shared Governance Model have been facilitated by CT State administrative staff with the expectation that future communications and updates from each group would be managed by chairs/co-chairs of each governance body upon selection within each group.

Please see the [CT State Governance website](#) and the [February Updates](#) section above for more details on governance.

### ■ Policy Revisions and Review Cycle

#### **Commission's Request Area: i) The review and revision of all academic, student, auditing, and financial policies have been completed, and a policy review cycle has been established**

The policy review and revision process included five subgroups to cover the general areas of academic affairs, campus operations, finance, student affairs, and system organization. The subgroups then send their recommended updates to representatives from the Connecticut Board of Regents; CT State Cabinet; Diversity, Equity, and Inclusion; Human Resources; Legal; and Workforce Development areas for review and feedback. Recommendations have focused on removing outdated policies that no longer align with statutory requirements or that have been superseded by other BOR policies. Please see the [February Updates](#) section above for more details on the review and revision of policies.

Specific to CT State's diversity, equity, and inclusion efforts, Achieving the Dream coaches are working with the CT State Diversity, Equity, and Inclusion Leadership Team to identify the major policies and procedures that will be consolidated into a Diversity, Equity, and Inclusion Policy and Procedure Guide. The Achieving the Dream coaches will work with select committees to review, revise, and consolidate these policies and procedures into a written document for CT State Cabinet approval.

## CT State President and Provost

### Commission's Request Area: j) A permanent president/CEO and provost/CAO have been hired for CT State

The permanent CT State President, Dr. John Maduko, officially began in the position on June 3, 2022. The search for the permanent CT State Provost and Vice President of Academic Affairs was completed and the [announcement](#) that Dr. Levy Brown has been selected as the CT State Provost was made on April 12, 2023.

## Board of Regents Student and Faculty Advisory Committees

### Commission's Request Area: k) A decision has been made about whether to reorganize the BOR Student and Faculty Advisory Committees and if so, the reorganization is in process

Membership in both the Student Advisory Committee and the Faculty Advisory Committee are spelled out in CT General Statute Chapter 185, Section 10a-3 and Sec. 10a-3a. Proposed changes to CT statutes relating to both the Student and Faculty Advisory Committees composition will be considered by the Higher Education Committee of the general assembly and taken up in the 2024 legislative session.

Faculty have a substantive voice in educational programs, personnel, and institutional policy as evidenced by the fact that all academic degrees and certificates are developed by faculty, all search committees for academic hires and most search committees for non-academic hires include faculty representatives, and faculty comprise the largest portion of [elected representatives](#) among the CT State shared governance bodies. The Spring 2023 State-wide Discipline Councils include 224 faculty members, and the School Area Curriculum Committees include up to 72 faculty members. Additionally, the Curriculum Congress is comprised of 73% faculty and the College Senate faculty membership can range from 29% to 59%, depending upon the number of faculty "at large" members.

The CT State governance model also fully considers student views and judgments. A call for student volun-

teers to serve on these governance bodies was sent to the student representatives on the statewide CSCU Student Advisory Committee and shared with campus Student Government Associations to solicit possible interest. The current list of student representatives serving on the governance bodies is available [here](#). A formal election of student representatives to serve during the 2023-2024 academic year will be conducted by the Student Advisory Committee.

## Additional Progress within Standard

CT State affirms that the institution has sufficient administrative capacity to support all organizational components. The institution has undergone a major reorganization, had staff retire in significant numbers and has assessed all employee positions to ensure sufficient capacity and where necessary, staffed up in those areas. See [Progress Updates from March 21, 2022](#), section 2 for more details.

The governing board of CT State, the CT Board of Regents for Higher Education is established under CT general statutes PA11-48, Section 211, subsection (a) and all organizational documents derive from said statutes and [organizational documents](#) of the CT Board of Regents. Roles and responsibilities are clearly defined for the board, the CCSU system, CT State employees, etc. CSCU President Terrence Cheng, acting on behalf of the Connecticut Board of Regents, reviews the performance of the CT State President annually in June, following all performance evaluation policies established by the Board of Regents Human Resources and Administration committee. Similarly, the CT State provost, serving as chief academic officer, reports directly to the CT State president and in concert with the faculty and academic leadership is responsible for the quality of all academic programs. Through the new CT State [governance structure](#), faculty have a clear responsibility over curriculum and voice in all matters of institutional governance, as defined in Standard Three. Students also have a clear role in institutional governance, primarily through the CSCU Student Advisory Committee, whose chair and co-chair serve as voting members of the Board of Regents.



# STANDARD FOUR: The Academic Program

## Academic Program Review (APR) Materials

**Commission's Request Area: l) All APR materials have been finalized and posted on the CT State website**

In response to a 2021 external review of CSCU APR process by the National Institute for Learning Outcome Assessment (NILOA), the revised APR Policy incorporates a number of recommendations from the NILOA report, including defining key terms; explaining the APR process in detail, such as its purpose, objectives, and timeline.

A [CT State draft APR handbook](#) has been created for use in Fall 2023 while the new [CSCU APR implementation plan](#) goes through a governance review by all institutions in AY 2023-2024. The handbook contains the APR Report Form, FAQ Sheet, and all required materials, however, these will all be updated and aligned to the new CSCU system policy. Faculty are able to use these APR materials until the new CSCU process documents become available in AY 2023-2024. Please see the February Updates section above for more details.

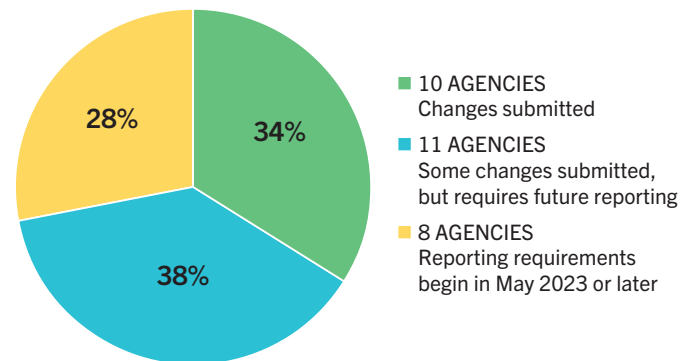
## Specialized Accreditations

**Commission's Request Area: m) Progress has been made to move specialized accreditations to CT State**

CT State has made [significant progress](#) in transitioning all the specialized accreditations from the 12 community colleges to CT State. Over the past two years, there have been many conversations with program coordinators, accrediting agencies, and CT State leadership and staff to determine the required steps to transition these accreditations. There are currently 29 agencies that provide accreditation, approval, certification, or recognition to 67 campus-level, credit programs within the CT community colleges. The substantive change reporting timelines vary per agency, and CT State is following the agency timelines. To date, the reporting requirements were submitted for 10 agencies. For 11 more agencies, the timelines involved multiple steps and some reporting requirements are complete while others are still pending. For the remain-

ing eight agencies, the reporting requirements begin in May 2023 or later. An example [notification letter](#) from Northwestern's substantive change report regarding the merger, from the Accreditation Commission for Education in Nursing is included.

### Progress in Transitioning Specialized Accreditations, Approvals, Certifications, and Recongnitions to CT State



In addition, CT State is working to expand current accreditations and approvals to cover all campuses that offer the respective programs. There are ongoing conversations with seven external agencies and 32 program coordinators to complete the application, self-study, and site visit steps to fulfill the requirements to expand these accreditations or approvals. For example, the Business Administration and Business Studies programmatic accreditation is in the process of expanding from one campus to 12 campuses. Similarly, the Medical Assisting and Advanced Manufacturing Machine Technology programmatic accreditations are each in the process of expanding from two to seven campuses.

Another large-scale specialized accreditation process that is well underway is the transition of the Early Childhood Education accreditation from a model of 12 campus-based, separate accreditations to a single accreditation that covers all 12 campuses. Planning for this upcoming change continues to require a significant amount of work and the Connecticut Office of Early Childhood has provided substantial funding and support for the transition. Early Childhood Education program coordinators are working closely with Early Childhood Education mentors and consultants to implement common key assessments

and agree upon a common mission, vision, conceptual framework, and learning opportunities chart. The comprehensive self-study is due in September 2023, and the site visit is planned for Spring 2024.

## ■ Non-Credit Curriculum Alignment

### Commission’s Request Area: n) Alignment of the non-credit curriculum and of workforce development courses has been completed

In August 2021, the Chief Regional Workforce Development Officers created the “CSCU Workforce Development Program Alignment Work Group” whose members included staff from across the 12 colleges. The work group’s charge: “Members of these workgroups will review workforce development programs to align them in preparation for the consolidation in Fall 2023.” All workforce programs that are offered at more than one college will be reviewed. Each team will present their draft recommendations to the WD Officers, then to community and employer stakeholders.

The following programs (and courses within them) have been aligned, reviewed, voted on by the Continuing Education Council and approved:

- Administrative Medical Assistant
- Bookkeeping
- Central Sterile Processing Technician
- Certified Nurse Aide
- CompTia A+
- Dental Assisting
- EKG Technician
- Emergency Medical Technician
- Personal Care Aide
- Patient Care Technician
- Pharmacy Technician
- Phlebotomy Technician
- Professional Medical Billing and Coding
- Registered Medical Assistant
- Veterinary Assistant

Under the leadership of the Executive Vice President of Workforce and Economic Development and the Associate Vice President of Academic Programs & Curriculum, the Workforce Development Officers and the Deans met in March to identify action steps to create the pathways and processes to assist students in onboarding from non-credit to credit, offboarding from credit to non-credit, and supplementing credit degrees with non-credit credentials.

### Academic Program Quality

Ensuring academic program quality is an ongoing process as programs continue to grow and evolve. Several examples of continuous improvement include:

- Since the conclusion of the curriculum alignment process in Spring 2022, more than 50 courses, degrees, and/or certificates are in various stages of proposal modification and approval through the CT State Governance process.
- To meet workforce needs, new degrees are being developed in diverse areas such as Applied Counseling, Art History, Museum Studies, and Music Therapy.
- CT State works with 29 accreditation, approval, certification, or recognition agencies that will cover 36 unique CT State academic programs. This work includes expansion of specialized accreditation to cover additional campus-level programs, and extensive coordination with nearly 100 program coordinators as many of these programs are offered at multiple campuses. Program faculty adhere to the high standards of academic quality and assessment put forth by their respective specialized accreditation agencies. Please see Standard Four for more details.

## Additional Progress within Standard

### Credit for Prior Learning

The formal agreement with Charter Oak State College (COSC) has been temporarily postponed pending the recommendations of a newly formed Credit for Prior Learning task force, chaired by the COSC Provost. The purpose of this task force is:

- The establishment of a recommended Credit for Prior Learning policy for BOR consideration (there will be a feedback process prior to submitting the policy to the BOR)
- review of and recommendations regarding Credit for Prior Learning standards, best practices, and metrics for impact on student success
- Assessment of and reporting to the BOR regarding Credit for Prior Learning practices, policy compliance, and related data, including institutional expectations regarding practice and data reporting

The goal is to have a Credit for Prior Learning credit recommendation repository that all CSCU institutions can utilize and apply in accordance with their respective transfer policy and to give all CSCU students the opportunity to benefit from a consistent application of Credit for Prior Learning.

In the meantime, the currently established process of CPL will be maintained by CT State. The guidance that is cur-

rently used is through ACE: [Student Guide to Credit For Prior Learning \(acenet.edu\)](#) and includes Credit by Exam, Military Training, Workplace Training, Certifications, and Portfolios. Any discrepancies between practices by the current 12 colleges will be resolved with the assistance of the CT State School Academic Deans.

All dual enrollment programs, continuing education, evening and weekend courses will be moving under the academic affairs umbrella, supervised by the CT State provost, and coordinated across all campuses through the academic leadership team and campus administration. CT State is continuing to further refine these functions as part of its transitional strategic plan.

In April 2023, a new website resource was launched to provide faculty with access to key information for advising. The [website](#) includes links to a variety of sources of information including approved course outlines, legacy course information and crosswalks for students moving from legacy to CT State degree programs.

## STANDARD FIVE: Students

### ■ Adult Learner Outreach and Marketing

#### **Commission's Request Area: o) Plans for expanded and enhanced adult learner outreach and marketing have been implemented**

Adult learners (i.e. those >25 y.o.) are currently 31% (10,414 of 33,121 headcount Spring 2023 students) of the enrollment CT State and the institution will continue to design the program offerings and services to support and meet the needs of this student population. Virtual and on-ground recruitment and outreach activities to engage adult learners have increased across all campuses. An example of these activities includes information sessions, open houses, increased visibility at employer benefit fairs, as well as community organizations serving the adult population. The expansion of free community college to part-time students has a positive impact on enrollment as well as our ability to engage adult learners.

### ■ Services for Non-Traditional Students

#### **Commission's Request Area: p) Plans to improve services for non-traditional students have been implemented**

Since the February report, CT State has made significant progress to coordinate services across all campuses to serve our non-traditional student population. CT State has heavily invested and reorganized services for our non-traditional students, specifically, those students needing additional support services. As mentioned below, additional mental health counselors are being added to every campus to support the growing need experienced by students. Detailed services are described at the [ctstate.edu website](https://ctstate.edu). Virtual mental health services are also being provided 24 hours per day, seven days per week by [Time-Care](#).

The accessibility coordinators at all campuses have teamed together to develop and coordinate services under the leadership of Associate Vice-President for Teaching & Learning. Common procedures have been established

for students needing access to disability services, such as confidentiality waivers, accommodation agreements, intake forms and letters of accommodation as well as expanded training for all faculty. CT State has partnered with Simplicity as our common platform for single sign-on for students and centralized access to all services.

### Additional Progress within Standard

#### **Expansion of Mental Health and Wellness Services**

CT State has reviewed the need for increased mental health services for students across all campuses and has specifically identified a need to hire additional counselors at seven of the twelve campuses. Position announcements were posted in April 2023 with positions that will be filled by the start of the fall 2023 semester. In addition, a CT State Behavioral Intervention Team (BIT) has been created to review procedures, provide training and handle any student cases. A total of 38 chairs/co-chairs of campus BITs have been certified by NABITA through a two-day training program. The BIT teams are being renamed to CT State CARE teams this summer. Five mental health counselors have been mental health first-aid certified and trained in suicide prevention training so that they can train other staff. All 12 campuses have become JED campuses ([JEDfoundation.org](https://jedfoundation.org)). See the CT State wellness website at [ctstate.edu/wellness](https://ctstate.edu/wellness).

#### **Federal Financial Aid**

Our merger application was received and accepted for review by the United States Department of Education on August 17, 2022. While this task is in process, CT State remains in close contact with the agency to make certain the merger is approved on a timely basis and to ensure that there is no loss of Title IV funding to eligible students. The most recent task completed was providing CT State's new Federal EIN to the U.S. Department of Education, which was obtained from the U.S. Internal Revenue Service in March 2023. A new [CT State Financial Aid Manual](#) was also recently completed.

# STANDARD SIX: Teaching, Learning, and Scholarship

## ■ CT State Administrative Hires

**Commission's Request Area: q) All anticipated administrative hires (six Academic Deans, 18 Associate Deans, and two Assistant Deans) have been completed**

See [September Report item 5](#) within this report for this update.

## ■ Launch of Academic Structure

**Commission's Request Area: r) The academic structure, with faculty in college-wide departments based on disciplines and programs, has been launched**

After productive discussions in Fall 2022 with faculty unions, the decision was made to shift away from the original organizational structure of statewide academic departments led by Associate and Assistant deans to a more traditional campus-based Department Chair structure. Campuses have made adjustments to academic departments this Spring, aligning all full-time and adjunct faculty to the six academic schools by the end of the Spring 2023 semester, with each department led by a Department Chair. Campuses have been asked to ideally shift to this new structure in the 2023-2024 academic year to avoid curriculum governance complications related to misalignments between the campus department structures and the statewide governance body structures, however, campuses have been given until the end of the 2024-2025 academic year to finalize this shift.

Campuses have some flexibility in local structure due to size/workload considerations. For example, some larger campuses may opt to split an academic department into multiple departments and some smaller campuses may opt to combine two or more academic departments into one, although these adjustments would not impact the department representation on the governance committees.

## ■ Guided Pathways Advising Implementation and Assessment of Effectiveness

**Commission's Request Area: s) The Guided Pathways advising model has been implemented and its effectiveness is being assessed**

As noted in the September and February progress reports, the Guided Pathways advisors were hired and there is a structure of multi-level supervision and oversight in place to support the Guided Pathways advising model.

Guided Pathways advising places a strong emphasis on providing accurate and consistent advising services to all students. Specific efforts to ensure accuracy and consistency include:

- A staff onboarding process that includes more than 30 virtual modules with assessments utilizing the GO2Knowledge platform.
- A Professional Learning Plan tool which allows staff members to develop individual goals for learning and track progress on each goal.
- Partnerships with various internal stakeholders such as academic leadership, admissions/recruitment, faculty, financial aid, selective admission programs, financial aid, etc., for training for Guided Pathways advising staff and a Blackboard organizational course shell that houses all training materials, including recorded webinars, slide decks, and job aids, to support staff members' work.
- Annual evaluations of all Guided Pathways advising staff members based upon the collectively bargained employee evaluation process with any performance issues addressed via counseling or performance improvement plans.

Space renovation for the Guided Pathways advisors has been completed for most of the campuses. For those campuses not yet completed, spaces have been identified, conceptually designed, approved, and project scheduled. Please see [Standard Seven](#) for more information.



Preliminary data indicates that Fall 2022 to Spring 2023 retention was 83% for new full-time students compared to 81% for all full-time students and was 62% for all part-time students compared to 60% for all students. Students with lower grade-point averages appear to be more likely to take advantage of Guided Pathways Advising and those new students who met with their guided pathways advisor at least once had a +20% greater persistence from Fall to Spring. For specific data, see [APPENDIX E](#) for Fall-to-Spring retention and persistence gains of those who received guided pathways advising, by campus.

## Additional Progress within Standard

### Professional Development and Activities to Support Faculty and Academic Staff

The Teaching and Learning Council has a Special Projects Workgroup that finalized a recommended series of activities for onboarding full-time faculty during their first full year. The group will be reaching out to interested campuses for pilots and identifying focus groups to help refine the program. During Spring 2023, the group will also collaborate with *Innovative Educators* to create an online orientation program for part-time faculty and full- and part-time staff.

In the second year of the CT State Leadership Academy, programs have shifted into online Continuing Education courses with a future eye towards exploring Credit

for Prior Learning for participants. There were multiple live sessions every month and a total of 43 participants between the Fall 2022 and Spring 2023 Continuing and Emerging Leaders programs.

The Faculty and Staff Online Institute continues to provide more than 360 online modules for asynchronous learning. As of the end of February 2023, a total of 744 faculty, staff, and administrator registrants have accumulated more than 1,744 hours of professional development; completed 1,449 modules; and earned more than 132 Fellow's Certificates. Additionally, the Institute has been revamped for 2023/2024 with over a dozen new modules for the certificate program.

Open house events were hosted in late Fall 2022 and early Spring 2023 to begin standing up various Professional Learning Communities and Affinity Groups for faculty and staff. Examples of these groups include Academic Advising, Learning Assessment, Latinx Professionals, LGBTQIA+ Professionals, Women in Higher Ed, Black Professionals, etc. Nearly all groups are now active and meeting monthly. In addition, CT State is currently in the planning process for various statewide professional learning days for late Spring 2023 to early Summer. Sessions will focus on faculty support for faculty in Alignment and Completion of Math and English, Enrollment Management/Student Affairs staff, and a Leadership Academy Alumni Conference.

# STANDARD SEVEN: Institutional Resources

## Budget Process Developed

### Commission's Request Area: t) CT State's budget process has been developed

A transitional budget development process has been established for CT State which will update our current year revenue and expenses and develop the budget for the upcoming FY 24 fiscal year. By using the chart of accounts more consistently we will be able to provide greater internal and external reporting and enhancing management capacity.

The [budget development process](#) is an iterative, collaborative process that involves stakeholders on each campus and at the CT State central office. The process honors the local campus budget development processes yet provides support and technical guidance to the campuses during this change. The CT State finance team provides 4 templates to the campuses and central office for: other expenses, personnel, educational sales revenue, and grants. This information will be aggregated and reviewed by functional area and through an iterative review process, a consolidated budget will be developed. This process allows for costs to be re-aligned and ensures there are no duplications nor omissions during the consolidation.

The CT State finance team met with key stakeholders to overview the process and receive feedback including: campus directors of finance, CEOs and Presidents, the CT State cabinet, and the CT State Leadership Council. After this process concludes we will meet with key stakeholders to refine and improve the future budget development processes.

## Cost and Revenue Analysis of Academic Programs

### Commission's Request Area: u) The cost and revenue analysis of credit and non-credit academic programs has been completed and is being used to inform financial decisions

The Cost and Revenue Analytics Model has been fully implemented utilizing data from both 2020 and 2021. Via a business intelligence client, several reports have been designed to better understand the data at both the

macro and micro levels. Some of the reports examine cost/revenue delta by course, program and areas of study whereas others examine efficiency metrics pertaining to how resources are deployed across the campuses in various categories (e.g., instructional, student support, administrative, physical plant, etc.). These tools help leadership better understand resource deployment and how effective management of those resources can create efficiencies to better support the organizational mission, goals and strategies.

The reports have provided insight into the performance and financial margin(s) of the institution and its academic programs in addition to a more complete understanding of institutional economics and potential structural financial deficiencies. They have also informed methods by which CT State will organize itself budgetarily as a merged institution, particularly regarding the vertical orientation of its newly designed fiscal structure. Development and utilization of the reports has also allowed CT State to 12 colleges.

With an accurate accounting of the activities and costs that make up operations, management can and will continue to adjust operations given their full knowledge of how various aspects of the institution's operations impact performance and margin. There is full confidence that the Cost and Revenue Analytics Model will only grow in efficacy as additional years are added and consistent data integrity standards are applied. See [APPENDIX F](#) for the full analysis report from Grant Thornton.

## Shared Services Implementation

### Commission's Request Area: v) The shared services model has been implemented

The shared services model first proposed in 2017 has been fully implemented in all proposed areas as previously reported. Those areas are Finance, Payroll, Purchasing, Information Technology and Human Resources. The efficacy of those services is regularly reviewed and modifications are made, as needed. For example, staffing capacity was added in Human Resources recruitment and Payroll after review of the processing times were longer than desired.

## Disaster and Business Continuity Plan

### Commission's Request Area: w) A disaster and business continuity plan has been developed

CT State's disaster and business [continuity plans](#) are complete and located within the [Contingency Planning and Incident Response documents](#). Examples of Recovery Policies and Procedures can be found in the Information Security Program Office policies and procedures [link](#).

## College Renovations for Shared Services and Guided Pathways Advising Team Members

### Commission's Request Area: x) Renovations at the colleges to accommodate the new shared services teams and new Guided Pathways Advisors have been completed

Renovations for Guided Pathways advising staff are fully complete and operational at four campuses (Capital, Housatonic, Northwestern, and Quinebaug Valley). Renovations are underway at Three Rivers and expected to be complete by late Summer 2023. Gateway is in the process of reviewing and modifying the construction plan. The project will then move to the bid stage and final build-out at Gateway is expected by the end of 2023. At the six other campus locations, staff are fully operational in their temporary spaces. Ongoing evaluations will be done in these locations to determine future design and improvement needs.

In addition, there is ongoing work to have a One Stop Enrollment Services Center at each campus. Renovations for the One Stop Center at Northwestern are complete, and the Center is operational. Six additional campuses (As-nuntuck, Capital, Gateway, Housatonic, Middlesex, and Tunxis) have operational One Stop Centers. These campuses are currently using existing space within Admissions, Enrollment, Records, or Welcome Centers to house their One Stop Centers, but the Center at Tunxis is moving to a new building in June 2023. The other five campuses are working with campus leadership to determine the final location for their One Stop Centers and these Centers are anticipated to be fully operational in late Spring 2023.

## Information Technology Services and Staffing Levels

### Commission's Request Area: y) IT services and staffing levels are sufficient to ensure the colleges' academic and administrative technology needs are being met

Recruiting and hiring skilled Information Technology staff remains an ongoing process. CT State has successfully hired eight Academic Information Technology Technicians and two Campus Technology Administrative Leads for the campuses. Information Technology leadership is working with Human Resources to revise some of the job descriptions to remove existing barriers to talent recruitment. This task should be completed by Fall 2023.

The implementation of enterprise-wide software and services helped facilitate planning, administration, and evaluation. Courseleaf for academic scheduling has been fully implemented and is being utilized by the course scheduling team. SurveyDig has also been successfully implemented within the Learning Management System, Blackboard, to provide a unifying platform for student evaluations. Banner is the Enterprise Resource Planning system that organizes and automates business processes and helps manage student information and deliver services. Banner also manages employee information and helps support the employee experience. One College Banner, the new iteration of Ellucian Banner that is being adopted for CT State, will help integrate new technologies and include updates to security features. One College Banner includes:

- Banner Admin Finance, Financial Aid, Student Accounts Receivable, Student, and Human Resources/Payroll
- Banner Self-Service General, Finance, Financial Aid, Student, and Faculty and Advising
- CRM Advise
- CRM Recruit
- DegreeWorks
- Experience (myCTState)
- Intelligent Learning Platform (ILP) Blackboard Integration
- TouchNet

## Student Information Systems

### Commission's Request Area: z) Student information systems are in place for transacting purposes

CT State has launched a consolidated student information system in March 2023 for the upcoming Fall 2023 enrollment cycle. This includes student records and academic history, financial aid, and student accounts receivables. Please see Standard Two for a high-level summary of the student information systems in place for transacting purposes. CT State also launched a student services platform (CRM Advise), degree audit platform (Degree Works), and student portal ([myCTState](#)) in mid-March 2023.



## Library E-Resources

### **Commission's Request Area: aa) A strategy and target date for CT State library e-resource changes have been established**

Since the last progress report, a formal E-Resources Team has been established. The team is comprised of three Library Directors and four Librarians with expertise in systems. This team has been engaged in comprehensive, time-consuming work of evaluating current e-resources, working closely with vendors to obtain quotes for a consolidated institution of 21,129 full-time equivalent (FTE), and providing trials of e-resources under consideration to all CT State faculty, staff, and administrators. The team created an A-Z List on LibGuides to organize all the trial information. Trials of over 100 databases were open from late-February 2023 through late-March 2023, with a survey link to collect feedback. Upon completion of the trial, the E-Resources Team will review the feedback from faculty and staff and start to determine which e-resources will be purchased for the core collection for all libraries. Although the core collection will be comprised mostly of e-resources, there will still be a need for local campus access to very specific resources for programs such as Paralegal. Due to this, the team is also in the process of testing and implementing a "13<sup>th</sup> instance" of EZProxy. Adding an additional instance will allow the libraries the flexibility of having both a core collection and certain databases for specific campus locations.

## New Partnerships and Funding Opportunities

### **Commission's Request Area: bb) Plans to pursue new partnerships and funding opportunities are being implemented**

The newest and largest partnership that CT State is working on is the Regional Sector Partnerships. This is being undertaken in accordance with the Governor's Workforce Council's strategic plan. Organized by priority sectors (healthcare, information technology, and manufacturing), these employer-led coalitions identify trends and needs in their respective industries to create talent pipelines with the support of their partners. Chief among the partners are institutions of higher education. As industry partners identify their workforce needs on a regional basis, CT State works closely with them to develop training programs that match the knowledge, skills, and abilities required for employment. Training programs

identified by the Regional Sector Partnerships will be funded by the \$24M Good Jobs Challenge grant that was awarded to the Office of Workforce Strategy.

CT State is implementing plans to establish an Office of Sponsored Programs to pursue external grant opportunities and to support grant proposal development and the pre-award process. A search is underway for the Executive Director for Sponsored Programs and appointment to the position is anticipated for June 2023. A process for grant development has been implemented as of February 2023. CT State, in collaboration with CSCU, has created a grant administration repository to identify and track all grants currently in place and those that will extend beyond July 1, 2023. A notification letter is being sent to each granting agency explaining the transition to CT State and the College's commitment to achieving each grant's funded outcomes once the merger has been completed.

### **Funding Opportunities**

The Department of Labor, the Workforce Boards, and the Connecticut Department of Social Services provide the most substantial funding opportunities to the Workforce Development divisions across the campuses, although smaller, more local funding sources continue to be identified and secured. The largest and most anticipated recent funding opportunity has been CareerConneCT through the Office of Workforce Strategy. It is a \$60M statewide, multi-year investment in short-term, non-credit workforce development training in the sectors of healthcare, information technology, manufacturing, and green jobs. In a new model implemented by the Office of Workforce Strategy, one workforce board is the statewide lead on each of the identified sectors. The Chief Regional Workforce Development Officers began discussions with Workforce Boards in the Fall of 2021 to plan the training that the campuses could provide under this new model in the identified sectors. The training will begin Spring 2023. In addition, there are a number of credit workforce programs that are being created with externally funded workforce development funds, particularly in allied health.

The CT General Assembly is also closely reviewing a major capital improvement proposal by CSCU for all of the community colleges as part of the [CSCU 2030 plan](#). If approved by the legislature in June 2023, this plan will make a major \$2.21 billion investment in physical campus improvements across CSCU and all of the community colleges.

## Additional Progress within Standard

### Financial Integrity

CT State builds on a strong foundation of practices and procedures that ensure fiscal integrity. This process, which includes internal controls, risk assessment and timely reporting is described in detail below:

#### Appropriate internal control mechanism

- Management and the Board of Regents displays active concern and effort to ensure compliance with letter and intent of laws and regulations, and financial accountability with accurate and timely reporting
- Realistic budgets are established, and results are actively monitored.
- The Signature authority matrix is reviewed regularly and authority limits are clearly defined in writing and communicated as appropriate. Appropriate limits have been placed on each delegation of signature authority. In accordance with [BOR Policy 5.1](#) on delegation of signatory authority, by July 1, 2023, CT State will modify the existing authority to recognize CT State President and Chief Financial Officer by updating the CSCU Institutional form. Additionally, certain limited authority will be delegated to campus leaders.
- Organizational charts exist and are updated as changes occur. Delegation of authority and assignment of responsibility is clearly defined
- Annually, the colleges and system office review and update an internal control checklist for each campus in all major areas to ensure all policy and procedures are being followed
- The financial procedure manual is in the process of being completely updated for the CT State merger. Formal methods are used to communicate policies and procedures (e.g., policy manuals, financial procedures, and written codes of conduct)
- Financial duties are divided among different people (responsibilities for authorizing transactions, recording them and handling the asset are separated). Compensating controls exist if, due to the size of the business office, there is weaker segregation of duties
- Controls exist to monitor the accuracy and completeness of information as well as the authorization of transactions. Financial transactions and reconciliations are completed in a timely manner. Management performs a review and approval of reconciliations

- Management monitors sponsored programs (grants) for compliance, fiscal responsibility, and reporting requirements
- Controllable equipment, capitalizable equipment, cash and other assets are physically secured and periodically counted and reconciled

#### Risk assessment

- Detailed budgets are developed by area of responsibility following prescribed procedures and realistic expectations. Plans and budgets support achievement of system-wide goals. Employees at varying levels are represented in establishing the budget
- CSCU system finances are overseen by two standing Board of Regents committees (Finance and Audit Committees), which regularly report to the Board of Regents for review and approval of key decisions
- Realistic objectives are established for all key activities including operations, financial reporting and compliance considerations
- Management promotes continuous improvement and solicits input and feedback on the implications of significant change
- A disaster response and recovery plan has been developed and is understood by key personnel
- Cost/benefit studies are performed before committing significant resources to decisions
- External advisors are consulted as needed to supplement internal expertise
- Management reviews and distributes relevant State Comptroller memorandums

#### Timely financial reporting to internal and external constituency groups

- Annual financial statement and federal and state expenditure audits are performed by the Auditors of Public Accounts and external auditors
- Despite significant work with the consolidation and the deployment of a new enterprise system, there were no adverse effects to the FY22 closing process, and the FY22 financial statement audits were issued in a timely manner. External audit firm Grant Thornton gave a clean unmodified opinion with no internal control items to report
- The CSCU 2020 construction audit report by Cohn Reznick gave a clean unmodified opinion
- Required annual State of Connecticut reporting including CO-59, Schedule of Expenditures of Federal Awards, Generally Accepted Accounting Principles (GAAP) Reports, and others, are filed to the Office of

the State Comptroller in a timely manner

- Budget and actual results are communicated to the CSCU Finance Committee and Board of Regents regularly

### **Resources Sufficient to Sustain Quality Programs and to Support Improvements**

- Systemic operating expenses have remained constant over the past three years despite uneven enrollment levels
- On a percentage basis, instructional costs per fulltime equivalent (FTE) student increased by 2.6% from 2021 to 2022
- Student services costs per FTE student increased 12.5 percentage points from 2021 to 2022
- As a share of overall expenses, instructional costs increased from 35% to 43% of operating costs in 2022 as compared to 2020
- Financial support for students awards increased dramatically between 2020 and 2022, spurred by both federal COVID-19 relief funding as well as an increased commitment to institutional need-based financial aid (i.e. tuition revenue repurposed as grant aid) and increased PACT funding (i.e., Connecticut's free community college program). A BOR resolution passed in February 2022 increased Institutional aid from 15% to 17% and Pledge to Advance CT (PACT) funding was increased to \$14 million in FY22 and \$15 million in FY23.

### **Sufficient and Appropriate Resources to Achieve Scheduling Goals to Support Teaching and Learning**

CT State has sufficient and appropriate resources to achieve scheduling goals to support teaching and learning. Procedures and tools to support scheduling, teaching, and learning are described in detail below.

- The scheduling nomenclature and modality types are the same as in the 12 legacy colleges to facilitate communications connected with a single schedule serving all students. A foundational schedule, which consisted of over five thousand sections in all different modality types, was created based on the scheduling pattern of all 12 colleges
- CT State will pilot the use of **wait lists** to inform when additional sections should be added to meet the learning needs of students in various times and modalities
- The schedule for **One College Banner** is [available here](#). It includes a transition to the latest Ellucian student information system with integrations to Anthology, Blackboard, Courseleaf, CRM Advise,

Degree Works, Event Management System, Survey-DIG, and Symplicity

- A five-year agreement with **Anthology** is in place for institutional planning, program review, and assessment of student learning. The platform is fully integrated to Blackboard and will facilitate the assessment of student learning outcomes in all course sections and modalities
- **Blackboard** learning management system has been renewed for five-years. Ultrabase Navigation supports a user-friendly interphase with mobile devices and this feature is essential given students' increased interest in online offerings
- An agreement with **Courseleaf** has been finalized for cloud-based software solutions for class scheduling. This will optimize the class schedule in a systematized, transparent, and collaborative manner that serves students' learning needs and promotes student success. The new technology will allow better management of information connected with instructional modality and will integrate with the student information system (Banner) and the Event Management System for managing classroom assignments. Courseleaf will also allow analyses of offerings by weekday and time to determine when synchronous offerings best fit the needs of students
- The first stage of implementation of the **Event Management System** is complete. Negotiations are in process to engage in a one-year commitment for consultation/managed services to expand upon the traditional support center resources during the transition to the software go live period. Event Management System is integrated with the student management system and has bidirectional functionality
- A contract renewal with **SurveyDIG**, for course appraisals, has been completed and an integration to Blackboard and Banner has been tested, via a pilot, to conduct course appraisals, with the same ease, in all instructional modalities
- A placement instrument for Math – Assessment and Learning in Knowledge Spaces: **ALEKS** – has been secured. ALEKS is an adaptive learning program that offers virtual learning resources to help prepare students for the placement exam and it facilitates student placement for success in any learning modality. Currently, the integration of this learning resource into Blackboard is under review
- An adaptive placement assessment for reading, grammar, and writing in English, Spanish, French, German, Italian, Mandarin, Russian, and English

languages has been acquired. The Computer Adaptive Placement Exam, **WebCAPE**, is in use at one of the colleges and will be used at all locations to serve students learning in any modality

With ALEKS and WebCAPE, the proper placement will help to inform the number of sections needed at each level and Courseleaf will help to inform and manage the offering modalities.

### Sufficient and Qualified Personnel to Achieve Academic Mission

Below are the current headcounts across all campuses for key functions that support the academic mission (faculty, librarians, educational technology and academic advising) and Spring 2023 student enrollment for comparison. Staffing levels in faculty, librarians and educational technology have remained consistent over the past several years; however, academic advising levels have increased substantially as the Board of Regents has implemented the Guided Pathways policy to support students at all campuses.

A comprehensive list of 2022/2023 full-time faculty from each of the 12 campuses was collated by Human Resources and verified by each the 12 current college Academic Deans in early Fall 2022. This list is being analyzed for current and future faculty staffing for each Academic School and campus.

In Spring 2023, a complete list of all current Department Chairs, Program Coordinators, and Academic Discipline Coordinators was developed to ensure proper support at each campus. This list will be updated at the end of Spring 2023 to reflect the planned structural changes, many of which will be made at the Department Chair level, to align with the six CT State Academic Schools. This list will also be used to ensure that programs and disciplines have equitable coordinator support. For example, using this list, two campuses determined the need for additional Business Administration program support in Spring 2023.

Qualifications of all employees are determined through a well-established and rigorous employment process that aligns job classifications to qualifications and job descriptions. Updated job descriptions are included on the [Compensation & Benefits Administration website](#).

	AY 23 FT FACULTY (As of 4.6.23)	NO. FT LIBRARIANS (As of 3.1.23)	NO. FT EDUCATIONAL TECHNOLOGY STAFF (As of 3.1.23)	NO. FT ACADEMIC ADVISORS (GPAS) (As of 3.1.23)	FTE STUDENTS SPRING 2023 CENSUS
Asnuntuck CC	24	3	1	7	696
Capital CC	64	6.5	1	7	1,188
Gateway CC	96	11	1	26	2,809
Housatonic CC	74	6	3	17	1,616
Manchester CC	86	8	2	20	2,167
Middlesex CC	40	3.5	2.5	10	1,038
Naugatuck Valley CC	87	9	2	20	2,491
Northwestern CC	29	5	1	7	626
Norwalk CC	80	6	1	20	2,127
Quinebaug Valley CC	30	4.5	1	4	606
Three Rivers CC	61	4	1	14	1,541
Tunxis CC	56	5	1	16	1,674
<b>Total</b>	<b>727</b>	<b>71.5</b>	<b>17.5</b>	<b>168</b>	<b>18,579</b>



# STANDARD EIGHT: Educational Effectiveness

## CT State Student Learning Outcomes, Curriculum Maps, and Assessment Measures

### **Commission's Request Area: cc) Student learning outcomes, curriculum maps, and assessment measures for all CT State programs have been established**

All 300 degree and certificate programs and 1,780 courses have been developed and approved by CT State with associated outcomes. Degree and certificate student learning outcomes are published online and publicly available within the draft catalogue. Crosswalks between legacy and new certificate and degree programs were completed by program and academic discipline coordinators and are housed in a shared OneDrive for access by all employees. Course sequencing recommendations are currently being created for each program and updated in Degree Works.

Faculty in the multiple statewide specialized accredited programs are collaborating to ensure they each meet accreditation standards through standardized assessments. For example, aligned six key assessments were created for Early Childhood Education to ensure alignment with National Association for the Education of Young Children (NAEYC) standards, and common course post-tests in seven core Business Administration courses are being developed to meet the standards of the Accreditation Council for Business Schools & Programs (ACBSP).

To encourage faculty to use evidence-based practices in the development of student learning outcome assessments, the Director of Program Review and Assessment has done the following:

- Formed a Professional Learning Community focused on SLO assessment. To-date, the PLC has met three times and focused on the development of rubrics
- Collaborated with groups developing student learning outcomes assessments, including the Framework Implementation & Review Committee (FIRC) and Alignment & Completion of Math & English (ACME) committees, the College & Career Success 1010 Advisory Group, and the Early Childhood Education program, which will be undergoing National

Association for the Education of Young Children accreditation self-study in Fall 2023.

Projects that are in progress include the creation of a Department of Program Review and Assessment website, that will provide a space for sharing information and resources, and the development of a five-part video series that will focus on a seven-step model for writing student learning outcome statements, mapping them to curricula, developing assessment measures, collecting and analyzing data, and using data to improve programs. The first module in the series is complete and module two is in an advanced stage of production. Modules three through five will be completed by August 2023, prior to the start of the 2023-24 academic year.

## Assessment Community of Practice

### **Commission's Request Area: dd) A system-wide assessment community of practice is operational**

As previously mentioned, the CT State Director of Program Review and Assessment formed a Professional Learning Community focused on student learning outcome assessment in Fall 2022. Individuals interested in the Professional Learning Community were identified by the Department of Professional Development and Training. A pre-meeting survey was conducted in November 2022 and the first meeting was held on December 2, 2022. A second meeting was held in February 2023, at which time a charter was approved. The third meeting, held in March 2023, was devoted to rubric development.

## Data Policies and Procedures

### **Commission's Request Area: ee) Policies and procedures to support consistent and coherent data collection, analysis, and reporting have been established and implemented**

The Joint Council for Data Governance (JCDG) continues to serve as the basis for establishing data analysis and reporting standards. Since the last NECHE update we have introduced standards for data auditing and the development, conversion, maintenance, and governance of business intelligence reports. Currently, most data

governance work is supervising the conversion of custom Banner reports from our legacy educational resources, and planning system into a Business Intelligence tool called Argos. This new system will allow faster creation of custom reports by Institutional Research staff, while the Joint Council for Data Governance will be responsible for maintaining data quality, accuracy, and trustworthiness of the data within. This work has begun with consultants in CSCU System Office Information Technology, starting first with Banner reports from the Student Financial Aid module. Conversion of reports from the Student, Finance, and Human Resources modules will follow.

## ■ Assessment Digital Platform

### **Commission's Request Area: ff) A digital platform for assessment data collection and analysis has been selected**

Through a transparent selection process that included product demonstrations and open discussion forums, Anthology was chosen as CT State's data collection and analysis digital platform. However, acquisition of the software has been delayed by security reviews, negotiations over the language of the contract, and the development of a Master Service Agreement (MSA), which required the approval of the State Attorney General's Office. The acquisition process is complete, and we are proceeding to the implementation phase, which will require configuration of Single Sign-On (SSO) and integration with Banner and Blackboard. The CT State Director of Assessment and Program Review anticipates working with the software later this Spring and through the Summer to become a resource to faculty as they begin to use Anthology to upload and configure Student Learning Outcome (SLO) statements, curriculum maps, and assessments.

### **Additional Progress within Standard**

CT State's Office of Institutional Effectiveness & Planning has positioned itself well to demonstrate effectiveness and measure student achievement by developing a student dashboard that is in final development and expected to be shared internally with campuses. The CT State-specific Key Performance Indicators dashboard tracks student success on a semester-by-semester basis across a wide variety of KPIs broken down by campus, gender, ethnicity, legacy status, etc.

The CT State Director of Assessment and Program Review has provided leadership and support for assessment activities by collaborating with faculty and staff through-

out the College on assessment projects. These include the development of common College and Career Success course assignments and rubrics, Early Childhood Education program-level rubrics, and rubrics to assess learning outcomes in General Education, Math, and English. In addition, the Director is actively developing helpful professional development resources, including an [Academic Program Review Handbook](#), and the previously mentioned Assessment and Program Review website, video series, and professional learning community.

Efforts by the CT State Director of Program Review and Assessment to support assessment activities throughout the College have been grounded in evidence-based and high-impact practices. They include the development of effective student learning outcome statements and the development of robust, multi-faceted student learning outcome assessment models that include both formative and summative assessments and multiple different forms of assessment that provide students with a wide range of options to demonstrate what they have learned. In addition, as shared governance bodies begin the task of developing system-wide assessment models, the CT State Director of Assessment and Program Review will be available to consult and provide training workshops on various topics, including the seven-steps of student learning outcome assessment, the case for common assignments, the benefits of unconventional assessments, and the development of high-quality assessment rubrics.

Given that most of the College's system-wide assessment initiatives are in the initial stages, there is considerable variation across the 12 campuses in assessment practices, including the use of assessment results to improve programs. However, as multi-campus systems are being built, one of the guiding principles will be to design assessments that will, ultimately, produce results that will be useful for developing program improvement plans. In this regard, the materials being developed to assist faculty as they build student learning outcome assessment models will focus on distinguishing program assessment from grading, creating assessments that can be meaningfully disaggregated to examine the performance of key student subgroups, and laying the foundation for data analyses that will be sufficiently granular to give clear direction to program improvement efforts.

CT State clearly publicizes what students will learn through a variety of channels, including the [ctstate.edu](#) website and the [college catalogue](#), which details the credentials, applicability to career and transfer goals, and all general education and programmatic learning outcomes.

# STANDARD NINE: Integrity, Transparency, and Public Disclosure

## Final CT State Catalogue Launched

**Commission's Request Area: gg) The final AY2024 CT State catalogue– that includes goals, objectives, learning outcomes and course outlines for all programs – has been launched**

Goals, objectives, and student learning outcomes have been developed and approved through the curriculum alignment process and these are published in the online catalogue for all CT State degrees and certificates along with course descriptions for all aligned courses. The CT State mission and vision are directly noted within the catalogue and links created between the catalogue to the student handbook in areas such as student institutional obligations and responsibilities. In addition, Achieving the Dream was contracted to complete an equity review of the catalogue, and this is in progress.

The CT State draft academic [catalogue](#) has been open for internal review since September 2022 and all aligned, full course outlines are also available to internal college faculty via an electronic drive. The catalogue continues to be revised based upon feedback from all constituencies. The draft catalogue has been available to the public since November 2022 and the final catalogue was published in May 2023. A catalogue addendum, which will include Spring 2023 governance-approved curricular changes, is planned for publication in June 2023.

## Additional Progress within Standard

In accordance with NECHE Standard Nine, CT State takes full responsibility for all activities at all campuses and instructional locations and ensures that all activities are appropriate to the institutional mission and are conducted with integrity.

# Further Updates from Commission Letter Dated March 31, 2022

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

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

In the prior September 2022 and February 2023 progress reports, CT State comprehensively addressed this concern and provided evidence that there has been no erosion of student support services. In fact, CT State invested in and expanded student support services across all campuses. See [Standard Seven](#) for details on the increase in staffing resources for three key student support areas: Advising, Educational Technology, and the Library. In addition, CT State made the decision to hire a mental health counselor at each of the seven campuses (Asnuntuck, Capital, Middlesex, Naugatuck Valley, Norwalk, Quinebaug Valley, and Three Rivers) where it was determined that student demand warranted further investment. Staffing levels in all other student support areas, including Bursar, Financial Aid, Registration, Student Activities, and Tutoring, have all been maintained at historic levels with a modest adjustment to account for enrollment fluctuations.

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

In 2022, CSCU President Terrence Cheng asked the Employee Equity Collaborative to develop and launch a mandated diversity training for all managerial and confidential employees within the system. The Employee Equity Collaborative was a small group of CT State and CSCU System Office employees including the interim CT State Vice President of Diversity, Equity, and Inclusion; the Director of Diversity, Equity, and Inclusion; the Equal Employment Opportunity Center of Excellence; and the Talent Center of Excellence. The Employee Equity Collaborative was established to address employee equity matters for CT State, the CSCU System Office, and other institutions within the CSCU system.

To ensure an effective launch and intentional training, the Equal Employment Opportunity team began by inviting the CT State Vice President of Diversity, Equity, and Inclusion; the Vice Presidents of Diversity, Equity, and Inclusion at the four Connecticut State Universities; staff and/or faculty members; and the [Race-Equity Center](#) to collaborate and build the training and also map out logistics for its roll-out. This joint effort resulted in an all-day diversity, equity, and inclusion training titled [Managing within a Diverse Workplace: Moving Beyond Compliance Towards Equity and Inclusion](#). During this training, managers are walked through the law and current legal national trends and movements in the United States related to diversity, equity, and inclusion work, including exploring microaggressions, implicit bias, and gaslighting as well as what it means to be equity minded. Each session consists of at least four different trainers from a variety of campuses or organizations that take participants through educational team building and applied learning approaches such as case studies, scenarios, and activities. The learning objectives for the session are:

- Provide a common understanding of the terms - diversity, equity, and inclusion - and begin to identify priority areas in the system/campus where equity and inclusion can thrive.
- Understand and interact with a set of best practices for employers regarding discrimination and harassment, including sexual harassment.
- Understand and acknowledge civil rights laws and protected classes and recognize the legal implications of decisions/actions.
- Understand implicit bias, microaggressions, and gaslighting and develop strategies to reduce these in the workplace.
- Understand and define the concept of the equity lens and begin to recognize its impact on relationships with others and their relationship with us.

All managerial and confidential employees were notified of the requirement to attend the training, and a total of



eight full-day sessions were offered between January and April 2023. The training announcement highlighted the vital role of managerial and confidential employees in ensuring everyone within the system is valued and affirmed and also reiterated CSCU's commitment to creating institutions that embrace rich diversity and eliminate barriers to advance the CSCU workforce and support efforts to serve CSCU students. By the end of the Spring 2023 semester, close to 100% of managers within the CSCU system (including nearly 100% of CT State managers) have either completed the training or are registered to complete the training by the end of the semester. Overall, the feedback has been positive, and the Employee Equity Collaborative is currently communicating with CSCU leadership to expand this work over the coming years.

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

CT State is continuing to provide regular webinars and information sessions to all employees to learn more about college-wide processes and to ask questions and provide valuable feedback. Weekly newsletters are also shared with all CT State employees. The following webinars were scheduled in Spring 2023:

- [Professional Learning Communities & Affinity Group meetings](#)  
Fall 2022
- [Mental Health & Wellness Webinar](#)  
February 21, 2023
- [CT State Recruitment & Outreach Webinar](#)  
March 7, 2023
- [CT State Website Preview Webinar](#)  
March 16, 2023
- [Transfer Credit Evaluation Webinar](#)  
March 30, 2023
- [CT State Student Handbook](#)  
April 11, 2023
- [International Student Admissions Webinar](#)  
April 25, 2023
- [Academic Affairs Update on Faculty Resources & Advising](#)  
May 8, 2023

In addition, the CT State Marketing Department scheduled an open session for all employees on March 20, 2023, to provide feedback on CT State marketing/branding conventions, colors, mascots, etc.

A highlight of this academic year has been the establishment of statewide Affinity groups and Professional Learning Communities (PLCs) designed to support faculty and staff in these communities. The six Affinity Groups include: Latinx Professionals, LGBTQIA+ Professionals, Women in Higher Ed, Black Professionals, Working Parents, Adjunct Faculty, and Universal Design for Learning (UDL). Professional Learning Groups include Academic Advising, Learning Assessment, and Social & Emotional Learning. Group membership and participation is from every campus, including leadership, and is steadily growing.

Campus visits by the president and CT State leadership are on-going methods of engagement and being accessible. President Maduko visited each campus during the first week of classes for the Spring semester and again prior to commencement. CT State leadership has heeded a call to attend campus events in-person, as much as possible, across all areas of academic affairs to campus culture events as well as attendance at campus commencement ceremonies.

With the formation of the CT State governance assemblies, all faculty and staff have access through elected representatives to share any recommendations or issues that need to be discussed appropriately through those bodies. Each campus also continues to have local governance bodies, to discuss items of a local nature and make recommendations, ultimately to the campus CEO.

# APPENDICES

Progress Report to the  
New England Commission of Higher Education  
June 1, 2023

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