



March 16, 2018

David Angel, Chair
Commission on Institutions of Higher Education
New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514

Dear Chairman Angel,

I am very pleased to submit the CSCU Substantive Change request document entitled *Students First: Securing Connecticut's Future through Excellence in Higher Education*. The Connecticut Board of Regents for Higher Education (BOR) is seeking the approval of the Commission on Institutions of Higher Education (CIHE) at the New England Association of Schools and Colleges (NEASC) to consolidate its 12 individually accredited Connecticut community colleges (CCC) into a singly accredited College with 12 campuses, a consolidated organizational structure, and integrated administrative functions. We believe this is the right moment for our colleges to come together to address our state's financial challenges, improve student outcomes, and set a path forward.

This document provides an overview of our enrollment and completion trends as well as the state's fiscal conditions and the impact of declining revenue on the 12 CSCU colleges. More importantly, the document shares the Board of Regents and CSCU's bold and innovative efforts to address these issues by establishing an academically integrated institution to provide Connecticut students with an affordable, accessible, high quality education that meets their personal goals and the workforce needs of our communities and state.

A structural change of this magnitude is necessary to address urgent problems facing the colleges to ensure their sustainable future including below average graduation rates and decreasing enrollment as well as severe fiscal challenges brought on by declining state revenue. These declines have impacted the resources available to the colleges to ensure student success.

Cutting costs has helped the system to address immediate budget shortfalls but these strategies will not lead to long-term sustainability. Further, these cuts have reduced student services that they need to succeed. The current structure of 12 stand-alone community colleges also presents inherent barriers to addressing these problems by encouraging competition among the colleges for scarce resources and by requiring each college to maintain duplicative administrative infrastructures.

For all of these reasons, the Board of Regents has approved the attached Substantive Change request. We have looked at our organization and determined it can be reconfigured to ensure that resources are used most efficiently and are focused on teaching and learning. When considering this restructuring, we have been mindful of how changes relate to the NEASC standards. The standards document has been a roadmap for how to take the steps necessary to sustain our system while ensuring that teaching, learning and student supports are at the center of our work. The proposal complies with NEASC standards and policies and we have the plans and timelines in place to ensure we can establish the newly accredited College. We can demonstrate that the new College will have sufficient resources of all types—personnel,

financial, library and technological—to provide high quality education and services to students. We believe our Substantive Change proposal is sufficiently well developed and we are ready for Commission review.

We have welcomed feedback from all groups since we first announced Students First in April 2016. In addition to town halls on all 12 campuses and webinars for college faculty, staff, and students on the proposed consolidation, we've met with: college presidents to get their feedback on the proposed organizational structure; the Faculty and Student Advisory Committees to engage their members in discussions on academic and student affairs; campus registrars, admissions staff, and continuing education professionals to hear their feedback on the proposed structure; college foundations to address their questions and concerns about local identity and fundraising; chambers of commerce and other workforce related groups to solicit their support for a regional approach; and legislative leaders to gather their suggestions on the future of the colleges. These discussions have improved the consolidation proposal and will greatly enrich the implementation.

We know that not everyone thinks this reorganization is a good idea and that the Commission has received letters against these changes. I also know there will be continued opposition moving forward. I have been pleased to get feedback from those who support the consolidation including many college leaders, faculty, staff and students, legislators, business organizations, and countless editorial boards. I appreciate how passionately people are about their community college and the students they serve and I know that change is hard. I also know the Commission will make its determination based on whether we have addressed the standards and not on who is with us and who isn't.

As the leader responsible for the education of over 52,000, I've spent countless hours meeting with students to understand their goals and dreams and how their education will make these possible. I view this consolidation as an opportunity to continue to positively impact their lives by making sure they have access to an affordable education, close to home. If we are unable to achieve this change, I fear campuses will have to close, tuition costs will dramatically increase and students will be left behind. I will not pick which students win and which students lose.

Building a sustainable organizational model will be a monumental task, but a critical one for our system's future. On behalf of the Board of Regents and all of us at CSCU, I want to say a special thank you to Dr. Barbara Brittingham and Dr. Patricia O'Brien who have provided support and guidance over the past year as we've developed this proposal.

Based on the thoughtful planning outlined in the attached document and on behalf of the Board of Regents, I respectfully request your approval of our Substantive Change request and will be happy to provide any additional information the Commissioners might need to make that decision.

Sincerely,

A handwritten signature in cursive script that reads "Mark E. Ojakian".

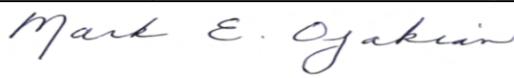
Mark E. Ojakian
President



**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**

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COVER PAGE FOR SUBSTANTIVE CHANGE REQUESTS

Name of Institution	The Connecticut Board of Regents for Higher Education Connecticut State Colleges and Universities
Type of proposed change (See http://cihe.neasc.org/downloads/POLICIES/Pp72_Substantive_Change.pdf)	Institutional consolidation of the 12 community colleges into one College with a single accreditation
Effective date of implementation	July 1, 2019
Date of institutional governing board approval	March 8, 2018
Is state approval required?	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, approved (date) _____ (Attach verification.)
Contact Person:	Name: Jane McBride Gates Title: Provost and Senior Vice President Academic and Student Affairs Phone: 860-723-0058 Fax: e-mail: gatesj@ct.edu
Please summarize the proposed change	<p>The Connecticut Board of Regents for Higher Education seeks approval to consolidate its 12 individually accredited Connecticut community Colleges into a singly accredited College with 12 campuses, a consolidated organizational structure, and integrated administrative functions.</p> <p>We propose to implement substantive changes to improve student retention and graduation, to attract and serve new populations of students, and to ensure a financially sustainable future for the state's community colleges. Through operational efficiencies, scaling best practices, removing barriers to success, strategic allocation of resources, students will be the ultimate beneficiaries of a new structure that is much greater than the sum of its parts.</p>
Signature of CEO:	
Date:	3/16/18

**CIHE-NEASC Substantive Change
Request**

**Connecticut State Colleges and
Universities**

March 16, 2018

**Prepared for the
Commission on Institutions of Higher Education at the
New England Association of Schools and Colleges**

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Provost and Vice President
Chief Financial Officer
Regional President
Vice President for Enrollment
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Campus Vice President
Campus Academic Leadership
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CIHE-NEASC Substantive Change Proposal

EXECUTIVE SUMMARY

The Connecticut Board of Regents for Higher Education (BOR), having approved this substantive change proposal on March 9, 2018, seeks approval from the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC) to consolidate its 12 individually accredited Connecticut community colleges (CCC) into a singly accredited College with 12 campuses, a consolidated organizational structure, and integrated administrative functions. (Appendix A contains a glossary of all abbreviations and acronyms used in this report.)

A structural change of this magnitude is necessary to address urgent problems facing the CCC to ensure their sustainable future. The community colleges' graduation rates are significantly below national benchmarks. Nine of the 12 institutions had graduation rates for first-time/full-time students below 15 percent. The CCC have also experienced steady declines in enrollment, from an all-time high of 58,228 in 2012 to 49,377 by 2017—a 15 percent decrease, largely due to decreasing numbers of Connecticut high school graduates, which are projected to continue declining for the next two decades.

Severe fiscal challenges have hampered the colleges' ability to address these problems. State funding for the CCC has decreased by 15.5 percent since fiscal year (FY) 2016, at the same time that costs have continued to escalate. Tuition increases, which have been kept low to ensure affordability, have not been sufficient to offset decreases in state funding and increases in operating costs.

The current structure of 12 stand-alone community colleges presents inherent barriers to addressing these problems by encouraging competition among the colleges for scarce resources and by requiring each college to maintain duplicative administrative infrastructures. This duplication not only results in redundant expenditure of scarce resources but also creates barriers for students due to inconsistent practices and procedures from one college to the next

To address the need for structural change in the CCC, Mark Ojakian, President of the Connecticut State Colleges and Universities (CSCU), launched the *Students First* initiative in April 2017 by recommending to the BOR the organizational consolidation of the 12 community colleges into one College with a singly accreditation and 12 campuses statewide.

The vision of *Students First* is to create a dynamic community college that leverages talents and resources and focuses on helping students attain their individual educational goals while responding to community and state needs. The goals of the proposed community college consolidation are as follows:

1. To create a singly CIHE-NEASC accredited community college with 12 campuses and clear and consistent practices and procedures. With a common General

Education curriculum and degree programs with one set of requirements, a single, academically integrated College will provide a consistent, high quality higher education across Connecticut and enable students to take courses on different campuses without concerns about course transfer or conflicting program requirements. A President, Provost/Vice President for Academic and Student Affairs, and a Chief Financial Officer will be hired for the new College. The consolidation calls for grouping the community college campuses into three regions, each with four campuses to promote coordination and leveraging of resources to meet community and workforce needs. A Campus Vice President, who will serve as chief administrative officer for each campus, will report directly to a Regional President. The Regional Presidents report to the College President. The budget for the College is the responsibility of the President and the Chief Financial Officer, who will work closely with the Regional Presidents to deploy resources where they are most needed to serve students. A new model for shared governance envisions the establishment of a Senate for the College with representation from all 12 campuses. A Curriculum Committee of that Senate will review academic program proposals.

2. To improve student success by implementing proven strategies throughout the College. Guided Pathways will serve as the cornerstone of the *Students First* plan to improve student retention and completion. Guided Pathways provide structure, mileposts, and clear outcomes for each student's college experience. The pathways approach is geared toward helping more students to efficiently complete credentials, transfer, and attain jobs with value in the labor market. Broadly representative teams of stakeholders are already engaged in planning the implementation of Guided Pathways throughout the College.
3. To institute clear enrollment management practices to address declining enrollment patterns. *Students First* will implement centralized Strategic Enrollment Management (SEM) to integrate and coordinate best practices at the state, regional, and local levels. Implementing SEM will reverse enrollment declines through targeted recruitment of different student populations and improved retention of enrolled students. A Campus Director of Enrollment Management, who will be formally supervised by the Campus VP and have a dotted line relationship with a College VP for Enrollment Management, will oversee current campus staff trained as Enrollment Management Specialists to support students with all aspects of enrollment including admissions, financial aid and registration.
4. To provide seamless transition for students to the future single College. Consolidating the colleges will lead to a more consistent experience for students through fully integrated information technology systems: a single admissions application, a single financial aid process, a single billing process, a single student ID number, and a common course catalog. Network access will be generated from a single domain and used at any location, streamlining access to critical academic systems.

5. To maintain the uniqueness, identity and community connections of each campus. The proposed consolidation will preserve the unique identity of each campus in its community to ensure that it meets the needs of local students and employers. The Campus VP will have a primary responsibility for outreach to the local community, for local fundraising, and for ensuring the campus addresses community needs. Unique programs will remain at their current locations. Disciplinary teams of faculty will be charged with developing a common curriculum for any degrees that are offered on more than one campus, but individual campuses can offer specialized “options” for common degree programs. As a separate 501(c)(3) organization, each individual campus’s foundation will not be affected by this proposed consolidation. Any funds raised by the campus foundation will be controlled by the foundation and used to support local priorities.
6. To ensure a financially stable and sustainable future for the state’s community colleges. The *Students First* proposal for the community college consolidation will provide many opportunities to align and streamline administrative functions that are currently performed separately at 12 locations. Instituting a common set of administrative policies, procedures, and protocols will greatly simplify the student experience by eliminating confusion and removing barriers. Requiring fewer personnel to administer centrally many of the same functions now performed at all 12 campuses will also generate substantial savings to offset the impact of rising costs and declining state support. The initial analysis in fiscal year 2017 identified \$28 million in targeted net savings by fiscal year 2022. The Net Savings recalculated in fiscal year 2018 total \$27.3 million, of which \$2.5 was already realized in fiscal year 2017. Most importantly, reducing personnel costs in key administrative areas such as information technology, administrative and fiscal affairs, human resources, and facilities management, coupled with leveraging technology where appropriate, and improving efficiencies in back office functions will safeguard critical resources devoted to student teaching and learning. No faculty or student affairs positions will be eliminated, which ensures that *Students First* remains focused on student success and educational attainment. Additional savings that are outside the consolidation strategy are expected to benefit the new College, including taking advantage of the purchasing power of public higher education in the state and several other initiatives.

The fact that some aspects of the CCC’s administrative infrastructure have historically been centralized will simplify the process of further consolidating administrative and back-office functions in a single College. A Community College Implementation Committee (CCIC) has been formed to oversee the consolidation and to review recommendations from a range of committees. The *Students First* Academic and Student Affairs Consolidation Committee will oversee the alignment of academic and student affairs policies and practices in the consolidated College. A sub-committee of the Consolidation Committee has been charged with standardizing a streamlined enrollment experience that is aligned with Guided Pathways for the College. The Guided Pathways Task Force will oversee the integration of Guided Pathways throughout the 12 campuses.

Plans have been established to minimize the impact of the consolidation on currently enrolled students, while at the same time removing barriers to student success as expediently as possible. (Appendix B presents a Master List of all of the committees and workgroups formed to plan, implement, and review the College consolidation, including committee charges and lists of members.)

By removing barriers to student success, scaling best practices, streamlining administrative tasks, and aligning common procedures, this bold and unprecedented change will not only ensure that all 12 colleges remain open to serve their students and communities but also improve post-secondary degree completion and educational attainment throughout the state.

I. OVERVIEW OF SUBSTANTIVE CHANGE

The Connecticut Board of Regents for Higher Education (BOR), having approved this substantive change proposal on March 9, 2018, seeks approval from the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC) to consolidate its 12 individually accredited Connecticut community colleges (CCC) into a singly accredited, academically integrated College with 12 campuses, a consolidated organizational structure, and integrated administrative functions. This report makes the case that a structural change of this magnitude is necessary to address urgent problems facing the CCC and ensure their sustainable future. By removing barriers to student success, scaling best practices, streamlining administrative tasks, and aligning common procedures, consolidation will enable the CCC to improve post-secondary degree completion and educational attainment throughout the State. In contrast, as recent trends suggest, retaining the current structure may require more drastic retrenchment, such as program and college closures, and compromise the mission of the CCC by limiting access, educational opportunities, and outcomes for low-income, first generation, minorities and students with disabilities.

Following an overview of the proposed substantive changes, this report will address how the proposed changes comply with the CIHE-NEASC standards, with particular attention to the six standards identified by the CIHE-NEASC in its August 11, 2017, letter.

The Need for Change

The mission of Connecticut's community colleges focuses on three areas of commitment: access, affordability, and responsiveness to workforce and community needs. (The community colleges' mission is discussed below in the section devoted to Standard One: Mission and Purposes.) The commitment to access is exemplified by the open admissions policies of community colleges and the multiple ways colleges remove financial, physical, and academic barriers to entry. That access has resulted in entry and transfer into higher education by a variety of students, including first-generation, low-income, minorities, high-school dropouts, veterans, working adults, and others who face barriers to participation in traditional higher education systems. The Connecticut State Colleges and Universities (CSCU) strive to keep tuition and fee increases to a minimum in order to support the goal of affordability and access for all students. Community colleges provide access to an education for individuals to lead productive lives, and they promote economic wellbeing in the communities they serve. However, over the past five years, low graduation rates, declining enrollments, and structural budget deficits have undermined the ability of the CCC to fulfill their mission.

Low Graduation Rates

Nearly 60 percent of the most recent accreditation reports (comprehensive evaluations and interim reports) from the CIHE cite the need to increase "retention and graduation rates" at Connecticut's community colleges. As NEASC points out in its letter of January 28, 2018, "9 of the 12 institutions had graduation rates for first-time/full-time students

below 15 percent in the 2017 reviews.” Over the past five years, initiatives at the community colleges to increase student retention and completion have improved graduation rates, which have risen 2.9 percent overall. However, individual colleges’ graduation rates have not uniformly improved and, even with the improvements, “the percent of community colleges that were below 15 percent is significantly higher than in other New England states with multiple community colleges,” as NEASC also points out in its January 28 letter. On the one hand, the data suggest that the colleges are not consistently implementing strategies to improve retention and graduation. On the other hand, the data confirm that the colleges’ current approaches to student success produce only modest improvements and do not achieve the outcomes of peer institutions in the region. Bringing about sufficient improvement in student completion to meet statewide demands for post-secondary credentials will require a systematic and coordinated effort to scale best practices throughout all 12 community colleges, which is one of the top priorities of the *Students First* initiative.

Changing Enrollment Trends

Over the same five-year period, the CCC experienced steady declines in enrollment, from an all-time high of 58,228 in 2012 to 49,377 by 2017—a 15 percent decrease. This decline is largely attributable to a decrease in the number of Connecticut high school graduates. According to the U.S. Department of Education’s Projections of Education Statistics to 2022, the total number of high school graduates in Connecticut is projected to decrease by 2 percent per year between 2010 and 2023. Data excerpted from the December 2016 Western Interstate Commission for Higher Education (WICHE) report, “Knocking at the College Door” (see Appendix C), depict Connecticut public high school graduates at critical points in time:

	Students	Change
Peak (2010-11)	38,854	
Current (2017-18 estimated)	36,292	-7%
10 years from Now (2027-28)	30,497	-16%

Reductions in the number of high school graduates will mean fewer incoming freshmen each year. Approximately two-thirds of the new students enrolling in a community college over the last five years had been in high school in the same year. Concurrently, the number of postsecondary students who are 25 to 34 years old is projected to increase 20 percent, and students aged 35 and older will increase 23 percent between 2011 and 2022. To compensate for the loss of traditional-age students, the CCC will need to focus increased attention on enrolling different student populations, as well as improving the retention of all student populations. These demographic changes and enrollment patterns present unprecedented challenges that require structural changes and new strategies.

Systemic Fiscal Challenges

In addition to the loss of tuition revenue from declining enrollments, the CCC have experienced both state appropriation reductions and cost increases for several years, most of which have been outside their control. As a result, 83 percent of the CIHE-NEASC comprehensive evaluation or interim reports raise concerns about the adequacy of “financial resources to support [community colleges’] programs and services.” (See Appendix D for relevant comments from CIHE reports.)

Over several years, the state of Connecticut has systematically reduced its allocations to all state agencies, including the CCC, as part of its strategy to mitigate billions of dollars in budget deficits. The table below shows the state funding of the CCC since fiscal year 2015. Funding includes the direct amounts provided as General Fund to the colleges, and an apportionment of amounts received by the CSCU System as Operating Funds for specified purposes. The latter are shared among the constituent units of CSCU, often as mandated by legislation, or if not, by using formulas.

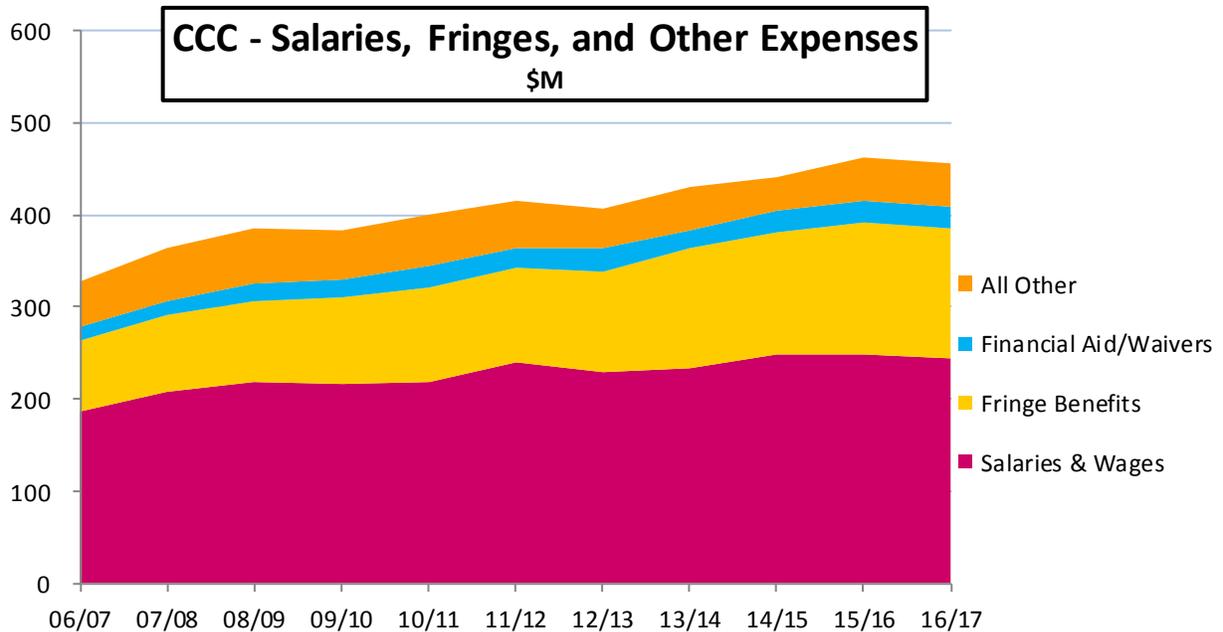
	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>
Comm Tech College System General Fund	155,307,976	161,936,815	157,410,402	143,839,173
<u>Apportionment of System Funds</u>				
Board of Regents	315,168	262,389	214,268	181,120
Tuition Support	11,060,580	10,000,000	-	-
Developmental Services	8,901,148	7,101,245	7,509,992	7,362,650
Go Back to Get Ahead	502,468	96,653	8,090	-
Early College	1,000,000	-	-	-
Outcomes Based Funding	-	-	1,146,408	812,161
Total Funding before Fringe Benefit Reimb	<u>177,087,340</u>	<u>179,397,102</u>	<u>166,289,160</u>	<u>152,195,104</u>
<i>Year-to-year Change</i>		1.3%	-7.3%	-8.5%
<i>3-year Change</i>				-15.2%
<i>4-year Change</i>				-14.1%

General Funds are provided by the state to cover a portion of payroll costs, and the state reimburses fringe benefits for those employees covered by General Funds, which are estimated at about 80 percent in FY 2018. Other funding provided by the state is for specified purposes, such as developmental education, and there are no fringe benefit reimbursements with other funding. For every \$1.00 reduction in General Fund, the CCC loses \$1.80 of funding. (See Appendix E for a summary of fringe benefit costs.) For those employees not covered by general funds, the salaries and fringe benefits are paid for from college operating funds which are supported by tuition and fee revenues.

As the level of state support was decreasing, the CCC’s costs have steadily escalated. Over 80 percent of the costs incurred by the CCC are personnel expenses: salaries and wages and fringe benefits. In addition, 96 percent of employees are covered by bargaining unit agreements. The economic terms are generally negotiated by the state of Connecticut

under collective bargaining. These terms drive pay increases, job security, and fringe benefits, among other factors.

The following chart shows the costs incurred by the CCC over an eleven-year period:



This chart shows that while salaries and wages have increased slightly (and decreased in the most recent fiscal year due generally to attrition), the dollar value of fringe benefits has increased each year. The chart further illustrates the weight of personnel costs compared to overall spending.

The combination of these factors—declining state funding, wage increases mandated by collective bargaining agreements, and increases in fringe benefit costs—has led to an unsustainable fiscal model. Institutions are required to present break-even budgets each year; several have struggled to do so, and those that have managed are making difficult, undesirable decisions and cutting services needed by students.

To support the goals of affordability and access for all community college students, CSCU strives to keep increases to tuition and mandatory fees at a minimum. The average increase over the past five years has been 3.5 percent per year, with the most recent fiscal year 2018 increase of 2.5 percent. Further, CSCU has also committed to a 2.5 percent increase in fiscal year 2019 to provide students and their families with more predictability in financing their education. However, the revenue from limited tuition and mandatory fee increases has not been sufficient to offset escalating operating costs. Without implementing structural changes to mitigate the impact of reduced state funding and rising costs, CSCU will be compelled to consider tuition increases that could threaten the affordability of college and limit access for low-income students.

The Rationale for Change

The current structure of 12 stand-alone community colleges presents inherent barriers to addressing the problems identified above. First, it establishes a competitive relationship among the colleges. Because community college service areas are not defined by formal catchment areas or boundaries, the competition for resources, for students, and for programs inevitably hampers the colleges' ability to collaborate and evolve collectively. Even when classes can't be offered as frequently as needed for students to progress in their programs, there is no incentive for colleges to collaborate. Second, to be individually accredited each of the 12 community colleges must independently demonstrate that it has the resources and infrastructure to comply with standards of accreditation, which requires staffing most of the same functional units (e.g., admissions, human resources, financial aid, marketing, institutional research, etc.) on 12 campuses.

This duplication not only results in redundant expenditure of scarce resources but also creates barriers for students. Under the current system, students must complete a separate application each time they want to take classes at one of the other colleges. They have to provide duplicate copies of high school transcripts, immunization records, previous college transcripts, etc. Common policies are not consistently implemented, and requirements for comparable degree programs are not fully aligned.

The Connecticut Distance Learning Consortium (CTDLC), a program of Charter Oak State College and CSCU, was contracted by CSCU to provide call center services to the colleges to assist in addressing a high volume of student issues related to enrollment, non-payment, etc. As part of that work, they collected information about the barriers students have faced accessing our colleges, as well as evidence of other obstacles affecting students. Since June 2016, the call center has received over 119,000 inbound calls and made over 50,000 outbound calls. Students experienced difficulties with a wide number of processes, including applying for admission, providing transcripts, registering for classes, providing evidence of immunization, and processing financial aid applications. Inconsistencies in college web sites compounded the problems. Though these student experiences weren't universal, they point to areas for improvement that will be addressed in the consolidation. (A summary of the students' challenges is provided in Appendix F.)

With mounting evidence that the challenges facing the CCC cannot be overcome within the current structure, we propose to implement substantive changes to improve student retention and graduation, to attract and serve new populations of students, and to ensure a financially sustainable future for the CCC.

Description of the Change: *Students First*

To address the need for structural change in the CCC, Mark Ojakian, President of CSCU, launched Phase One (the administrative planning phase) of the *Students First* initiative in April 2017 by recommending to the BOR the organizational consolidation of the 12

community colleges into one College with a single accreditation and 12 campuses statewide.

In April 2017, President Ojakian appointed President Michael Rooke of Northwestern Connecticut Community College to chair a Community College Consolidation Committee made up of the 12 community college presidents to conceptualize the organizational consolidation of the 12 community colleges. This committee was charged with recommending a management structure for a singly accredited College, with a savings target of \$28 million.

President Ojakian also appointed a subcommittee of the Consolidation Committee, comprising presidents and deans of administration and academic and student affairs, to fine tune the model to ensure that it met both the needs of individual campuses and the requirements of CIHE-NEASC and other professional program accrediting bodies. The subcommittee was also charged with defining functional duties for key positions and recommending enrollment management strategies. The subcommittee held meetings and discussions from May 1, 2017, through October 18, 2017. President Ojakian, on behalf of the BOR, sought an advisory opinion from CIHE in June 2017 and updated the NEASC staff about the subcommittee's recommendations on October 18, 2017, before it delivered its proposal to the BOR on October 19, 2017.

The vision of *Students First* is to create a dynamic community college that leverages talents and resources and focuses on helping students attain their individual educational goals while responding to community and state needs. The community college consolidation aims to achieve the following goals:

- create a single CIHE-NEASC accredited College with 12 campuses, with clear and consistent practices and procedures;
- improve student success by implementing proven strategies throughout the College to increase retention and graduation rates;
- institute clear enrollment management practices to address declining enrollment patterns;
- provide seamless transition for students to the new College;
- maintain the uniqueness, identity and community connections of each campus; and
- ensure a financially stable and sustainable future for the state's community colleges.

The following section outlines how the proposed consolidation will address each of the preceding goals of the vision for the *Students First* initiative.

One College with 12 Campuses

Central to the reorganization is the creation of a single College and a leadership team. The President (CEO) will preside over the 12 college campuses. The College will have a Chief Academic Officer (CAO), and a Chief Financial Officer (CFO), as CIHE-NEASC

requires. The consolidation calls for grouping the community colleges into three regions, each with four campuses. Three Regional Presidents, who report directly to the President, will oversee alignment with the central policies and mission but also focus on regional and local requirements, ensuring that campuses work together, both regionally and institutionally. A Campus Vice President (CVP) will serve as chief administrative officer for each campus; each CVP will report directly to a Regional President. The budget for the College is the responsibility of the President and the Chief Financial Officer, who will work closely with the Regional Presidents to deploy resources where they are most needed to serve students, in consultation with the Campus Vice Presidents in the region. The Campus Vice-President is responsible for ensuring that the campus operates effectively within the budget that is provided and is empowered to allocate resources within the budget. (The organizational and governance structure of the consolidated College is discussed in detail in the section devoted to Standard Three: Organization and Governance. The budgetary process for the consolidated College is described in the section devoted to Standard Two: Planning and Evaluation.)

The current annual budget for the President's Office at the 12 community colleges is \$6,249,782, employing 35 full-time equivalent (FTE) staff. The projected budget for President's Office at the consolidated College is \$2,336,250, employing 14 FTE staff. A table illustrating the current and future state of all college administrative departments, both budget and FTE staff, can be found below in the section on *Ensuring a Stable and Sustainable Financial Future*.

Scale Student Success Strategies

For the last five years, the CCC have been actively engaged in a wide range of systemic strategies to improve student success. Under the direction of the Office of the CSCU Provost and Vice President for Academic and Student Affairs, these initiatives have sought to overcome barriers to student success, to improve college completion rates, and to facilitate successful transfers.

For example, with the implementation of Public Act 12-40 (PA 12-40) to reform the delivery of remedial instruction at CSCU institutions, the number of community college students in developmental courses who pass college-level math and English has risen by 60 percent since 2012, although results have varied significantly among colleges because colleges adopted their own approaches to implementing the legislation. Following the initiation of the Transfer Articulation Policy (TAP) in 2012, 3189 students are currently enrolled in new 60-credit, TAP A.A. degrees in 22 majors that guarantee junior-status at a Connecticut State University for students who complete the degree. A Math Pathways initiative is currently underway to develop two new courses to support alternative math pathways, which will remove a significant barrier to success for students in non-STEM majors.

On a more limited scale, three Connecticut community colleges (Capital, Housatonic, and Norwalk) have joined the national community college Achieve the Dream (ATD) network, which focuses on data-driven decision making to guide student success;

community colleges throughout the network have shown impressive improvements on such metrics as course completions, degrees awarded, and graduation rates (see Appendix G for data on the success of ATD programs). Participation in the ATD network has been on an institutional basis, which has thwarted the sharing of best practices among the 12 colleges.

Such initiatives, as well as other campus-based interventions, have contributed to the steady improvements in graduation rates at the CCC over the past five years. However, as noted earlier, such efforts have been either too narrowly focused or too limited in scope to bring about decisive improvements in degree completion and educational attainment throughout the CCC. Attaining that level of student success will require an unprecedented commitment to scale best practices in student success throughout the College—a goal that can be achieved by implementing the structural changes envisioned by the *Students First* initiative.

The BOR was awarded a \$500,000 grant from the Kresge Foundation to establish a statewide Student Success Center to help more low-income, first-generation, and under-represented students to complete college and earn degrees or certificates at Connecticut's 12 community colleges. Connecticut is one of only 17 states to establish these centers. Based at the CSCU System Office, the Student Success Center serves as a statewide hub to support access to, retention in, and graduation from college, promoting effective strategies to encourage persistence and degree completion. The Center has access to cutting-edge strategies across the country and promotes coherence and cohesion between policy and best practices, fostering collaboration among college students, faculty, administrators and staff, to develop a culture of academic and personal success for students as they work towards degree and certificate completion.

In 2017, the CSCU Provost and Vice President for Academic and Student Affairs charged the Executive Director of the Student Success Center with developing an ambitious plan to implement proven student success strategies throughout the CCC, as called for in the vision for *Students First*. Following a year of consultation with faculty and staff throughout the 12 colleges, the decision was reached to adopt Guided Pathways as the cornerstone of the *Students First* plan to improve student retention and completion.

A Guided Pathways Task Force has been established to oversee implementation. In addition, three subgroups of the Task Force have been formed to make recommendations for the three critical aspects of the initiative: Recruitment (enrollment management, onboarding, transfer and workplace pathways, etc.); Academic Choice (meta majors, program mapping and course sequencing, academic plans, course scheduling, etc.); and Support (advising, coaching, and mentoring; orientation, intervention, financial aid, career exploration, etc.). Each subgroup will comprise 25-30 faculty, staff, and students from each of the campuses with a special expertise or interest in the subgroup's focus areas. (The impact of Guided Pathways on Student Success is discussed in relation to Standard Five: Students. Appendix B

includes a description of the Guided Pathways committee structure and division of responsibilities.)

Strategic Enrollment Management

An integral part of the community college consolidation plan focuses on a centralized enrollment management strategy to integrate and coordinate best practices at the state, regional, and local levels. Through centralized Strategic Enrollment Management (SEM), the College seeks not only to reverse enrollment declines through targeted recruitment of different student populations but also to improve retention of enrolled students. Recommendations for implementing SEM were developed by the subcommittee of the Community College Consolidation Committee and presented to the BOR on October 19, 2017 as part of the committee's *Students First* presentation.

Noting that SEM is not currently practiced at all 12 campuses, the consolidation subcommittee recommended that SEM be centrally designed and deployed to all 12 campuses, with customizations to accommodate specific campus demographics and programmatic needs. The subcommittee's recommendations envision streamlined enrollment processes to remove barriers to student access. The recommendations call for a centralized approach to data-mining and advanced analytics for use in policy development and the setting of multi-year goals and priorities linked to the CSCU Strategic Plan, as well as the use of conventional and dashboard reports to monitor progress on Key Performance Indicators. Enrollment management will be facilitated by moving Banner Services to a simplified, fully centralized database. The subcommittee also recommended merging the existing 12 Office of Post-secondary Education Identification Numbers to a single Title IV entity with a single program participation agreement, which will enable the College to leverage financial aid funds to strategically address college affordability.

To administer SEM the subcommittee recommends the appointment of a Vice President for Enrollment Management to preside over such a fundamental, yet critical component of what will help make this single institution successful for its students. The new position of College Registrar has also been proposed to monitor and help coordinate strategic course offerings to help students complete degree requirements throughout the College. At each campus, a Campus Director of Enrollment Management will oversee all enrollment management functions; the Campus Director will be formally supervised by the Campus VP but have a dotted line relationship with the VP for Enrollment Management. The Campus Director position will be filled by an existing and experienced staff member at each campus, who will assume expanded responsibilities. Selected staff members at all 12 campuses in the Registrar's office, financial aid, and admissions will also be cross-trained and reclassified as Enrollment Specialists to support enrollment management under the direction of the Campus Director of Enrollment Management.

Enrollment Specialists will be able to handle registration, financial aid, and admissions functions in a one-stop approach, rather than in the siloed approach that is common now. Some of the colleges, notably Manchester Community College, have already begun

moving to the one-stop approach by creating an enrollment specialist position that spans both financial aid and admissions. These Enrollment Specialists will help to train and redeploy existing staff from admissions and financial aid to support students holistically, rather than as they do now from different offices. This will leverage expertise and capacity during peak times, a strategy that has been found to work effectively on several campuses and will be critically important in a single College with common enrollment practices. Once enrollment practices are aligned across different campuses, staffing resources can be deployed regionally, with campus staff recruiting students at high school college fairs to degree programs at any campus in the College. Staff will no longer be competing for recruitment of students to one campus at the expense of the others, since all programs will belong to the single College. Staff will be trained to understand program offerings at all of the campuses.

Following the recommendations from the subcommittee of the Community College Consolidation Committee, the Recruitment Architecture Subgroup of the Guided Pathways Task Force (see above) will be responsible for developing specific recommendations for implementing SEM throughout the College. (See Appendix H for a Recruitment and Enrollment Redesign Timeline.)

Seamless Transition for Students

Consolidating the colleges will lead to a more consistent experience for students through more fully integrated information technology systems. There will be a single admissions application, a single financial aid process, a single billing process, and a single student identification number, which can be used at any location. Network access will be generated from a single domain and used at any location, streamlining access to critical academic systems.

Currently, each community college administers its own web site. As part of the consolidation initiative, the current patchwork of 12 individual community college sites will be replaced with one centralized site. A centralized web site will provide greater consistency, clarity, and ease of use for prospective and current students to locate needed information, and it will improve the overall ease of applying for financial aid and admission. The new College web site will include a complete catalog of academic programs and courses, online application, links to all financial aid forms, information on transfer degree programs, and student support services, as well as links to campus web sites with local information. (Detailed plans for the College web site are discussed in the section devoted to Standard Nine: Integrity, Transparency and Public Disclosure.)

Preserve Local Campus Identity

Students First recognizes that the community college campuses have evolved to support very different regions and serve very different populations of students; that differentiation of culture and identity will be maintained following consolidation. Continuing to support all 12 campuses allows them to respond to the different workforce needs throughout the state. The Campus Vice President will have a primary responsibility for outreach to the

local community, local fundraising, supporting the campus foundation, and ensuring that the campus addresses community needs. To demonstrate the responsiveness of the new structure to local needs, the consolidated College will explore the feasibility of applying to the Carnegie Foundation for the Advancement of Teaching for the elective “Community Engagement” classification, which only one of the 12 colleges has currently received.

Since the colleges have developed programs with long-standing histories and identity for the communities that they serve, unique programs will remain at their current locations. To ensure seamless mobility for students among the campuses, disciplinary teams of faculty will be charged with developing a common curriculum for any degrees that are offered on more than one campus. However, individual campuses can offer specialized “options” for common degree programs.

Each of the 12 colleges currently has its own foundation and regional advisory boards. The foundations are legally separate 501(c)(3) entities and will be completely unaffected by this proposed consolidation. As part of the commitment to retain the local connections between campuses and the local community, it is important that these organizations continue to function as they do now. Each foundation will continue to operate in support of its local campus, raising funds to benefit its students. Any funds raised by the foundation will be controlled by the foundation and used to support its local campus. A working group of the leadership of the 12 campus foundations has been established to identify challenges and opportunities going forward and make recommendations to President Ojakian regarding the implementation of *Students First*.

Ensure a Stable and Sustainable Financial Future

The consolidation of the current community colleges into one accredited College will provide the benefit of shared fiscal resources among the campuses. The total amount to be invested in the College will have a greater impact than dividing it among 12 institutions. Over the years, funds have been allocated to the campuses based on a number of factors, including facility requirements and the number of students served. In the future, the College will have the flexibility to allocate resources to strategic priorities and to address needs within the College more equitably. (The budgetary process of the consolidated College is described in more detail in the section devoted to Standard Two: Planning and Evaluation.)

According to the National Association of College and University Business Officers (NACUBO), three to six months of operating expenses should be maintained in unrestricted reserves in order to provide an adequate “rainy day fund.” In fiscal year 2017, the combined community colleges’ reserves were sufficient to cover less than one month of operating expenses. These figures vary considerably among the colleges. A few are very well positioned with reserves, but a few currently have negative balances in their unrestricted reserve accounts. Despite a hiring freeze over the past three years, the colleges continue to deplete their reserves with each one projecting to end this fiscal year in the red. Managing the 12 funds as a single fund will greatly enhance the ability to

allocate these resources strategically throughout the College and ensure that best practices and high-quality student services are equitably distributed throughout the campuses.

Planning for consolidation of the community colleges has also benefited from recent previews on a smaller scale of how consolidation can positively impact students and increase efficiency, while realizing substantial financial savings. In anticipation of the community college consolidation, the CSU leadership elected not to replace two retiring community college presidents but rather to ask two sitting presidents to serve on an interim basis as presidents of two colleges each: President Lombella is currently President of both Asnuntuck (ACC) and Tunxis (TXCC) and President Broadie is currently President of Housatonic (HCC) and Gateway (GCC).

In addition to sharing a President, ACC and TXCC have leveraged resources across the two campuses in an effort to create efficiencies and maximize vacancy management. For example, ACC provided additional compensation to members of the TXCC Information Technology (IT) staff to supplement the work of its recently departed IT Director. This resulted in a projected savings of approximately \$165,000 in salary and fringe benefits. In addition to IT, similar arrangements have been put in place in the departments of enrollment management, continuing education, payroll, institutional research, and academic affairs. With projected annualized savings of slightly less than \$1 million, the two colleges have continued to fill vacant faculty positions.

The two colleges have also shared best practices. Through the use of streamlined processing, analytically driven enrollment modeling, financial aid deployment, and marketing strategies, ACC led the system by a wide margin in fall 2016 (+18.5%) in terms of FTE enrollment growth. Many of those same strategies were applied at TXCC in advance of the fall 2017 semester. As a result, TXCC led the system in enrollment growth at nearly 5 percent, or roughly 6.5 percent above system average, reversing a five-year enrollment decline of over 20 percent. This enrollment growth at TXCC projects to generate nearly \$1 million in gross revenue gains (via tuition and mandatory fees) for FY18. This projected revenue has proven essential in managing budgetary priorities and positioning the college to better withstand the significant fiscal cuts that have been ongoing as part of the current biennium.

HCC and GCC currently share the positions of President, Dean of Administration and Institutional Effectiveness, and Associate Dean of Marketing and Communications, for combined annual savings of \$775,000. Other shared administrative positions in grants, accounts payable, and financial aid have resulted in an additional \$135,000 in annual savings. By capitalizing on their joint purchasing power, the two campuses have saved between \$40,000 and \$50,000. HCC's printing jobs are now completed at GCC, at a savings of over 25 percent per job. This sharing of personnel and resources has developed a stronger partnership and alignment of the two campuses, making for better synergies and collegial ties.

The partnering of HCC and GCC has also resulted in a strategic aligning of best practices that have led to improvements on both campuses and benefits to our students. The Allied Health areas have opened up a whole new world to both GCC and HCC students. GCC and HCC have partnered on a joint Surgical Technology program, with the aim of having GCC offer a satellite program of the HCC program. The program will share a common plan of study and curriculum, and each college will admit 20 students for a total enrollment of 40 students. This collaboration is strategic in that GCC and HCC have also partnered with Yale-New Haven Hospital (YNHH) to offset some of the cost of the program. YNHH agreed to hire and fund the \$75,000 Clinical Coordinator position for the program, which will be shared by both college sites. The HCC Surgical Technology Program Coordinator will also be shared by GCC, creating a structure that promotes a model of shared resources, collaboration, and cost-savings. The most significant outcome of this partnership and shared model is the benefit to students because each site can offer a program with high workforce demands at a reduced administrative cost. The two campuses have also leveraged video conferencing technology to offer a business course on both campuses that originally did not have sufficient enrollment to be taught on either. In the future, such collaborative models will be critical to both expand student opportunities and manage administrative costs.

Although these examples underscore the benefits to students and the financial savings to be realized through closer collaboration among the colleges, this model of having one president for two separately accredited colleges is not a viable long-term solution, and it will not realize either the widespread student benefits or the financial savings proposed for the *Students First* initiative. Bringing this model to scale would entail hiring six college presidents, as well as raise issues of accreditation by having one president for two separately accredited institutions. The two-campus model will also result in six instances of close collaboration, instead of the consistent integration of best practices and efficiencies throughout 12 campuses.

The *Students First* proposal for the community college consolidation will provide many more opportunities such as these to align academic offerings and streamline administrative functions that are currently performed separately at 12 locations. A consolidated structure will multiply opportunities for disciplinary faculty to collaborate across campuses, which the current structure of 12 separate colleges does not facilitate. Instituting a common set of administrative policies, procedures, and protocols will greatly simplify the student experience by eliminating confusion and removing barriers.

The fact that the some of the CCC's administrative functions—notably their student information systems, online course management system, networks, and phones—have historically been centralized will greatly simplify the process of consolidating administrative and back-office functions in a single College. The following sections provide an overview of proposed changes in several administrative areas to improve service to students, increase efficiency, and reduce costs. A more detailed discussion of proposed personnel changes and savings can be found in the Human Resources section of Standard Seven: Institutional Resources.

Information Technology (IT)

The merger of IT enterprise components into a single operating unit, managed under a shared IT governance structure will achieve effective centralized management of routine/system-wide tasks.

Under the college consolidation plan, campus IT staff will report to their respective functional areas at the System Office and work in unison and under the authority of the System CIO to address enterprise-level technical issues at the 12 campuses. The only functions that will report directly to the campus administration in the future are those related to academic computing, desktop support and media services.

Under the current structure, our database is split 13 ways to accommodate a unique “view” for each college that does not release any other college’s data, and a “system view” for the System Office to view all data for all colleges. In the future, the College will have a business need only for a single view of the data, which cuts down on IT hours to maintain the structure; the data could still be disaggregated by campus, as needed. The community college consolidation will enable other areas of the system to be addressed in a similar fashion, notably admissions, registration, finance, and accounts receivable.

The College will also facilitate and accelerate the sharing of knowledge and content expertise across campuses. While emerging student success software platforms are not a “silver bullet,” their effective use in retention and completion strategies has become common practice. Currently, the CCC use myriad systems with varied levels of success. In the College, the ability to identify and procure appropriate systems, at scale pricing, and to provide prerequisite training will be an asset that can be leveraged by all campuses.

The current annual budget for IT at the 12 community colleges is \$14,350,378, employing 114 FTE staff. The projected budget for IT at the consolidated College is \$10,157,363, employing 85 FTE staff.

Institutional Research and Assessment (IR)

Sixty-six percent (66%) of recent CIHE accreditation reports point to shortcomings in the use of data for continuous improvement by the community colleges. (See Appendix D.) To ensure that our organizational structure responds to increasing demands for data supporting a wide array of educational, managerial, and policy decisions, the CSCU Office of Research and System Effectiveness (ORSE) will be designated the Chief Data Office for the consolidated College. A comprehensive institutional research function spread across a single college with multiple campuses will increase efficiency while encouraging a more comprehensive and consistent approach to producing data-based management information.

The proposed reorganization will redeploy community college IR personnel. Campus IR personnel will report directly to ORSE and, simultaneously, have a dotted line reporting relationship with their respective campus leadership. As members of the same staff, IR

professionals will have assignments in one or more functional/excellence teams. These teams of two or more individuals will perform the cyclical/routine tasks previously done individually by the 12 colleges. (The role of the functional teams is discussed further in Standard Eight: Educational Effectiveness.)

Existing staff serve their respective campuses and perform tasks that are unique to the campus and/or that require local knowledge. Some ad-hoc campus-specific requests, such as labor market data or alumni marketing lists, could be directed to the appropriate functional/excellence team, thus freeing up the IR professional on campus to perform other tasks. Cost efficiencies will be achieved primarily through recent and anticipated attrition and by reducing reliance on part-time employees at the campus level. The new organizational structure will enable a higher level of service to be delivered with fewer resources.

The current annual budget for IR at the 12 community colleges is \$2,660,013, employing 23 FTE staff. The projected budget for IR at the consolidated College is \$1,443,750, employing 11 FTE staff.

Financial Aid Services

Migrating to updated versions of our student-information system, complete with additional communication and advising tools, will allow for a full leverage of technological assets to meet the needs of both new and prospective students. Functions that are currently maintained by each campus will be centralized, including packaging financial aid, Satisfactory Academic Progress (SAP) evaluations, file transmissions to both federal and 3rd party agencies, and required reporting to affiliated agencies.

Since 2000-2001, the Financial Aid Services unit at the CSCU system office has performed routine, administrative tasks for the colleges to streamline processes and alleviate back-end office work, which frees staff at the colleges to devote more time to working with students (<https://www.chronicle.com/article/Student-Aid-Streamlined/46959>; [http://www.commnet.edu/finaid/Documents/College Board Report.pdf](http://www.commnet.edu/finaid/Documents/College_Board_Report.pdf) p. 14-15). However, other processes such as calculating SAP, packaging financial aid, and Institutional Student Information Record corrections are maintained locally and are completed at the discretion of each institution. By adding such tasks to our off-peak schedule and performing them more uniformly, a single College will save an estimated 30-40 hours per week, depending on the time of year. Required reporting to affiliated agencies will no longer have to be done 12 separate times, but only once, which will reduce the amount of time to create and deliver the reports by as much as 80 percent.

Certain repeatable functions will be managed centrally (such as Free Application for Federal Student Aid [FAFSA] verifications), and the central office will be responsible for policies, procedures, and training/updates to law, freeing financial aid staff on the campuses to devote more time to student-facing activities.

There are no reductions in staff contemplated in Financial Aid Services.

Administrative Services and Finance

Administrative Services and Finance will undergo the most extensive reorganization through consolidation because the colleges already share a common enterprise resource planning (ERP) system. All data-driven activities can be processed and managed centrally, which can be performed by substantially fewer personnel.

The CFO will be the principal person responsible for finance, accounting, budgeting, payroll, and other traditional CFO roles. The CFO will be supported by a Controller and seven additional support staff coming from the current System Office; in addition, two support staff and three budget officers will be added to the organization. The reorganization retains the position of Bursar at each campus and adds a Purchasing/Financial support position to each campus to facilitate local requirements and data transfer to the central office.

The current annual budget for Administrative Services at the 12 community colleges is \$8,815,827, employing 64 FTE staff. The projected budget for Administrative Services at the consolidated College is \$8,118,973, employing 49 FTE staff. The current annual budget for Finance at the 12 community colleges is \$11,098,332, employing 85 FTE staff. The projected budget for Finance at the consolidated College is \$3,989,453, employing 30 FTE staff.

Facilities Management

Following consolidation, CSCU Facilities Management will continue to manage day-to-day functions of the capital program for the campuses and expand its services to oversee and guide campus management on operating requirements. Five of the six current campus-based facilities management positions will be eliminated, but all maintenance employees will remain at the local campuses.

The current annual budget for Facilities/Maintenance at the 12 community colleges is \$17,460,641, employing 182 FTE staff. The projected budget for Facilities/Maintenance at the consolidated College is \$15,883,480, employing 169 FTE staff.

Human Resources (HR)

Under the existing organizational configuration, HR services are both fragmented and redundant. Human resources offices are located on each of the 12 campuses, as well as at the System Office. The administration of HR is largely decentralized, with the exception of collective bargaining agreements, which are negotiated by the System Office. No revisions to the collective bargaining structure or process are contemplated by this initiative.

To ensure consistency in policy implementation, to increase efficiency, and to reduce redundancy, campus HR offices will be reorganized to report to HR at the CSCU System Office, but campus HR administrators will have a dotted line to the Campus Vice President. Staff will remain on campus to handle local matters, but staffing will be

organized by areas of expertise such as benefits, labor relations, etc., and will be available to all campuses as needed through central management. All hiring decisions will be made at the local campus level.

Recommendations concerning HR staffing levels are based on industry standards, as well as research into other HR consolidations. The literature acknowledges a conventional ratio of one HR FTE staff member per 100 FTE employees. (Variations in the ratio are largely dependent upon the degree to which an organization has embraced automation.)

The current annual budget for Human Resources/Payroll at the 12 community colleges is \$7,543,694 employing 58 FTE staff. The projected budget for Human Resources/Payroll at the consolidated College is \$4,364,229, employing 49 FTE staff.

Marketing

Currently, the 12 colleges independently market themselves to compete for student enrollment and to promote visibility and community engagement. In the consolidated College statewide marketing will be focused on attracting students to any campus, whether based on geography, programs offered, or schedules available.

Marketing will be centrally managed for the College by the Director of Marketing & Public Relations, under the Vice President of Enrollment Management, to ensure integrated strategies for recruitment and retention. In addition, a College webmaster will also work with the CSU webmaster on matters relating to maintenance and overall brand and message consistency of the College web site.

The current annual personnel budget for Marketing at the 12 community colleges is \$4,203,095, employing 36 FTE staff. The projected personnel budget for Marketing at the consolidated College is \$2,389,072, employing 25 FTE staff.

Continuing Education

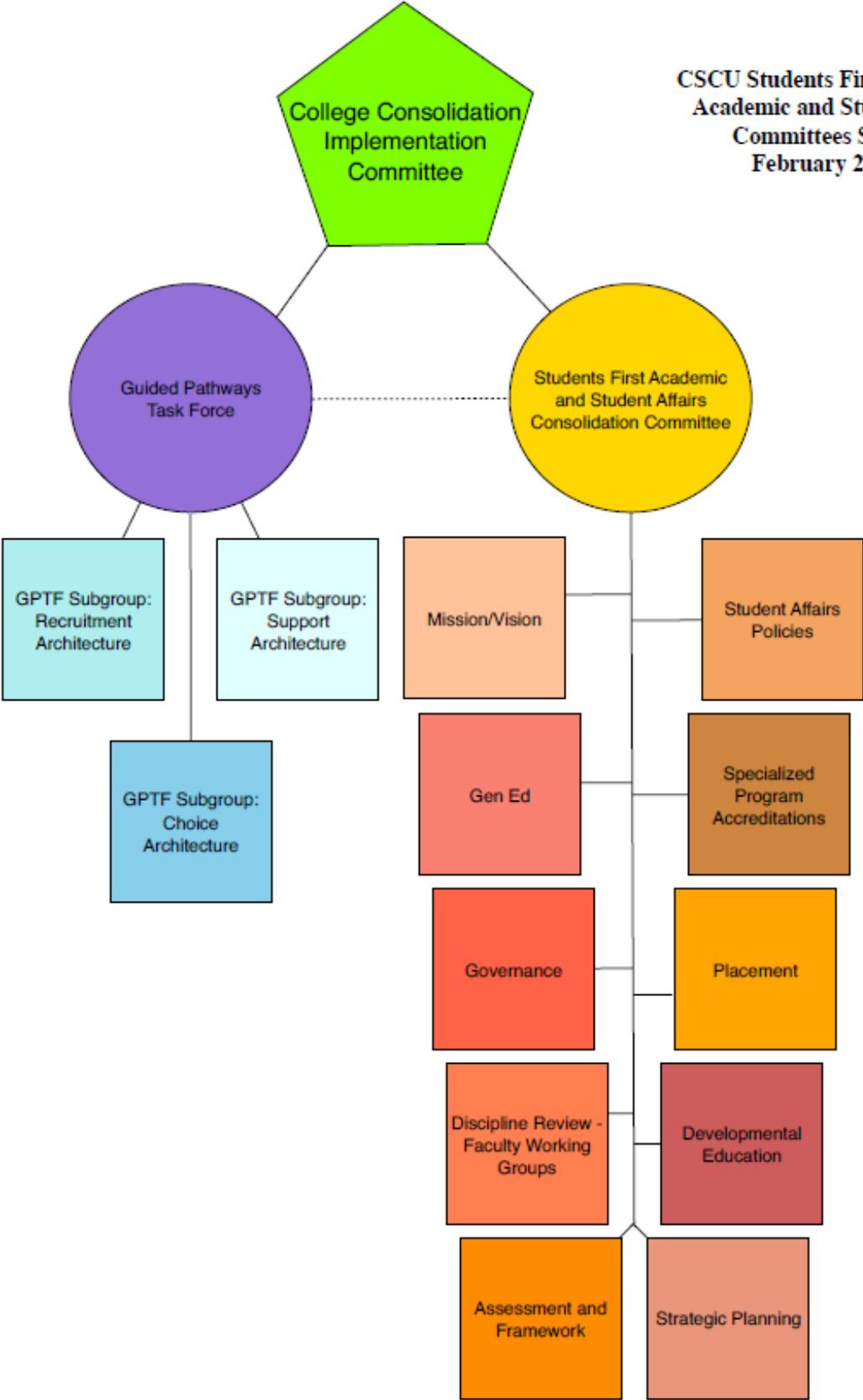
Currently the community colleges offer an array of continuing education, enrichment and workforce development training to interested youth and adults. These programs are coordinated in a variety of ways by the 12 community colleges, with some having significant staff and resources while others have more limited resources and therefore limited offerings. Under the consolidated model, modifications will be made to the management of continuing education programs. The leadership and staff for continuing education will be coordinated regionally, with staff at large and medium campuses supporting the smaller campuses to leverage resources, expertise, and capacity.

The current annual budget for Continuing Education at the 12 community colleges is \$7,615,632, employing 76 FTE staff. The projected budget for Continuing Education at the consolidated College is \$6,651,044, employing 70 FTE staff.

Implementation Process and Timeline

This substantive change proposal will be delivered to the Commission by March 16, 2018, seeking CIHE approval by the summer of 2018. In anticipation of this approval, a number of planning teams have been formed, the most critical of which is the *Students First* Academic and Student Affairs Committee (ASA Consolidation Committee). The 52-member committee comprises elected faculty and student campus representatives, college presidential appointees, and volunteers based on their particular skills, experiences, interests, and affiliations. An additional 12 members are being elected by the campus Senates to join the committee in March. This committee is developing a process to form the necessary faculty disciplinary groups to review curriculum and ultimately identify which programs would be common within the College. Several other implementation teams have been formed, such as the Guided Pathways Task Force, and members of the TAP Framework Implementation Review Committee (FIRC), to guide the transition to a single College and establish consistent processes. The College Consolidation Implementation Committee (CCIC) has also been formed to review and respond to the recommendations from the ASA Consolidation Committee and the Guided Pathways Task Force. These teams were formed in February 2018 and will continue their work through the 2018-2019 academic year. Recommendations from the CCIC will be forwarded to the CSU President. Those plans that require BOR approval will be forwarded to the appropriate BOR committee. (The following diagram illustrates the committees charged with implementing *Students First*. See also Appendix B for additional information on consolidation committees.)

**CSCU Students First Phase Two:
Academic and Student Affairs
Committees Structure
February 23, 2018**



Searches to fill new or modified positions will be conducted after approval by CIHE of the substantive change report. The most critical positions to be filled are those at the senior level (i.e., President, Provost/Vice President, and the Chief Financial Officer). These positions will be needed first to begin filling the other key organizational positions, such as the three Regional Presidents and Campus Vice-Presidents who will lead the implementation of the new campus structures.

We request CIHE approval to notify students in fall 2018 that students planning to graduate by June 30, 2020, will follow the curriculum in place when they matriculated and have their degree or certificate conferred by the original college in which they enrolled. Students graduating on or after July 1, 2020, will continue to be bound by the degree requirements in place when they matriculated, but their degree or certificate will be conferred by the College. This process will remain in effect until faculty groups agree upon common sets of requirements for degree and certificate programs, including common general education requirements across the 12 campuses. Faculty groups will initiate their work on degree alignment in the spring 2018 semester and complete their alignment of programs by the end of the spring 2020 semester.

The revised curricula will closely match existing program requirements and comply with the BOR 60-credit requirement for “normalized” programs. Students who opt to complete their original program of study will have up to six years to fulfill the requirements, or they could “re-declare” to one of the modified programs, which may shorten their time to degree completion. No student will be required to switch to a different curriculum. Course substitutions and independent studies will be utilized on individual campuses to help students meet new requirements, which will minimize any additional expense.

Timeframe for Consolidation of Connecticut Community Colleges

Date	Process Step
December 2016	President Ojakian tasked by BOR to develop strategic alternatives to improve student success and counter the impact of reduced state funding and other negative trending economic factors
April 2017	President Ojakian proposed two strategies to address budget cuts with target savings. These strategies informed the <i>Students First Proposal</i> .
April/May 2017	President Ojakian holds Town Hall meetings at all institutions to share proposed strategies and solicit feedback
May 2017	President Rooke leads retreat with 12 community college presidents to review possible structural options for the College

May 2017	President Ojakian establishes Consolidation Committee subcommittee of community college presidents and deans led by President Rooke to develop proposed single community college. Charged also with determining appropriate governance structure.
June 2017	Team of presidents and CSCU system office staff attended the CIHE-NEASC Commission meeting in Maine to request an advisory opinion
July 2017	Appointed Guided Pathways Task Force
Summer/fall 2017	Consolidation Subcommittee met throughout summer on proposal
Summer/fall 2017	President Rooke meets with FAC community college members to outline governance structure for new College
Summer/fall 2017	Presidents met regularly with President Rooke to review progress and offer recommendations for change
July 2017	Formation of Guided Pathways Task Force by CSCU Student Success Center
October 2017	Team of Presidents and CSCU system office staff met with CIHE-NEASC President and staff (Burlington, MA)
October 2017	President Ojakian and President Rooke make a presentation to the BOR on the community college consolidation
October 2017	President Ojakian met with campus foundation leaders to discuss the consolidation proposal
October/November 2017	Solicited public comment on consolidation. Received over 300 responses from faculty, staff, students and community members
November 2017	President Ojakian and President Rooke held webinars for faculty, staff, students and community members
November 2017	President Ojakian met with FAC and SAC to discuss consolidation
December 2017	Finance Committee met to review and endorse preliminary quantification of savings through consolidation of community colleges
December 2017	Leadership structure for the new College approved by BOR

January 2018	Hired two community college academics to coordinate academic planning for the consolidated College
January-March 2018	Appointment of Guided Pathways Task Force subgroup managers and formation of recruitment, support, and choice subgroups (see Appendix B)
Spring 2018	President Ojakian meeting with college Student Government Associations to discuss consolidation
January 2018	Appointment of <i>Students First Academic</i> and Student Affairs Consolidation Committee
January 2018	Appointment of Guided Pathways recruitment, support, and choice subgroups
February 2018	<i>Students First Academic</i> and Student Affairs Consolidation Committee revises Mission/Vision Statement
February 2018	Draft Mission/Vision Statement sent to FAC, SAC, Council of Presidents and campuses for feedback
February 2018	Formation of College Consolidation Implementation Committee
February 2018	Established Foundation Working Group with campus foundation leadership
March 2018	Obtained feedback on draft Mission/Vision
March 2018	Submitted Draft Mission/Vision statement to and Substantive Change Report to BOR ASA Committee
March 2018	BOR approves revised Mission/Vision statement and Substantive Change proposal
March 2018	Guided Pathways groups charged with developing meta-majors, first year experience, and parameters for program mapping. Guided Pathways Recruitment group begins information gathering on current system recruitment practices and identification of national best practices from large community colleges.
March 2018	Submit Substantive Change Request to CIHE-NEASC to be considered for April 2018 meeting

Future Timeline

Date	Process Step
April 2018	General Education work group of ASA Consolidation Committee charged with developing common General Education, working with FIRC and campus elected members
April 2018	Governance workgroup charged by ASA Consolidation Committee to work with FAC representatives and current Senate Chairs to detail a Shared Governance Model
April 2018	Guided Pathways Support Architecture group begins exploring a model that ensures that each student has established an academic plan
April 2018	Guided Pathways Recruitment Architecture group begins development of recruitment model recommendations
May 2018	Faculty Disciplinary Review workgroups created for Round 1 and 2 of Program Consolidation
May 2018	Guided Pathways Recruitment Architecture group begins development of framework for strategic enrollment management plan
May 2018	Guided Pathways Task Force makes recommendation for single-year Key Performance Indicators (KPIs) for the College
September 2018	Notify all students that for those planning to graduate by June 30, 2020 , the diploma will be awarded by existing college
September 2018	Round 1 of Program Consolidation begins
September 2018	Guided Pathways Support Architecture group begins exploring a model in which academic plan progress is monitored for each student
September 2018	Guided Pathways Support Architecture group begins exploring a model in which appropriate supports and interventions are provided at critical times for each student
October 2018	General Education core sent to existing colleges for approval
December 2018	President/CEO of College hired
January 2019	Round 2 of Program Consolidation begins
January 2019	Approval of consolidated programs begins
May 2019	Faculty Disciplinary Review workgroups created for Round 3 and 4 of Program Consolidation
June 2019	All executive leadership hired for new institution

Through June 2020	All diplomas awarded containing the current 12-college names
July 1, 2019	New leadership structure in place
Beginning July 2019	All diplomas awarded by the College
Fall 2019	Rounds 3 and 4 of Program Consolidation begins
October-May 2020	Revised consolidated programs built into Banner S.I.S.
February 2020	Approval of revised consolidated programs completed
March – April 2020	Approval of College catalog

II. MISSION AND PURPOSES (Standard One)

As part of the consolidation process, a critically important and necessarily early step has been to develop a statement of mission and purpose for the new College as defined in Standard One.

The previous Connecticut Community College Mission Statement read as follows (<http://www.ct.edu/regents/mission>):

As part of the Connecticut State Colleges & Universities (CSCU) system, the twelve Connecticut Community Colleges share a mission to make excellent higher education and lifelong learning affordable and accessible. Through unique and comprehensive degree and certificate programs, non-credit life-long learning opportunities and job skills training programs, they advance student aspirations to earn career-oriented degrees and certificates and to pursue their further education. The Colleges nurture student learning and success to transform students and equip them to contribute to the economic, intellectual, civic, cultural and social well-being of their communities. In doing so, the Colleges support the state, its businesses and other enterprises and its citizens with a skilled, well-trained and educated workforce.

In addition, each of the 12 colleges has a mission statement.

Revising the Mission

On November 6, 2017, President Mary Ellen Jukoski asked the CCC presidents to consider a draft mission and vision statement prepared by BOR staff for the new College. The group determined that the Faculty Advisory Committee (FAC) of the BOR and Academic Council should be charged with this task, which was later charged to the ASA Consolidation Committee. The ASA Consolidation Committee began working on the consolidated mission statement at its meeting on February 2, 2018. Each of the 12 community college mission statements was examined for commonality, and best practices in current mission and vision statements were researched. The committee reviewed the mission statements of similar sized institutions and reached consensus that "...more recent planning practice limits the mission to its primary function. The mission statement is stripped down to a very short, basic statement of purpose."¹ The committee finalized such a statement and sent it out to each college for review and feedback.

The proposed mission and vision statements were sent to the CCC presidents, Faculty Advisory Committee (FAC), Student Advisory Committee (SAC), and to all 12 campuses for feedback.

After considering and incorporating feedback, the committee submitted the following mission and vision statements to the Academic and Student Affairs Committee of the

¹ Hinton, K. E. (2012). *A Practical Guide to Strategic Planning in Higher Education*. Ann Arbor, MI: Society for College and University Planning.

BOR, which it endorsed at its March 5, 2018, meeting. The revised mission and vision statements were approved by the full BOR on March 9, 2018 (see Appendix I).

The following revised Community College of Connecticut² Mission Statement and Vision Statement are based on existing CSCU Community College mission and vision statements, best practices in mission and vision statements, mission and vision statements from similar large U.S. community colleges, and contributions from the ASA Consolidation Committee members and campuses.

The Community College of Connecticut Mission

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

The Community College of Connecticut Vision

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

The new mission statement places emphasis on student access and success, which moves from the communication of the mission statement to the ongoing measurement of mission achievement. The new mission statement will inform strategic planning, data management analytics, evaluation and assessment, and continuous quality improvement.

² The name "Community College of Connecticut" has been provisionally adopted by the ASA Consolidation Committee. A final name will be subject to approval by the BOR with input from all community college stakeholders.



The revised mission offers a vision of what the College will become and expresses the values that will guide the College throughout the consolidation and implementation of *Students First*. The mission statement frames our commitment not just to teaching our students but also to serving communities and the state, which is consistent with the CSCU Strategic Goals. The proposed mission statement is guiding the decisions of the ASA Consolidation Committee workgroups as they prepare for CIHE approval.

Documenting Legal Authority

The legal authority to revise the mission of Connecticut’s “regional community-technical colleges” is explicitly vested in the Board of Regents for Higher Education by the Connecticut General Assembly. Sections 10a-72(b) and 10a-6(a) of the Connecticut General Statutes concern the development, review and approval of mission statements for the regional community-technical colleges. The respective sections read as follows:

§ 10a-72 (b) Subject to state-wide policy and guidelines established by the Board of Regents for Higher Education, the board of trustees shall (2) Develop mission statements for the regional community-technical colleges: The mission statement for the regional community-technical colleges shall include, but need not be limited to the following elements: (A) The educational needs of and constituencies served by said colleges; (B) the degrees offered by said colleges, and (C) the role and scope of each institution within the community-technical college system, which shall include each institution's particular strengths and specialties;

§ 10a-6 (a) The Board of Regents for Higher Education shall: (6) review and approve mission statements for the Connecticut State University System, the regional community-technical college system and Charter Oak State College and role and scope statements for the individual institutions and campuses of such constituent units.

Evaluating Fulfillment of Mission

All of the colleges currently undergo a five-year review of mission and purpose and strategic planning. Within the first five years of the single College, a more comprehensive review of mission and purpose will take place, with broad stakeholder input from students, community groups, businesses and the general public, to ensure that the mission and purposes provide appropriate guidance for planning, evaluation, and resource allocation. This five-year strategic planning process will then continue to refine our approach to fulfilling the mission and review its fulfillment at each campus location.

The use of Critical Success Factors (CSFs) with associated metrics to benchmark mission achievement will further demonstrate the proposed College's commitment to outcomes-based accountability. The CSFs for the College will consist of the following measures of persistence and completion: retention, graduation, and gainful employment rates. Annual reviews at the campus level will evaluate progress toward the CSFs, analyze success against metrics, and discuss any required changes. These data-driven discussions will be used to review institutional effectiveness and use information from all levels of the community college to engineer student success. Annual benchmarks will be established with an emphasis on constant quality improvement (see Critical Success Factors Chart in Appendix J). The Dean of Academic Affairs/Dean of Academic and Student Affairs will be responsible for reviewing annual progress on CSFs at the campus level. Findings and recommendations from the Deans will be forwarded to the College Provost for consolidation and reporting to the System Office and BOR.

III. PLANNING AND EVALUATION (Standard Two)

The Planning Process

On June 20, 2013, the Board of Regents approved the mission, vision and goals for the CSCU system (<http://www.ct.edu/regents/mission>). This strategic planning marked the beginning of a new era—one committed to harnessing the coordinated strengths of the 17 institutions comprising four universities, 12 community colleges and the state online college to create a system greater than the sum of its parts.

Five goals framed the overarching System plan:

1. Successful 1st year experience
2. Student success
3. Affordability and sustainability
4. Innovation and economic growth
5. Equity

Due to the instability of CSCU leadership, a strategic plan was not fully developed or implemented. The first President of the CSCU, Dr. Robert A. Kennedy, resigned in October 2012; Dr. Philip E. Austin, former President of the University of Connecticut, served as interim President until June 2013. A national search for a new president resulted in the board's appointment of Dr. Gregory Gray, effective July 2013. Dr. Gregory Gray announced his intention to resign in August 2015.

Mark Ojakian was appointed President of CSCU on September 28, 2015, and charged by the Board of Regents for Higher Education to implement a strategic plan to put the system on a predictable and sustainable path for the future. President Ojakian's contract has been extended by the Board of Regents through September 2020 to ensure stability of the System and in recognition of his proven leadership.

Since the adoption of the System's original mission, vision and goals, several factors required adjustments to accommodate changing realities. Enrollment in the CCC dropped 15.2 percent in the last five years, head count enrollment fell from 58,228 in 2012 to 49,377 in 2017, the number of Connecticut high school graduates is projected to drop 26 percent between 2011-12 and 2031-32, and state appropriations have dropped by 15.5 percent since 2016. Between 2016-2017 fiscal years alone, appropriations including fringe benefits fell by \$35.7 million (5.9%).

Since the start of President Ojakian's tenure in September 2015, constituent participation has been wide ranging and highly representative of all stakeholders. On listening tours during his first quarter as president, he heard opinions about the system's strengths and its challenges. He convened the college presidents to identify strategies to address ongoing fiscal and enrollment issues. He met regularly with the BOR's Faculty Advisory Committee (FAC) and Student Advisory Committee (SAC) about their concerns and ideas

for improving the System. He encouraged public comment at all BOR meetings to ensure that faculty, staff, and students had an opportunity to share their viewpoints.

After research into other state models and careful deliberation and with the approval of the BOR, President Ojakian launched the administrative planning phase, Phase One, of the *Students First* initiative in April 2017. After the Board's endorsement of the consolidation strategy, President Ojakian conducted town hall meetings on each campus to share the strategies and to hear from faculty, staff, and students about their concerns.

Additionally, he met with the college presidents to kick off the Community College Consolidation Committee, led by President Michael Rooke, President, Northwestern Connecticut Community College, to determine the best path toward one centrally managed college. A subcommittee of the presidents and deans of administration and academic and student affairs was established to fine-tune the model to ensure it met the needs of both individual campuses and the standards of NEASC and other professional program accrediting bodies. As part of its planning, the Consolidation Committee researched other institutions with a single accreditation and multiple campuses, such as Miami Dade College, the Community College of Rhode Island, and Ivy Tech Community College of Indiana, for insights into organizational and governance structures and staffing levels; they also consulted with the University of Maine System, which has been considering a comparable consolidation of its universities.

The CCC presidents collectively and individually have had the opportunity to provide input and feedback throughout the process beginning with a presidential retreat in May 2017. The discussions with the Consolidation subcommittee, chaired by President Michael Rooke, were regularly shared with the presidents for feedback and comment. These discussions focused on the organizational charts for the proposed College, as well as on the financial and position savings developed by Erika Steiner, Chief Financial Officer. Presidents raised critical questions and concerns, which were used to strengthen the proposal. Dr. David Levinson and Dr. Mary Ellen Jukoski, two currently serving community college presidents, have been members of the Consolidation subcommittee. The substantive change proposal was shared with the college presidents prior to its submission in draft form to NEASC.

After the proposal for the consolidated College was presented to the BOR in October 2017, President Ojakian and President Rooke hosted two virtual town hall meetings—one for faculty and staff and one for students—to review the proposed changes and answer questions. In addition, an electronic feedback survey provided an opportunity for interested stakeholders to offer their comments, questions and suggestions. Over 300 individuals (127 faculty, 116 staff, 46 students, 4 Foundation Board members and range of other respondents including alumni, taxpayers/citizens, retirees, and a parent) submitted feedback on the survey, which was reviewed and incorporated into subsequent plan adjustments. The majority of comments were supportive of the recommendations. Some expressed opposition to consolidation, while others offered suggestions for achieving

even greater efficiencies and savings. In addition, President Ojakian met with college foundation leaders to address their questions about the consolidation and affirm that the foundations would not be directly affected by the reorganization.

In response to questions raised through the survey, webinars, and town hall meetings, two “Frequently Asked Questions” documents were prepared and widely distributed (see Appendix K). Opportunities to address the Board were also made available at its regular meetings over the course of the year with a number of speakers coming forward at those meetings with comments and concerns.

The BOR endorsed the proposed organizational structure for a singly accredited College with three regions and 12 local campuses in December 2017 (see Board resolution in Appendix L). In January and February, the Academic and Student Affairs Committee held two meetings to discuss the substantive change proposal and raised questions and concerns. On March 9, 2018, the BOR approved submission of the Substantive Change request with suggested clarifications. The BOR’s decisions were influenced by long-term and ongoing environmental scanning of the past, current, and prospective economic and governmental conditions, as well as state-level and national concerns about key issues. These include degree completion rates, educational attainment levels of the workforce, public demand for higher education opportunities, tuition costs, cutbacks in governmental investments, and increased efficiencies.

Phase Two of *Students First*, which was launched in January 2018, focuses on developing a detailed plan for aligning 12 campuses into a singly accredited College, academically integrating its curriculum and establishing clear, consistent practices, policies, and procedures that provide a seamless transition for students, while maintaining the uniqueness, identity and community connections of each of the 12 campuses.

The ASA Consolidation Committee was created and charged with developing the implementation plan for the *Students First* consolidation of academic and student affairs on the 12 campuses. The committee is establishing ten workgroups to fulfill its charge. (The letter of invitation to the ASA Consolidation Committee is included in Appendix M.) Additionally, the College Consolidation Implementation Committee (CCIC) has been established to review the recommendations of the academic planning activities. The 11-member committee consisting of four presidents, held its first meeting in February. The CCIC is co-chaired by Dr. David Levinson, President of Norwalk Community College and Vice President of the Connecticut Community Colleges, and Hector Navarro, Chair of the Student Advisory Committee and student at Naugatuck Valley Community College. (Information about the CCIC charge and its members is included in Appendix B.)

Phase Two planning will also see changes in how resources are allocated to the campuses. State funds are currently provided to the CSCU system on behalf of the CCC as a whole. A collaborative process further allocates the funds to each college. Each college retains tuition and fees collected. Distribution is data-driven, formulaic and transparent, with

each college's CFO taking part in the deliberation. Within the colleges, the CFO and President determine distribution and funding to programs and departments and develop budgets that are fiscally responsible. As discussed herein, this has become increasingly difficult with state funding and enrollment declines.

Under the consolidated College, the CFO will receive the state funds and, in collaboration with the President, Regional Presidents, and Campus Vice Presidents and with approval of the Finance Committee of the BOR, will establish an appropriate and transparent formula for distributing funds that is aligned with the College's strategic goals. The CFO will also determine whether a different formula will allocate tuition and fees collected, which may or may not be allocated based on campus collections, while ensuring that high cost and other priority programs are appropriately considered when funding the campuses. Consolidating the sources of income centrally for the College provides more flexibility to allocate funds equitably to support the institution's priorities and programs that contribute to student success.

Following consolidation, the College will develop a strategic plan with new objectives and priorities. These objectives and priorities will inform future innovations in the College and investments in key initiatives. The strategic planning process will engage a wide range of stakeholders including members of the BOR and the Academic and Student Affairs and Finance Committees, members of the new leadership team particularly the Regional Presidents and Campus Vice Presidents, campus representatives including faculty, staff, students, and foundation leaders, and other local, regional and state partners. Stakeholders will have opportunities to participate in a variety of qualitative data gathering activities, including focus groups, surveys, and interviews to identify areas of focus for the College.

This process of strategic planning will dovetail with the assessment of the consolidation of the College, which will document the progress made in establishing an integrated academic institution; the success in building a sustainable fiscal position for the College that safeguards investments in teaching and learning; improvements in student retention, progression, and degree and certificate attainment; and most importantly, the learning outcomes of College graduates.

Supporting and Evaluating Planning

As described above, the proposed designation of the CSCU Office of Research and System Effectiveness as the Chief Data Office for the College will provide the resources needed to support planning and evaluation efforts at the College. As members of system-level functional teams, IR staff from the campuses will be responsible for gathering, compiling, and reporting on data related to the 12 campuses.

Data on such variables as enrollment, persistence, graduation, and employment will be collected annually and centrally analyzed to monitor progress on the strategic goals of the

Students First initiative. Using common rubrics, campus-based assessments of student learning outcomes will be compiled and compared to identify opportunities for program improvements across the campuses. The BOR, CSCU, and College leadership will use this information in its future planning processes.

Success of Consolidation

The success of consolidation will be measured by how well we achieve the six goals of the *Students First*: (1) create a single NEASC accredited College with 12 campuses and clear, consistent practices and procedures; (2) improve student success by implementing proven strategies throughout the College to increase retention and graduation rates; (3) institute clear enrollment management practices to address declining enrollment patterns; (4) provide seamless transition for students to the new College; (5) maintain the uniqueness, identity and community connections of each campus; and (6) ensure a financially stable and sustainable future for the state's community colleges. These goals are broad enough to reflect aspirations of the consolidation yet specific enough to suggest measures that will give some indication of whether they have been achieved. *Students First* proposed a comprehensive change model that includes measurable student success, intentional and cohesive programmatic framework and streamlined organizational structure.

Assessment of the success of consolidation will be multi-dimensional occurring at all levels throughout the *Students First* plan. Evidence of measurable student success (increase retention, progression, completed degree/credential, employability, student satisfaction survey) based on direct and indirect measures, quantitative and qualitative data will be gathered from internal and external sources. The impact of the consolidation will be determined by benchmarked baseline data of success indicators (six strategic goals, Critical Success Factors, realization of projected savings, internal and external feedback) over a six-year period that inform decisions and actions to fulfill the mission of the new college

The Board of Regents will be closely monitoring the progress of *Students First* with reports through its committees of cognizance and regular reports at its meetings. The success of the consolidation will be monitored in ongoing planning and evaluation processes at multiple levels, including the governing board, and the System Office. Audited financial statements will be analyzed to evaluate the realization of projected savings.

IV. ORGANIZATION AND GOVERNANCE (Standard Three)

Reorganization and Governance Responsibilities

The Board of Regents (BOR) is the board of trustees for the regional community-technical colleges in Connecticut and shall continue to serve as the board of trustees for the consolidated College. Currently, the Connecticut General Assembly through its enactment of Public Act 12-129 section 7, codified as Connecticut General Statute section 10a-6(a), provided certain duties and authority to the Board of Regents. One of those provisions specifically states the following:

“The Board of Regents for Higher Education shall merge or close institutions within the Connecticut State University System, the regional community-technical college system and Charter Oak State College in accordance with criteria established by the board, provided (A) such recommended merger or closing shall require a two-thirds vote of the board, and (B) notice of such recommended merger or closing shall be sent to the committee having cognizance over matters relating to education and to the General Assembly.”

Therefore, given a two-thirds vote of approval of the BOR and notice to the appropriate General Assembly committee, the BOR may authorize a closure or merger of the community colleges. Per this authority, on March 9, 2018 the BOR unanimously approved the Substantive Change request and seeks approval for a singly accredited College from CIHE and gave such required notice to the CT General Assembly.

No action is required by the General Assembly to effectuate the consolidation. However, due to technical, but not substantive issues, legislative action will be needed. For instance, the Connecticut state system of public education is defined by statute and consists of the public institutions of higher education. That statute states, among other things, “the regional community-technical colleges, which shall be known collectively as the regional community-technical college system.” As this merger and consolidation of the colleges will result in one institution, the statute should be changed to reference the new College.

Board Composition

The composition of the BOR will not be affected by the proposed consolidation. It consists of 21 members who are distinguished leaders of the community in Connecticut and reflect the state’s geographic, racial and ethnic diversity. Nine members of the board are appointed by the Governor. Four members of the board are appointed by the majority and minority leaders of both houses of the Connecticut General Assembly. The chairperson and vice-chairperson of the Student Advisory Committee serve as voting members of the Board. The Commissioners of Education, Economic and Community Development, Public Health and Labor, along with the chairperson and vice-chairperson of the Faculty Advisory Committee, shall serve as *ex-officio*, nonvoting members of the

board.^[1] The organizational structure of the governing board for the newly created institution will retain the same requirements for its composition responsibilities and duties of the existing governing Board per state statute. (See Appendix N for a list of BOR members.)

Committee Structures and Responsibilities

The BOR bylaws^[2], committee structures and responsibilities are not affected as a result of the consolidation of the colleges. All roles and responsibilities of the BOR will be unaltered in the future state. Additionally, two advisory bodies, the Student Advisory Committee^[3] and the Faculty Advisory Committee^[4] will continue to assist the board in performing its statutory functions. The BOR will continue to act as the board of trustees^[5] for the College and will administer the College, and confer such certificates and degrees as are appropriate to the curricula of the College.

With respect to personnel management, the Board retains the authority to appoint and remove the President of the new College. The Board also employs the faculty and other personnel needed to operate and maintain the College and sets the compensation structure for personnel, establishes terms and conditions of employment and prescribes their duties and qualifications.

Advisory Bodies

The Student Advisory Committee (SAC) and the Faculty Advisory Committee (FAC) assist the board in performing its statutory functions and consist of representation from the Connecticut State Universities, the community colleges, and Charter Oak State College. The Chair and Vice-chair of each advisory committee serve on the Board.

The membership of the FAC is outlined in their bylaws, which were last updated in April 2017. Members shall serve terms of two years provided full-time employment is maintained. The committee comprises ten voting faculty members and eight alternates who shall be elected by their peers. The college members include three faculty voting members and three alternates from among the 12 campuses. One representative and alternate each are elected from among the four large, four medium and four small schools as determined by full-time faculty headcount. The alternates are the runners up in each of the three elections. There is one at large voting representative and one alternate from among the professional staff who provide direct student services elected by the full-time professional staff from all twelve colleges. The alternate is the runner up in the voting across the campuses. Member duties include attending and participating in meetings;

^[1] CGS 10a-1a. https://www.cga.ct.gov/current/pub/chap_185.htm#sec_10a-1

^[2] Board of Regents Bylaws <http://www.ct.edu/regents/bylaws>

^[3] CGS 10a-3 https://www.cga.ct.gov/current/pub/chap_185.htm#sec_10a-3

^[4] CGS 10a-3a https://www.cga.ct.gov/current/pub/chap_185.htm#sec_10a-3a

^[5] CGS 10a-72 https://www.cga.ct.gov/current/pub/chap_185b.htm#sec_10a-72

understanding of the concerns of the campus constituents and representing their interests, while prioritizing the academic functioning of the entire system; and maintaining communication between the Committee and the campus governance bodies they represent.

The SAC consists of members elected by the student government association of each college. Each school elects one member and one alternate. Members serve two calendar year terms. Officers (Chair, Vice-Chair and Secretary) are elected annually by a process outlined in their bylaws.

In addition, twice per year the Board of Regents and the Advisory Committees meet in joint session with reports from the leadership of each Committee. These reports have raised faculty, staff, and student concerns, as well as recognition of accomplishments. Reports from the December 2017 meeting of the Board, which highlighted *Students First* planning, are included in Appendix O and P. The BOR views these advisory bodies as critical to the success of the System and will ensure that faculty, staff, and students have a voice in the new College. President Ojakian and his staff will work with the FAC and SAC and support changes to their bylaws if necessary, to ensure representation of faculty, students, and staff from across the state on the Advisory Committees.

Connecticut State Colleges and Universities President and Staff

The President of the Connecticut State Colleges and Universities (“CSCU” or “System”) serves as the chief executive officer of the System who administers, coordinates, and supervises the activities of the Board in accordance with the policies established by the Board^[6]. The President has responsibilities for the following:

- Implementing the policies and directives of the Board and any additional responsibilities as the Board may prescribe,
- Implementing the goals identified and recommendations made by the Planning Commission for Higher Education,
- Building interdependent support among the CSCU institutions,
- Balancing central authority with institutional differentiation, autonomy and creativity, and
- Facilitating cooperation and synergy among the CSCU institutions.

Under the direction of the President is an executive staff responsible for the operation of the CSCU. This shall not change in the future state.

Mark E. Ojakian has served as President of CSCU since September 2015 and has a contract through September 2020. His responsibilities as chief executive officer for the CSCU will be unchanged by the proposed community college consolidation. As the senior

^[6] CGS 10a-1b https://www.cga.ct.gov/current/pub/chap_185.htm#sec_10a-1b

administrator for CSCU, he will supervise the new President of the College as he now does the college presidents.

To ensure a seamless transition to the new leadership structure, the BOR will facilitate a change management process and hold a BOR retreat to prepare members for their role in guiding the new College. The Human Resources Committee of the BOR meets on March 22, 2018, to continue their review of the expectations of the new leadership positions and the hiring protocols. The CSCU administration have been in conversation with the Aspen Institute to learn more about their research on effective community college leaders and will be making use of their expertise and tool kits to guide the drafting of job descriptions. Draft job descriptions and corresponding salary ranges will be developed by the CSCU administration and shared with CIHE-NEASC.

Governance of the College

President

The new College will have a Chief Executive Officer, with the title of President, in accordance with standard 3.11. The President will report directly to the CSCU System President and be appointed by the BOR.

The BOR will follow its current University and College Presidential Search Policy (BR#15-08) to select the new College President (see Appendix Q for BOR presidential search policy). The policy outlines the role of the Regents' Search Committee to establish the criteria and processes for the selection of the President. The Chair of the BOR determines the size of the Regents' Search Committee, appoints members and either chairs or appoints a BOR member to serve as the committee chair. The committee should be representative of the standing committees of the BOR and include at least one student Regent. In addition, the current policy calls for the establishment of an institutional level advisory committee for campus president positions. The Chair of the BOR determines the constituencies to be represented and the number of each who will serve.

Consideration is given to the following groups: faculty, professional employees, representatives from employees' unions, designees from the FAC and SAC, alumni and the campus foundation. Given that the College will have an impact on all 12 campuses rather than a single campus, revisions will be made to the advisory committee. President Ojakian has asked the FAC to review the current policy and make a recommendation on how to update for the College President search to ensure the broad representation called for in the BOR policy. Following CIHE approval of this proposed substantive change, a search firm will be used to conduct a national search for this position beginning as soon as approval from the Commission so that a new leader can be in place by December 2018.

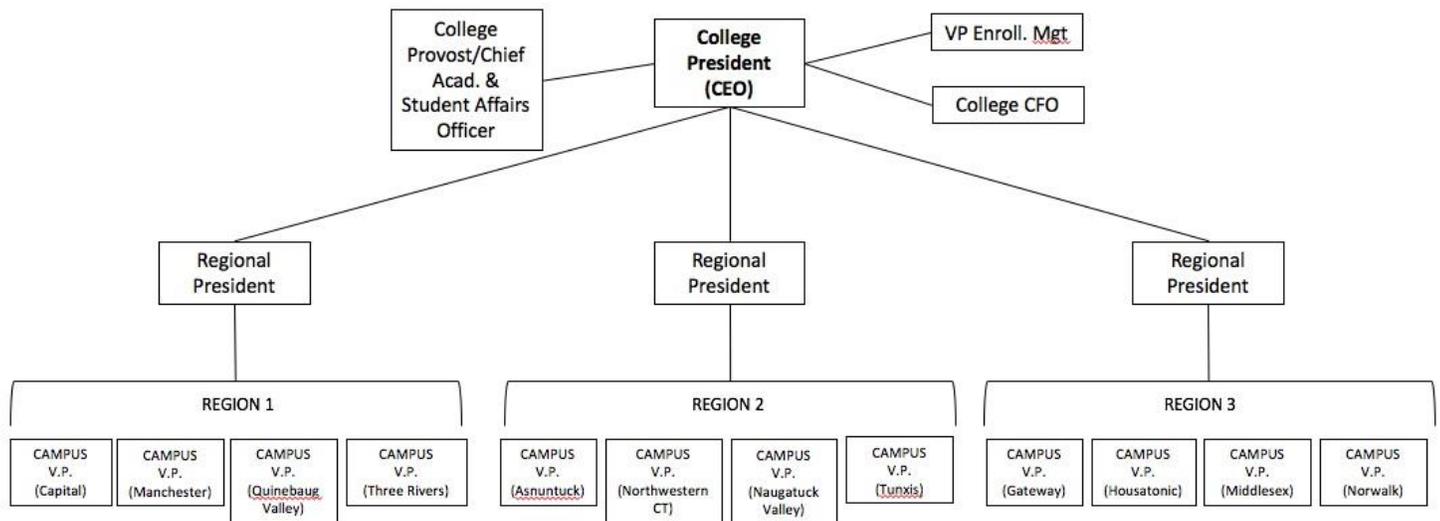
The individual appointed to lead this new College will play a critical role in the success of this institution through its formative years. The Board will engage in a thorough search process to attract and recruit a candidate of superior leadership skills.

President Ojikian has encouraged applications from qualified and capable candidates within the existing organization. Once the President has been selected, he or she will be responsible for assembling a senior leadership team, as described below. The College President will launch an open and competitive hiring process for the new leadership positions discussed below. With input from the Board of Regents, faculty, staff and student representatives and other community stakeholders, these appointments will be made by June 2019.

The President will have six senior direct reports, shown below in the diagram:

- College Provost/Vice President for Academic and Student Affairs
- College Chief Financial Officer
- three Regional Presidents
- Vice President for Enrollment Management

Proposed Leadership Structure



These direct reports comprise the College President's Cabinet providing leadership in academic and fiscal affairs, enrollment management and administration. They will be responsible for ensuring that the regions and local campuses have the guidance and support needed to reach the College's goals related to student success and fiscal sustainability. The College President, Provost, Chief Financial Officer and VP of Enrollment Management and their support staff will be housed together in a dedicated space for the College separate from CSCU System office. CSCU President Mark Ojakian is currently in discussions with the CSCU VP for Facilities and the state's Department of Administrative Services to identify office space. As a state agency, CSCU will avoid the cost of leasing by occupying state-owned office space.

With responsibility for four campuses, the Regional President will have office space on each campus and be expected to spend at least one day per week on average at each campus. Their support staff will be housed on one of the four campuses but be connected technologically to each of the campuses in the region.

Provost and Vice President

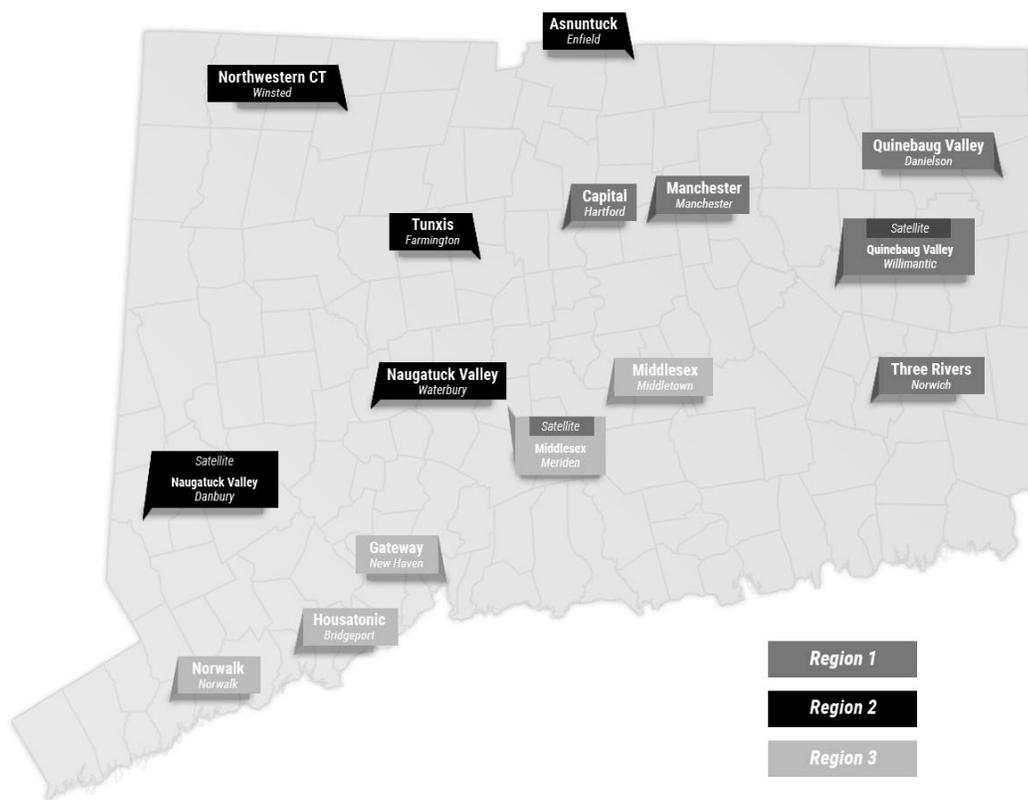
The Provost and Vice President for Academic and Student Affairs will serve as the chief academic officer for the College, in accordance with Standard 3.14. He or she will serve under the direction of the President and be responsible for all academic and student affairs of the new institution. The Provost will work closely with the College Senate on academic policies and curricular matters within the College. The Provost will also be required to work closely with the academic and student affairs deans across the 12 campuses, and will have hard line supervisory oversight of these deans. The campus deans will facilitate faculty input at the local level for the development of new courses and proposed academic programs, as well as hire and evaluate faculty.

Chief Financial Officer

As required by NEASC Standards, the new College will have a Chief Financial Officer (CFO), who will report directly to the President. The CFO will have overall fiscal responsibility for the institution and will ensure that regions and campuses utilize allocated resources in a responsible manner. The CFO will have three regional budget officers who will work closely with the respective Regional Presidents to develop and deploy budgets that ensure the campuses can operate effectively while finding economies of scale and other efficiencies. The CFO will also be responsible for accounting, accounts receivable and payable, grants administration, and other responsibilities as customary for this position. The CFO will provide the President with the information and reports to represent the institution before the BOR, the administration, the General Assembly, and accrediting bodies.

Regional President

To ensure collaboration, scaling of student success strategies and the strategic use of scarce resources, the College will be divided into three regions, each representing four campuses. Factors, such as proximity, student headcount, and complexity of programs and campuses, were considered to ensure balance among the regions. The following diagram shows the campus locations within the three regions, as well as the locations of three satellite campuses (Naugatuck Valley—Danbury Campus; Middlesex—Meriden satellite; Quinebaug—Willimantic campus). These satellites will continue to be operated by the parent campus. Partnerships are encouraged across regions as well as within, depending on program offerings, workforce needs, etc.



In consultation with the BOR and CSU President, the President of the College will conduct searches for three Regional Presidents to manage the campuses in each region.

The primary role of the Regional President will to guide the overall strategic direction of the region, developing and deploying the budget for the region, supervising Campus Vice Presidents (see below) including supporting their management of the local budget, and ensuring that the region aligns with the overall direction of the College. The Regional President will also support fundraising and networking in collaboration with the Campus Vice President to build relationships and secure resources for local campuses. The

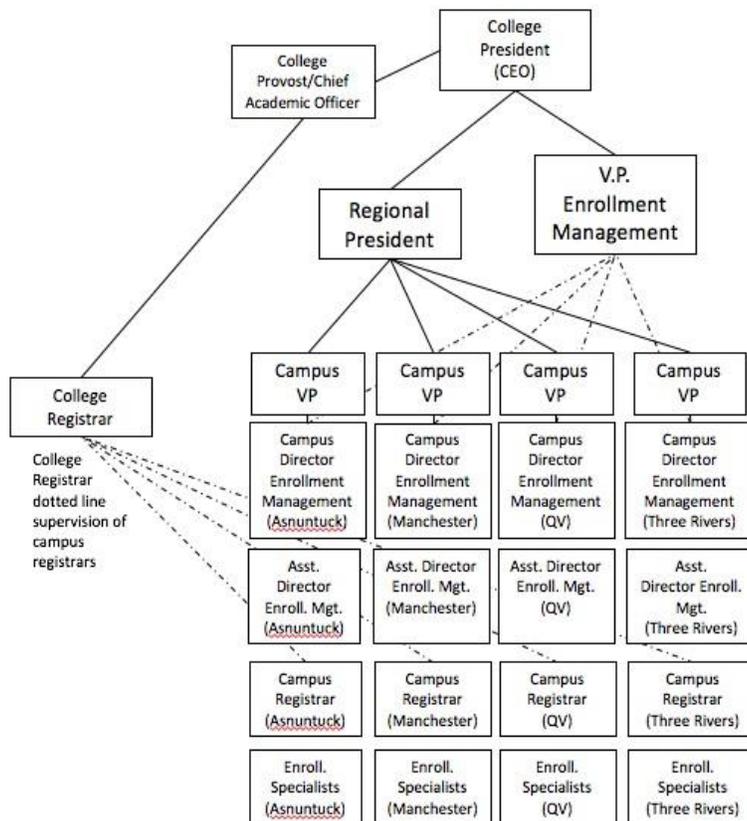
Regional President is accountable to ensure that all Board policies and all federal and state laws and regulations are observed. The colleges have a 50-year history of functioning independently, so it will be critical that the Regional President encourages collaboration and cooperation across campuses and helps to deploy resources efficiently and strategically to meet regional and local needs in support of teaching and learning.

Vice President for Enrollment Management

The Vice President for Enrollment Management reports to the College President. This position will provide leadership for all aspects of enrollment strategy and services. He or she will promote a student-centered strategic vision to ensure the College attains enrollment and retention goals. The VP for Enrollment Management will coordinate all enrollment activities across the three regions, through staff on each campus in financial aid, registrar, admissions and marketing departments. This position will have responsibility over institutional enrollment and financial aid, leveraging data, systems, economic studies, and partnerships to advance the College and its mission.

The example of an Enrollment Management Organizational structure for one region is shown below.

College Enrollment management STRUCTURE



VP Enrollment Management has dotted line supervision of campus directors of Enrollment Management

Example of REGIONAL ENROLLMENT MANAGEMENT STRUCTURE
Other two regions follow the same structure

The enrollment management staff located on each of the 12 campuses reports directly to a campus Director of Enrollment Management, who reports up to the CVP for day-to-day activities and supervision. However, all enrollment management strategy and procedures are coordinated through the Vice President for Enrollment Management via a dotted line relationship with each campus director. The College Registrar handles all registrar duties at the institutional/central office level working in close collaboration with the campus registrars located on each of the 12 campuses. Marketing will be centrally managed for the College by the Director of Marketing & Public Relations, under the Vice President of Enrollment Management, to ensure integrated strategies for recruitment and retention.

Campus Leadership

Campus Vice President

The Campus Vice President (CVP) reports to the Regional President and will be the chief administrator of the college campus and any associated satellite locations, ensuring that campus operations align with those of the College. He or she guides all academic and student affairs planning and supervises, through an executive team, all faculty and staff on that campus and approves all campus hiring decisions. The CVPs will work with the Regional President and their assigned regional budget officer to identify funding needs and manage the approved budget to use resources efficiently and effectively and in furtherance of the College's goals. In particular, the CVPs will support the work of their local campus foundation to identify funding needs and develop and support associated fundraising goals. The CVP plays the lead role in handling all external relations within the local community, including liaising with community foundations and serving on boards of local non-profits and the chamber. The CVP will coordinate these fundraising and networking opportunities with the Regional President whenever appropriate to maximize the benefit to the campuses and College.

This year we've had an opportunity to pilot the implementation of this position. When the president of Middlesex Community College departed in May 2017, President Ojikian asked Dr. Steve Minkler, the college's Dean of Academic Affairs, to serve as lead campus administrator. In so doing, Dr. Minkler has performed all of the functions described above for the CVP while simultaneously serving as Academic Dean. Based on the success of this model, we have made refinements to the role of the CVP, and President Ojikian plans to fill an imminent presidential departure with a similar position on an interim basis.

Campus Academic Leadership

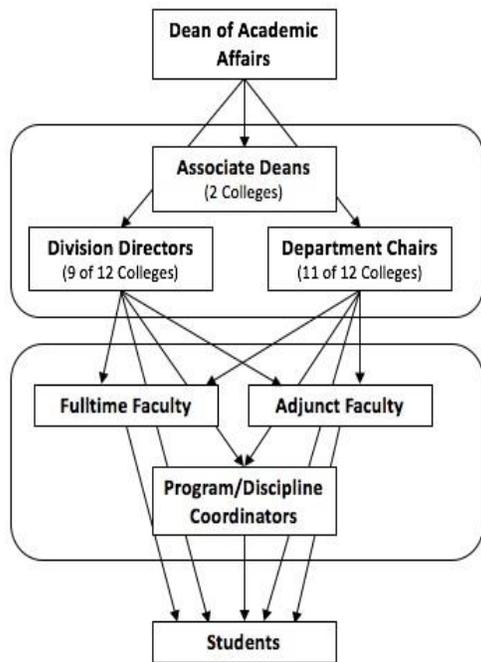
Consolidation will also establish a consistent structure for academic leadership at the campus level. Currently, the academic leadership structure varies considerably from one college to the next. Each of the colleges has a Dean of Academic Affairs (at two of the smaller campuses, a Dean of Academic and Student Affairs), who serves as the chief academic officer at the college. However, depending on the college, administrators who

report to the Dean include department chairs (11 of 12 colleges) and program coordinators (all 12 colleges); some have division directors (9 of 12 colleges), and some have Associate Deans of Academic Affairs (two of 12 colleges).

Division directors are unionized administrators who supervise full-time faculty and manage academic departments, often through a department chair structure. Division directors are permanent, full-time employees who work 35 hours per week on 12-month contracts. The division director oversees multiple academic departments and coordinates course scheduling and curriculum changes with the faculty. Frequently, division directors oversee allied health and nursing programs that require an administrative position appropriately credentialed to satisfy external accreditation requirements.

In contrast, the position of department chair is filled by a full-time faculty member, who is appointed annually by the college President and receives reassigned time from teaching, as defined in the collective bargaining agreement. Department chairs typically report to a division director at colleges that have them, or directly to the Dean of Academic Affairs. In the colleges without division directors, department chairs perform many of the functions of the director. Frequently belonging to the same collective bargaining unit as other faculty, the department chairs' and division directors' responsibility for evaluating their colleagues may complicate labor relations.

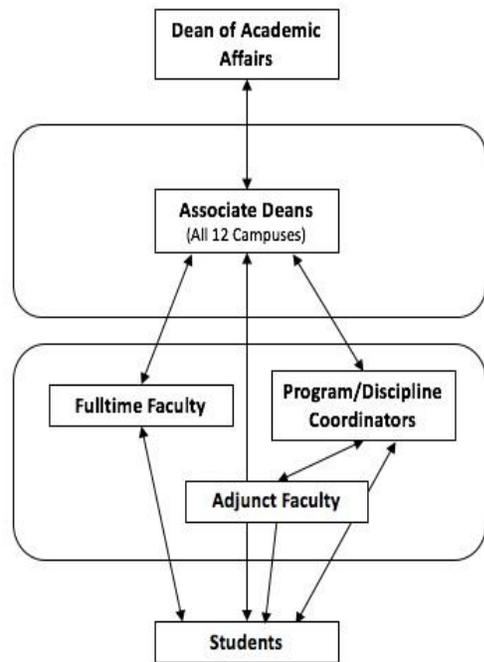
The new proposed structure is modeled after one that Middlesex Community College established in 2014, which is reflected in the diagram below. The diagram illustrates both the current and the future academic leadership structure at each of the 12 campuses



Multiple layers for Students to Navigate

CURRENT STRUCTURE

Inconsistent across 12 colleges



Simpler structure for Students to Navigate

FUTURE STRUCTURE

Consistent across 12 campuses

The new campus leadership structure will replace redundant and expensive layers of academic program management, which are confusing and inconsistent across the 12 campuses, with a consistent and streamlined structure that will improve student access to program administrators throughout the calendar year. The new structure will eliminate all division directors and department chairs and replace these positions and duties with associate deans, program coordinators (PCs) and academic discipline coordinators (ADCs). The PCs and ADCs will report up to the associate deans, as they to the Dean of Academic Affairs.

In the future College, the campus academic leadership structure will continue to have a lead academic officer of the campus, reporting to the Campus Vice President to oversee all academic operations at the campus. At large campuses (Gateway, Housatonic, Manchester, Naugatuck Valley and Norwalk) the size and complexity of programs requires both a Dean of Academic Affairs and a separate Dean of Student Affairs. Mid-sized campuses (Capital, Middlesex, Three Rivers and Tunxis) and small campuses (Asnuntuck, Quinebaug Valley and Northwestern) will have a combined Dean of Academic and Student Affairs. This combined position, which already exists at some of the campuses, is responsible for all academic and student affairs activities.

Each campus will also have Associate Deans, who will primarily be responsible for supervising full-time faculty, but who will also provide oversight for all academic programs in their assigned division, manage curriculum changes, oversee and coordinate course scheduling, and handle student issues referred from the PCs and ADCs. Working 40 hours per week on 12-month contracts, Associate Deans would provide more extensive, continuous service than in the current model. As management-level positions, Associate Deans would be attractive to those seeking upward mobility. Associate Deans will be required to be familiar with and have appropriate academic credentials for the disciplines within their respective divisions. Implementation of this new structure requires further analysis of fiscal and academic implications.

The responsibility for hiring and supervising adjunct faculty, scheduling courses, and handling lower-level administrative tasks in degree programs or specific disciplines will be assigned to PCs and ADCs. PCs and ADCs typically receive a single course release versus department chairs whose released time from teaching is based on the FTE number of full-time and part-time faculty supervised. PCs and ADCs are the primary advisors for students in their degree and certificate programs, supported by other full-time faculty in the programs.

Our analysis from the fall 2016 semester indicates that there are 27.4 FTE faculty positions dedicated to administrative reassigned time across the 12 colleges. That reassigned time removes some of our most talented faculty from the classroom, increasing our reliability on adjunct faculty to educate our students. By moving away from a department chair model to that of an associate dean model, those 27.4 FTE faculty positions will be back in the classroom teaching students. The proposed change in academic leadership structure also will not impact the availability of full-time faculty to advise students. In fact, it is expected that full-time faculty with fewer administrative duties will have more time to advise students.

The table below shows the current FTE academic leadership staffing among the 12 colleges versus the anticipated future state FTE academic leadership staffing for the College. Both current and anticipated counts include all relevant department chair, division director, and associate dean level positions, as of the AY '16-'17. FTE calculation for department chairs and program coordinators includes all pro-rated reassigned time, expressed as an FTE position.

Academic Department Leadership Staffing, Current vs Future State

Campus	Current FTE Dept Chair Staffing	Current FTE Division Director Staffing	Current FTE Program Coord. Staffing	Current FTE Associate Deans Staffing	Future State Dept Chair FTE	Future State Prog. Coord. FTE	Future State Assoc. Dean FTE
Asnuntuck	0.8	0.0	1.5	0	0.0	2.1	2.0
Capital	2.1	2.0	3.7	0	0.0	4.5	3.0
Gateway	2.8	1.0	7.1	0	0.0	8.3	4.0
Housatonic	2.0	0.0	0.9	1	0.0	4.1	4.0
Manchester	4.4	3.0	5.5	1	0.0	6.7	4.0
Middlesex	0.0	2.0	4.4	0	0.0	4.4	3.0
Naugatuck Valley	2.9	3.0	2.5	2	0.0	3.7	4.0
Northwestern CT	1.3	1.0	0.6	0	0.0	1.2	2.0
Norwalk	4.0	2.0	3.5	0	0.0	4.7	4.0
Quinebaug Valley	1.3	0.9	1.2	0	0.0	1.8	2.0
Three Rivers	2.9	1.0	3.3	0	0.0	4.1	3.0
Tunxis	2.9	0.0	2.2	0	0.0	3.0	3.0
	27.4	15.9	36.3	4.0	0.0	46.5	38.0
	Total 83.6 FTE				Total 84.5 FTE		

The chart shows that the FTE academic leadership staffing will remain relatively flat across the 12 campuses after the restructuring. However, the chart does not show the impact of hiring fewer adjuncts as a result of department chairs teaching full time. Department chair released time will be phased out and the administrative duties will then be assumed by existing program coordinators, who already manage this role across all 12 colleges, plus we will be adding an additional 10.2 FTE academic discipline coordinators, to be hired across the 12 campuses from among the full-time faculty to supervise the part-time discipline faculty and schedule courses.

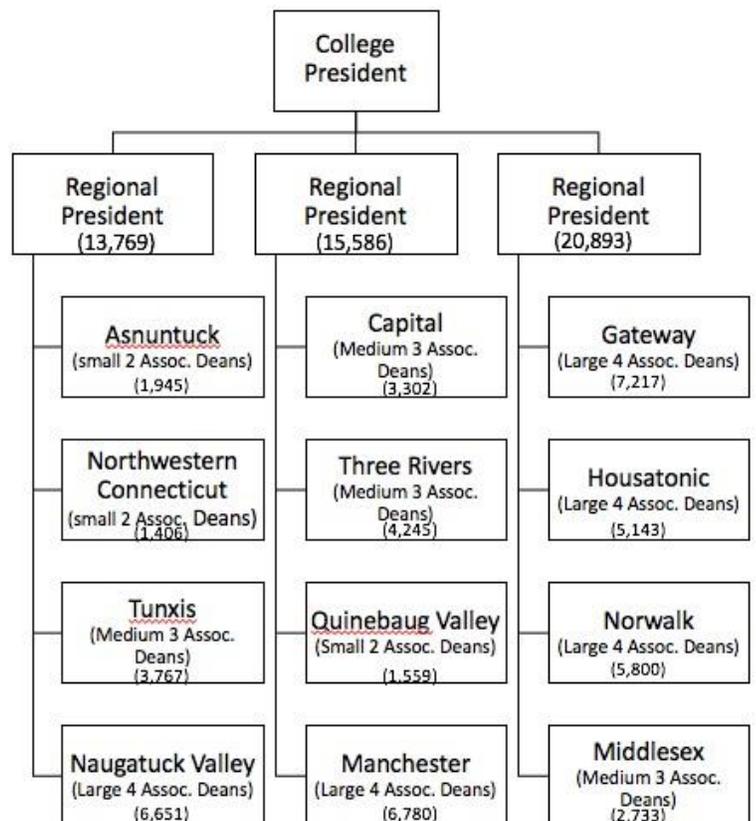
The 27.4 FTE released time given to department chairs will revert back to classroom teaching, thereby increasing the number of full-time faculty teaching among the

campuses. The 27.4 FTE full-time faculty equates to 822.0 credit hours per academic year, equivalent to 274 three-credit course sections per year. At approximately \$5,000 per adjunct per course, that amounts to \$1.4 million in potential savings.

Beginning in the 2019-2020 academic year, searches will be conducted to fill the Associate Dean positions where needed, with department chairs continuing in their existing role until such positions are filled. Department chair positions are yearly, appointed positions, therefore these can be modified or eliminated at the end of their appointments. Once searches are complete, likely by July 1st, 2020, the department chair roles will be eliminated and replaced with the coordinators supervising and hiring adjunct faculty and scheduling courses.

The number of Associate Deans will be dependent on the size of the campus: four Associate Deans for large campuses (over 2,500 student FTE, Gateway, Housatonic, Manchester, Naugatuck Valley and Norwalk), three for medium-sized campuses (1,000-2,500 student FTE, Capital, Middlesex, Three Rivers and Tunxis), and two for small campuses (under 1,000 student FTE, Asnuntuck, Northwestern and Quinebaug Valley). The new structure is reflected in the diagram below.

Community College of CT Regional Structure



- Regions were identified based on:
- Proximity
 - Fall '16 Student Headcount
 - As even in Student Headcount as possible

50,548 Total Fall 2016 Student Headcount

Shared Governance

Planning, implementation, and assessment of academic programs are accomplished through a shared governance process. Programs and curricular changes are initiated by faculty at the department level based on documented needs and best practices in the field. Faculty are involved at all levels of academic oversight. The faculty ensure curricular quality at the departmental level and assess student learning. Proposals are processed through the appropriate department, curriculum committee and the College Senate for approval. New programs and program modification require BOR approval.

In accordance with existing CSCU policy, shared governance with faculty and staff will be integral to the operations of the new College. All institutions describe the Senate as the formal voice for faculty. The composition of the Senate differs across the 12 institutions. The community colleges have a long history of sharing governance jointly with faculty and professional staff at the campus level, and this will continue. Currently, three out of 12 community colleges have a Faculty Senate; all others have Senates composed of faculty and professional staff. A new model for participatory governance will be established, with faculty and professional staff representation from each campus, and an alternate member also elected by the campus governance body. The ASA Consolidation Committee will work with the BOR's FAC to develop a process to establish such a body and ensure that representation continues over time. The 12 Senate Presidents have been asked to work collaboratively with the ASA Consolidation Committee and the FAC to move forward a proposal to establish the College Senate. The 12 Senate Presidents will meet in March 2018 to formalize the process to establish the College Senate.

The College Senate will oversee curricular matters and have an advisory role on academic policies. The College Senate will form committees, notably a Curriculum Committee, also made up of elected representatives from all 12 campuses, that will review proposals as they are brought forward from disciplinary teams or from local campuses. The reviewed proposals will then move to the full College Senate for endorsement and elevation to the institutional provost for review, and then ultimately up to the ASA Committee of the BOR, and the full BOR.

The Student Advisory Committee (SAC) will begin a discussion on a statewide student governance structure at the March 23, 2018 SAC meeting. The ASA Consolidation Committee Co-Chairs, the Executive Director of the Student Success Center, the Community College SAC representatives, and other relevant parties as appropriate will help coordinate a gathering of student leaders as determined by the SAC in spring 2018 to build upon the initial discussion and draft a plan. We anticipate that this plan would be reviewed by each community college Student Government Association for feedback in fall 2018, with approval by those senates and SAC in spring 2019.

Effectiveness of Structure and Governance

Measures for gauging the effectiveness of the new College structure and its system of governance will be fully integrated within the operation of the College. Annual personnel evaluations of College administrators, including President, Provost, Chief Financial Officer, Regional Presidents, and Campus Vice Presidents, will explicitly focus on the effectiveness of the new organizational structure and incorporate recommendations for improvements. As stated earlier, the Board of Regents will be monitoring progress closely through its committees of cognizance and regular reports at their meetings throughout the implementation process.

The CSCU Office of Research and System Effectiveness and the BOR Academic and Student Affairs Committee will also track metrics keyed to goals of the new structure, which includes the Critical Success Factors of retention, graduation, and gainful employment, as well as increases in the number of students attending more than one campus and its impact on degree completion. The CSCU Chief Financial Officer and the BOR Finance Committee will also closely monitor the impact of the new organizational structure to determine where projected savings have been achieved and where additional savings may be realized.

In accordance with standard 3.18, the College will manage centrally all relationships with external partners who provide support services for students or academic services. The College will establish policies, in collaboration with CSCU leadership, develop contracts and memoranda with such external partners, and review these agreements periodically to ensure that they meet the needs of the institution as well as the standards of the Commission. This includes agreements for sharing of academic space at remote sites, agreements with high schools in the delivery of dual enrollment courses and credentialing of high school teachers who teach dual enrollment courses for the community college, as well as partnerships with community organizations in delivering developmental education programs. Since each college now manages its own external partnerships, a comprehensive review and inventory will be needed to determine the extent and scope of those partnerships.

V. ACADEMIC PROGRAM (Standard Four)

Overview of Academic Programs

The CCC currently offer over 760 academic degree and certificate programs in a range of disciplines including allied health and nursing, business, computer science, engineering technology, liberal arts and sciences, and human/public service. A minimum of 60 credit hours and a maximum of 68 credit hours are required in an approved program for an associate degree. The CCC currently offer 22 “CSCU Pathway Transfer Associate in Arts Degrees” in different fields, which provide students direct transfer with “junior year status” to the four Connecticut State Universities and Charter Oak State College. (A complete listing of academic degree and certificate programs can be found in Appendix R.) Colleges regularly add and terminate programs, following established BOR policies.

In addition to the credit-level associate degrees and certificate programs, the community colleges currently offer over 470 “non-credit” certificates. Non-credit programs offered through the Continuing Education departments at each college provide professional development, career training, and specialized technical training. “Completion” and “Proficiency Certificates” are offered to students in numerous areas including administrative services, business, banking, computer science, health/medical, hospitality management, legal assistance, manufacturing, real estate, technology and more. (A listing of current non-credit programs is included in Appendix S.)

While there are currently 760 certificate and degree programs, many of these are duplicated and very similar in nature. For instance, Criminal Justice A.S. degrees are offered at nine institutions in the system, an A.S. in Criminal Justice-Corrections at one, an A.S. in Criminal Justice: Corrections Option at another, and other similar variances. In this example, 18 different versions of Criminal Justice degrees or options can be consolidated into one general degree with seven differentiated options. Based upon this model, 434 degree programs may be consolidated into approximately 225-250 degree programs, including various degree options. The number will vary based upon the uniqueness of a college program and may fluctuate based upon industry need and faculty specialization.

Faculty-driven Curriculum Alignment and Consolidation of Academic Programs

The ASA Consolidation Committee has been charged with working out the details of consolidating academic and student affairs on the 12 campuses. Specifically, the committee will provide guidance on the alignment of academic programs, assessment, policies, procedures, institutional data, web sites, catalogs and other relevant issues to campus constituents. Faculty, professional staff, and students make up the ASA Consolidation Committee. The ASA Consolidation Committee recognizes campuses have a vested interest in the process to establish a new College and to ensure high-quality academic programs; participation of each campus is essential for the success of *Students First*.

The ASA Consolidation Committee will review all currently offered degree programs. The review will be comprehensive, beginning with a focus on standardizing prerequisite requirements and the general education core. There will be broad input from all affected stakeholders: students, staff, faculty, and community partners.

To guide the consolidation process, programs will be classified either as “common,” which requires that they share a common curriculum and program requirements wherever they are offered; “differentiated,” which allows for up to 15 credits of variation for specialized options; or “unique,” which indicates that the program is offered at a single campus.

The curriculum alignment and modification process will be carried out by faculty disciplinary and programmatic curriculum review committees with membership from all 12 campuses. The committees will review existing varied curricula and make recommendations to the ASA Consolidation Committee for a single degree program, set of approved courses, prerequisites, and common learning outcomes.

In spring 2018, disciplinary faculty workgroups will begin the process of consolidating academic programs. There will be one faculty workgroup per discipline/program area. Program outcomes, as stated in the 12 current college-specific catalogs, will be reviewed for consistency with the College’s revised mission and goals and information posted widely for students. Only courses that lead to student learning outcomes for a program will be included in a consolidated program.

Many of the disciplinary faculty workgroups exist already. Twenty-five faculty workgroups have already worked on the Transfer Articulation Pathways from the 12 community colleges to the Connecticut State Universities. (Appendix T summarizes how disciplinary faculty workgroups developed the Transfer Articulation Pathways.) The consolidation of academic programs will replicate the model adopted and refined for meeting the goals of the Board of Regents’ Transfer and Articulation Policy (TAP). As it is currently set up, the TAP model has five replicable components.

- **Workgroups** composed of faculty members from each campus; they are focused on a specific task requiring their disciplinary expertise and their knowledge of the individual campuses.
- **A Review Committee** composed of faculty members from each campus; they are focused on the more global task, and their work requires expertise in the larger issue (such as curriculum, transfer and articulation, general education, assessment, or pedagogy); the Committee’s charge is to interpret the larger policy goals of the system, to develop methods for implementing them, and to review the outcomes of the workgroups to ensure readiness for the system-wide approval process. The Faculty Implementation and Review Committee (FIRC) is the faculty group with general oversight of the Transfer Pathways and responsible for reviewing and approving compliance within each pathway. FIRC will serve as an advisory group to help develop a common general education core for the new institution, based on the existing transfer core competencies that all 12 colleges currently have.

- **Co-Managers**, a faculty member from a Connecticut State University and one from a community college; they facilitate the workgroups by coordinating meetings, providing information, suggesting processes, gathering input from all managerial and faculty constituencies, maintaining a timeline, and overseeing the implementation.
- **Coordinating Council**, a group of faculty, staff and administrators that creates the overarching implementation plan, monitors its success, adjusts the plan as needed, resolves issues of process, and makes recommendations to BOR executive staff for major changes. This group is responsible for adjudicating any disagreements within pathways workgroups.
- **The Process for Curriculum Approval**, which follows a modified version of existing campus and system protocols and honors both faculty governance and TAP; TAP requires that each pathway be common to all community college campuses that offer a program. The TAP process allows for full input from faculty and from all campuses, but does not allow single campuses to decide whether or not it will implement a pathway. The approval process follows five steps:
 1. Faculty workgroups meet and develop a pathway.
 2. The pathway is reviewed by the Framework and Implementation Review Committee for adherence to policy requirements.
 3. The pathway then proceeds to the campuses for curriculum review and endorsement vote and written feedback. This vote is a significant modification of standard curriculum processes on the campuses, since it does not allow for individual campuses to vote against approval and adoption of each program.
 4. Once the campuses have reported the results of their governance processes, the pathway goes to the Board of Regents for final approval. The Board of Regents considers the final tally of endorsement votes as well as any specific feedback submitted by the campuses.
 5. Once a pathway is approved by the Board of Regents, it then becomes part of the curriculum at each college and university that offers the program, regardless of whether any of those campuses voted against endorsement.

In cases where the FIRC in consultation with the Co-Managers determines that a vote tally or feedback from one or more campuses justifies it, the pathway is returned to the work group instead of being forwarded to the BOR, in order to address concerns raised in the second and third steps of the approval process. Any unresolved issues are adjudicated by the Coordinating Council.

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

During implementation, the curriculum for the single College will be designed through a similar process. The ASA Consolidation Committee will develop policies and parameters

for curriculum consolidation. Faculty workgroups will develop the consolidated curriculum, which will then be reviewed for adherence to policies and parameters by a subgroup of the ASA Consolidation Committee with representation from each campus. Following that review, campuses will follow the TAP model of voting on endorsement. After receiving vote tallies and feedback from the campuses, the ASA Consolidation Committee will bring the consolidated programs to the Board of Regents for approval. The College Consolidation Implementation Committee will adjudicate any disagreement within faculty workgroups.

The co-chairs of the ASA Consolidation Committee have developed a timeline for completing the program design, which began during the spring 2018 semester. (The timeline for academic program consolidation is presented in Appendix U.) The initial work will focus on the General Education core, the 22 TAP majors, the Nursing A.S. degree, the College of Technology programs, and the A.A.S degree programs. These areas all have some degree of commonality and can be completed in a shorter timeframe. A workgroup of the ASA Consolidation Committee will develop parameters for the coherent program design that can then be used by disciplinary faculty workgroups moving forward. As there are no plans for faculty to work during the summer, consolidation efforts focused on the larger programs, such as Criminal Justice, Business Administration, etc., will begin in fall 2018. This will require substantial faculty involvement that can be achieved by utilizing contractual Additional Responsibility (AR) time for the 2018-19 academic year, which was used successfully in developing the Transfer Articulation Pathways. Faculty Disciplinary Review teams will be established for four rounds of program consolidation. Teams that have already been formed to do TAP program development and review will be utilized to begin this process in the fall of 2018. We present below the implementation plan for academic program consolidation and alignment.

Program Consolidation Schedule for One College

Proposed Round One Program Consolidation—fall 2018

TAP areas utilizing existing workgroup membership
Art*
Biology
Business*
Chemistry
Communication*
Computer Science*/ Computer Information Systems
Criminology* /Criminal Justice
ECTC* /Early Childhood
English
Exercise Science *
History

Mathematics
Physics
Political Science
Psychology
Social Work */ Human Services
Sociology
Theatre *

Proposed Round Two Program Consolidation—spring 2019

Culinary Arts/Food Service Management/Hotel Motel Tourism
Digital Arts/Multimedia/Web Design
Drug and Alcohol Recovery Counselor
Foreign Language TAP programs
General Studies
Liberal Arts and Science
Medical Assisting/Registered Medical Assistant
Music Studies
Therapeutic Recreation
Veterinary Technology

Proposed Round Three Program Consolidation—early fall 2019

Aviation Science/Maintenance Technology
Administrative /Executive/Legal Assistant
Business Office Technology (Medical, Legal)
Construction Management / Technology
Environmental Science
Fire Technology/Administration
Health Information Management
Paralegal
Paramedic Studies
Physical Therapy Assistant
Radiologic Technology/Radiography/Radiation Therapy
Respiratory Care
Surgical Technology

Proposed Round Four Program Consolidation—mid-fall 2019

Architectural Engineering Technology
Advanced Manufacturing Technology Programs (multiple)
Engineering Technology
Entrepreneurship/Small Business
Finance/Banking
Mobile Application Development / Programming
Pathways to Teaching Careers

Photography
Technology Studies (multiple)

*designates TAP transfer degrees and related Career Programs

The Co-chairs of the ASA Consolidation Committee will coordinate and facilitate communication across all 12 campuses. Aligned degree programs will be reviewed by a newly created College Senate, the College Provost, CSCU Academic Council, and the BOR's ASA Committee.

Additional working groups of the ASA Consolidation Committee will work with the placement test council, PA 12-40 Advisory Committee, and faculty workgroups to standardize placement scores and prerequisite requirements. As the disciplinary faculty workgroups focus on aligning curricula, members of the Choice Architecture Subgroup of the Guided Pathways Task Force will begin developing the pathways framework for students. The Subgroup is initially charged with developing meta-majors to guide students in their choice of a major. The Subgroup will also work with faculty in designing a common First-year Experience for students, program mapping, and course sequencing.

Programs with Specialized Accreditation

Each of the 12 campuses currently offers degree programs with specialized accreditation. A total of 54 academic programs currently offered by the community colleges are accredited by 17 organizations. The accredited programs include 52 degree programs and two certificates. One degree program is accredited by two organizations. Seven of the programs are singularly accredited. Ten other accrediting organizations have granted their accreditation status to 47 community college programs. The most common program is Early Childhood Education, which is offered by each of the 12 community colleges. Likewise, six campuses offer separately accredited nursing programs with an identical curriculum.

Fifteen of the accrediting organizations have responded to our inquiries about the impact of the proposed community college consolidation on their accreditation. These 15 organizations have accredited 51 of the 54 community college programs with special accreditation. Assuming no unfavorable changes in the programs' faculties, curriculum, facilities, and resources, the responding organizations foresee no impact on the programs' accreditation status. Most of the respondents require an official notification through a report or substantive change document with assurance of no adverse programmatic changes. Such notifications will be filed before or shortly after the consolidation. Four of the organizations noted that their accreditation will be contingent upon regional accreditation of the consolidated College. (Appendix V includes a summary of accrediting agencies' responses and copies of their correspondence.)

Accredited programs will go through the same alignment process as programs with a common, or relatively common, curriculum, and then seek to move the 12 separate

accreditations to a single accreditation. The faculty disciplinary groups whose programs have specialized accreditation will work with the accrediting body to move to a single accreditation as soon as can reasonably be accommodated. (Appendix W lists all of the specialized accredited programs offered by the 12 community colleges.)

General Education

CSCU's Transfer and Articulation Policy (TAP) currently includes a 30-credit General Education component that is required for all designated TAP transfer degrees. These transfer degree programs are substantially aligned across the 12 community colleges. The 30 credits of General Education share 24 credits in common across the colleges with an additional college-specific six credits of requirements. For non-TAP degree programs, colleges require as few as 21 credits and, in one case, as many as 30 credits of general education in their programs. These requirements are not aligned across the 12 colleges and are not always clearly aligned with the 30 credits required for designated TAP transfer degrees.

A goal of the consolidation is the development of 21-24 credits of General Education requirements for all programs for the single College that faculty will need to develop and approve. Faculty will determine how these General Education requirements align with the 30 credits required for all designated TAP transfer degree programs. Finally, faculty will determine alignment of the six of 30 credits required of designated TAP transfer degrees that currently differ among the colleges.

In 2012, a faculty group with representation from all 17 CSCU institutions developed the 30-credits of General Education for designated TAP transfer degree programs. This process is the basis for developing General Education for the College. In the case of consolidation of General Education, only the community colleges will be represented. A General Education working subgroup of the ASA Consolidation Committee is working with one elected colleague from each of the community colleges to develop the General Education requirements for the College during spring 2018. Those requirements will be reviewed by all colleges and then presented to the BOR for approval in fall 2019.

Dual Enrollment Programs

With the implementation of the NEASC Policy on Dual Enrollment Programs approved in March 2014 by the Commission, CSCU, on behalf of the BOR, submitted a plan to the Commission on August 22, 2014, outlining its commitment and adherence to the new policy. The accompanying cover letter, signed by all 12 CCC presidents, committed the system "...to aligning our programs with NEASC standards such that each college will 'guarantee that the institution selects, supervises and evaluates' all dual enrollment instructors by the fall of 2015." The Commission approved the "2014-15 Faculty Standards Phase-in for CT Community College Dual Enrollment Programs" (the Plan).

All 12 community colleges have some form of a Dual Enrollment program. Those 12 colleges have followed the Policy guidelines. Some smaller programs partner with only two or three high schools, whereas larger ones partner with 10-17 schools, but all “...select, supervise and evaluate...” and provide professional development opportunities for the high school faculty. There is currently a mixture of how the programs are funded, supervised, and evaluated. Some programs are funded by Perkins money, some by grants, others are college funded.

Currently, college officials review the high school faculty for appropriate credentials and experience and certify them to teach college-level courses. College faculty provide oversight and classroom evaluations of high school teachers to ensure that learning outcomes and the level of proficiency are appropriate for a college-level course. College faculty also provide high school teachers with ongoing, college-based professional development workshops that are directly related to the content, pedagogy and assessment of the new college courses they teach. In the new College dual enrollment programs will be administered in this same way at the local campus.

Dual enrollment programs in the College will all conform to common College-wide policies, standards, and practices that adhere to the NEASC Policy on Dual Enrollment Programs. Oversight will be provided by the academic deans, and the CSCU System Office. Since 1998, the Director of Educational Opportunity at the System Office has worked closely with academic deans to collect data, share funding opportunities, and respond to dual enrollment concerns; he will continue to perform these functions following consolidation.

Common Course Numbering System

In 2003, the community colleges adopted a common course numbering system that continues today. Courses that have 80 percent consonance of content carry the same designator, number, title, and number of credits. Faculty in the disciplines determine what courses are common. In some cases, commonality is defined in terms of content; in others, in terms of outcomes.

Although the community colleges have a common course numbering system, a course with the same title may have different prerequisites and learning outcomes, and often cover different topics, from one college to the next. This often presents problems for students who are intent on transferring courses between campuses.

One of the charges for the disciplinary faculty workgroups will be to review course prerequisites, course learning outcomes, and common content to ensure an appropriate level of consistency among commonly numbered courses in the new College. Modifications proposed by the disciplinary faculty workgroups will be subject to review and approval by the College Senate’s Curriculum Committee, College Senate, College Provost, the CSCU Academic Council, the BOR’s Academic and Student Affairs

Committee, and finally the entire BOR. The College will compile a single catalog listing all courses and programs.

Grading Policies and Procedures

The 12 community colleges have a common grading system (see Appendix X). The BOR has also established common policies for the community colleges concerning Satisfactory Academic Progress (Appendix Y) for financial aid and Academic Honors (Appendix Z). These policies will remain in effect for the consolidated College.

As part of the consolidation, the ASA Consolidation Committee will review practices at the 12 campuses to ensure that grading policies are being consistently implemented.

Academic Support Staffing

The chart below shows a side-by-side comparison of the current academic affairs support staff by campus and the future consolidated institution. The chart includes full-time equivalent staff positions and salary plus fringe benefit costs for both. The right column shows the difference between the current and consolidated state for both FTE and salary/fringe benefits.

Academic Affairs Support Staffing, Current vs Future State

Campus	Current		Future		Delta FTE	Delta Salary+FB
	FTE	Salary+FB	FTE	Salary+FB		
Asnuntuck	53.1	\$5,285,127.73	51	\$5,005,964.60	-2	(\$279,163.13)
Capital	45.5	\$5,235,160.70	45	\$4,975,297.53	-1	(\$259,863.17)
Gateway	69.7	\$6,156,014.74	70	\$6,156,014.74	0	\$-
Housatonic	49.7	\$4,596,443.11	50	\$4,596,443.11	0	\$-
Manchester	56.1	\$5,788,404.08	56	\$5,788,404.08	0	\$-
Middlesex	29.9	\$3,567,897.55	29	\$3,427,824.51	-1	(\$140,073.04)
Norwalk	65.1	\$6,861,937.80	65	\$6,861,937.80	0	\$-
Naugatuck Valley	76.2	\$7,253,397.82	76	\$7,253,397.82	0	\$-
Northwestern	23.1	\$2,917,004.65	23	\$2,917,004.65	0	\$-
Quinebaug Valley	19.1	\$2,132,046.29	19	\$2,132,046.29	0.3	\$-
Three Rivers	23.9	\$2,347,864.40	23	\$2,135,060.53	-1	(\$212,803.87)
Tunxis	33.8	\$3,972,248.18	28	\$3,265,296.79	-6.26	(\$706,951.39)
Institution/Central Office	N/A	N/A	3	\$551,250.00	3	\$551,250.00
Total	545.1	\$56,113,547.05	537.1	\$55,065,942.45		(\$1,047,604.60)

This table represents academic support staffing in Academic Affairs, as well as in Advanced Manufacturing, Continuing Education, and the Naugatuck Valley Community College (NVCC) Danbury campus, which represent separate line items in the Table. The

slight reductions in staffing (less than 2%) reflect savings from shared positions between Tunxis and Asnuntuck and reductions in Continuing Education due to consolidated services.

The types of positions in Academic Affairs Support include Deans of Academic Affairs (and their assistant deans, administrative support, staffs, etc.), Lab Coordinators, Lab Aids, Computer Lab Specialists, Writing Center Coordinator, Math Lab Director, Tutors and Tutorial Liaisons, Librarians, Advisors (some are by discipline, like Nurse Advisor), Student Success Coordinators (some schools have these positions listed under Student Affairs), Title IV Coordinators, Program Coordinators, Child Development Directors, Division & Department Chairs, Educational Media Technicians, School Readiness Directors, Directors of Distance Learning, Manufacturing Outreach Coordinators, and Career Specialists/Advisors. This category does not include faculty.

The three academic support positions included in the new leadership structure are shown in the bottom row as “Institution/Central Office.” These positions include the new Provost and Vice President for Academic and Student Affairs, the new position of College Registrar, and administrative support for the Provost.

Assurance of Academic Quality

The College is committed to evaluating the quality, integrity and effectiveness of its academic programs through multiple forms of assessment. These include and will continue to include both formal and informal program reviews, institutionalization of the learning/program outcomes, continuous institutional assessment of all outcomes, and program-specific accreditation.

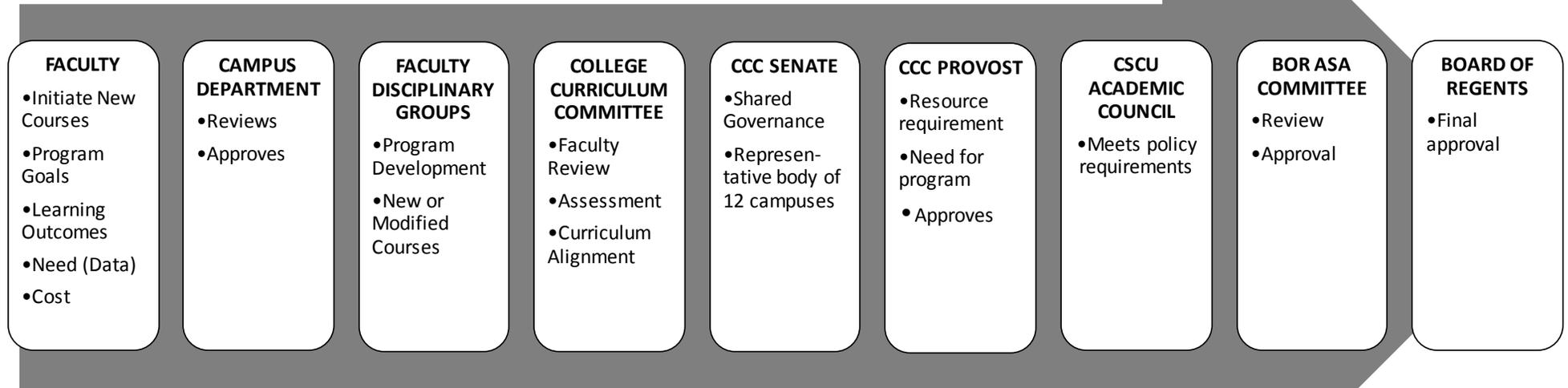
The BOR regulates the structure and content of degrees. All degrees are in a recognized field of study and must include a general education component comprising at least one-third of the 60-degree credits. Courses in the major and related areas constitute the remainder of credits. The BOR Policy to Normalize Credit Hours for Associate and Baccalaureate Degree Programs requires all institutions to develop and implement a review process for each Associate and Baccalaureate degree program with the goal of normalizing the number of credits at 60 and 120 credit hours, respectively. The policy mandates a communication plan to inform students of the consequences of taking credits beyond those required for graduation. The Policy to Normalize Credit Hours for Associate and Baccalaureate Degree Programs was approved by the BOR October 16, 2014 and became effective fall 2017. (The BOR Normalization Policy is found in Appendix AA.)

The credit hour is the basic unit of the curricula and is defined as one hour of faculty-directed classwork with the expectation of a minimum of two hours of out-of-class study over an approximately 15-week semester per hour of credit. Students are informed to expect to spend an equivalent amount of work as required for other academic activities established by the institution, including labs, internships, practica, studio work, and other non-classroom based academic activities leading to the award of credit hours. This will not change in the College. Currently, college-based curriculum committees review

course proposals for appropriateness of credits. Evidence of adherence to the credit hour rule is provided in all course proposals that explicitly identify the number of credit hours, number of class hours per week, and the number of laboratory hours per week. In the College, a process will be developed to assure that curricula continue to be reviewed and vetted to maintain the integrity of the credit hour.

In the new College, the development of courses, programs, or certificates will remain the responsibility of the faculty, who will consider feedback from academic program reviews, advisory boards, employers, and community members. In consultation with existing colleges' Senate leads, existing curriculum committee chairs, and the ASA Consolidation Committee, a subcommittee of the FAC has proposed a curriculum review process. Campus faculty initiate curriculum changes, which is subject to review and approval by the academic department, disciplinary faculty workgroups, College Senate Curriculum Committee, the College Senate, and the College Provost, culminating through several more steps with final approval by the BOR. A flowchart of this Curriculum Approval Process follows.

College Curriculum Approval Process:



NEASC Standards 3.14, 3.15 & 4.5

- Responsibility for the quality of academic program lies with the CAO/Provost
- Responsibility for content & quality of curriculum lies with the Faculty

Any degrees, stand-alone certificates, and program modifications that are considered substantive changes (15 credits or more) will continue to be approved by the BOR.

The BOR currently approves degree programs through a comprehensive process that includes data on program needs, learning outcomes (both general education and programmatic), and employment opportunities for graduates. This review process will continue in the College. Following approval, programs will be administered by the appropriate campus-based faculty in accordance with College and BOR policies.

The Provost/Vice President for Academic & Student Affairs will have responsibility over all institutional level academic programs and policies and provide assurance of academic integrity and quality, in accordance with commission standard 3.14 and standard 4.5. The Provost will also work closely with all 12 campus deans of academic affairs/academic and student affairs (depending on campus size), and have dotted-line supervisory oversight of the deans, related to institutional level academic issues. This supervisory role of the campus deans will be shared with the respective CVP. Similarly, the Provost will have dotted-line supervisory oversight with the Deans of Student Affairs, in cooperation with the CVP.

At the campus level, academic programs will be managed by faculty and administrative staff. The CVP will have overall responsibility, but day-to-day responsibility for the administration of all academic programs and courses will rest with the dean. The Dean of Academic Affairs/Dean of Academic and Student Affairs will remain responsible for academic integrity and assure the quality of academic programs on each campus. Program review is required per BOR policy every seven years. Advisory boards review curricula, serve as resource for labor market trends, offer recommendations for improvement of facilities and resources, act as liaisons for workplace experiences/internships/practicum, and provide input for program review. There is no expectation that this will change.

The Provost will also ensure that all BOR guidelines relating to institutional academic quality are followed and that programs are reviewed in accordance with these policies at all campuses that offer those programs. (See Appendix BB for the BOR Guidelines on Academic Program Review [APR]). Program review will be coordinated at the institutional level by the Provost, working through the campus deans. The review process will gather all program data at both the institutional and local campus level, supported by the Institutional Research department, and be reviewed by an institutional program review committee of faculty (typically program coordinators from each campus).

The ASA Consolidation Committee will establish a system of institutional academic program review and faculty review committees across all of the consolidated degree programs, in accordance with BOR program review policies. These program reviews will be done on a statewide basis for a common program offered at multiple campuses, led by faculty disciplinary review groups. Differentiated and unique programs will be reviewed

primarily at the campus level, but will need to have statewide input from the disciplinary review groups. All program reviews will be led and processed through the College Provost's office, but will be shared with the Academic Deans at each campus.

Per BOR policy, program review is required every seven years. Advisory boards review curricula, serve as resource for labor market trends, offer recommendations for improvement of facilities and resources, act as liaisons for workplace experiences/internships/practicum, and provide input for program review. There is no expectation that this will change.

The College's principal evaluation will focus on the quality, integrity, and effectiveness of its many programs. The College will evaluate that effectiveness through planning, periodic review, resource allocation, implementation, and systematic assessment for the improvement of academic offerings and student learning and standards set by NEASC. The specific metrics to demonstrate effective and on-going program assessment will be determined by disciplinary faculty workgroups in consultation with the Office of Research and System Effectiveness.

VI. STUDENTS (Standard Five)

Based on current trends, the College will enroll approximately 52,000 students in credit-bearing programs, and 30,000 students in non-credit programs. Approximately six out of ten students will be of traditional college age, while the remaining 40 percent will be non-traditional in terms of age. The majority, approximately 56 percent to 59 percent, are likely to be female. When compared to the ethnic distribution of the entire state of Connecticut, the student population of the new College will be disproportionately minority and/or multi-racial (about 47%).

The fall 2017 community college enrollment indicates that two groups grew in both absolute numbers and percentage of the student population. Those two groups were Hispanic/Latino students and students that reported being of two or more races. In fact, Hispanic/Latino students represent 26.4 percent of the student population. This level of Hispanic/Latino representation will qualify the new College for Hispanic Serving Institution (HSI) status, a federal program designed to assist colleges or universities in the United States that attempt to assist first generation, low income Hispanic students. Currently, only Hispanic students at three of Connecticut's community colleges are eligible for Title V support for HSI institutions (Housatonic, Naugatuck Valley and Norwalk). The community college consolidation will enable Hispanic students at all 12 campuses to be eligible. The consolidated College's HSI status will help to address the opportunity/achievement gap that exists throughout the State.

The achievement gap in the State of Connecticut is a staggering one. For students who attended Connecticut public high schools and began college, the graduation rate is 24.4 percent for black, 21.4 percent for Hispanic, and 53.8 percent for white students. Similarly, only 19 percent of Connecticut's economically disadvantaged students who attend college earn a college degree, as compared to 54.2 percent of their more advantaged peers. The College will expand educational opportunities and improve educational attainment for Hispanic students through programs and activities funded by the Title V federal program.

<https://ctviewpoints.org/2016/09/20/closing-connecticuts-real-achievement-gap/>

<http://portal.ct.gov/SDE>

(Demographic information about community college students is located in Appendix CC.)

Supporting Students during the Transition

A high priority during the transition to a singly accredited College with a set of shared programs will be to accommodate the needs of students currently enrolled in community college programs, as well as those of students who enroll during the transition. To help advisors and students during the transition, a framework will be established to ensure that students can complete their programs without additional obstacles. The proposed approach will minimize the impact on students during the process of consolidating academic programs.

With CIHE approval, the requirements for all current degree programs will remain in effect to allow students up to six years to complete the requirements for the degree programs in which they are currently enrolled.

Individually accredited institutions would continue to award their respective degrees through June 30, 2019. Students who complete their degrees or certificates beginning July 1, 2019 will have the name of the new College on their respective diplomas. Upon approval, modified degree programs will be built into our student information system. (The stages of the transition are outlined below.)

Date	Process Step
Spring 2018 - March 2019	Faculty groups charged with curriculum alignment
Spring 2018 - March 2019	TAP Framework Implementation Review Committee (FIRC) tasked with common general education
AY 2018-2020	All current degree/certificate programs continue
May 2019	Approval of modified curriculum
Fall 2019	Modified programs built into Banner Student Information Systems (SIS)
AY 2019-2020	Students recruited into modified programs for fall 2020 start
Through June 2020	All diplomas awarded containing the existing 12-college names
Beginning July 2019	All diplomas awarded by the College, however, varied in curriculum

Enrollment Management

Each of the 12 community colleges currently has its own model of recruitment for students, despite having central supports for admission and financial aid. Over the past seven years, the models have wavered in consistency as college enrollments have decreased. Colleges have been, for the most part, left to themselves to increase enrollment and ensure a streamlined student enrollment experience with diminishing resources year over year. Any initiative, when enacted, has been reactive to the enrollment decline within each community college and not proactive to establish a standardized recruitment plan across all colleges. As previously noted, students who consider taking courses at other community colleges face barriers that discourage them from doing so.

In the current structure, each of the 12 community colleges individually manages enrollment procedures, which may vary considerably from one institution to another. While the basic steps for application are similar across all institutions, the application timelines, registration schedules, and payment deadlines are different at each institution.

Students comparing one of our community colleges to another are likely to be confused by inconsistencies.

The CCC are open-access institutions for all applicants who meet established criteria, including an admission application (with a one-time \$20 fee), proof of high school graduation (or equivalency), submission of official college transcripts (if any), and proof of required immunizations (measles, mumps, and rubella) per state requirements. Students whose applications have been processed are invited to their institution for placement testing in math and English. All colleges utilize the College Board's Accuplacer test, but they have not adopted uniform cut scores. In addition, multiple commonly accepted measures of skill level are also used to remove the need for testing and to expedite the advising and registration process. These multiple measures include CLEP/AP/DANTES scores, SAT/ACT scores, high school transcript or GED information, and others as approved by the BOR. Students who wish to take courses across multiple institutions must apply separately to each college and may be placed in different level courses. This holds true for students who transfer from one community college to another. In some cases, courses taken at one community college will not transfer to another community college, owing to differences in prerequisites, requirements, competencies, and outcomes.

The consolidation offers a unique opportunity to address all recruitment inconsistencies by way of a systematic student-focused Guided Pathways framework. As our 12 colleges are consolidated into a single College with multiple campuses, the student experience, particularly for those who take courses across multiple institutions, will significantly improve. With a consistent enrollment experience for the 12 campuses, we anticipate an increase in the number of students who take courses at multiple locations, particularly in regions where transportation is available or travel feasible.

Financial Aid

The proposed consolidation of the 12 community colleges into a single College presents significant opportunities to enhance the student experience with financial aid by streamlining administrative functions, modeling a single, effective way to comply with Title IV regulations, and refining our level of customer service to students.

At present, the U.S. Department of Education considers each of Connecticut's 12 community colleges an individual entity, featuring unique Office of Post-Secondary Education Identification Numbers (school codes). This consolidation will create a single organizational structure for financial aid while simultaneously meeting the federal Administrative Capability regulation required to participate in any Title IV, HEA program under 34 CFR 668.16.

Students who complete a FAFSA to apply for financial aid are required to list each institution separately to signify where they want their financial aid application sent. Since each institution is able to provide its own unique financial aid package to

applicants, the same student may receive different awards at different institutions from the same FAFSA despite the institutions belonging to the same system. Following consolidation, students will have to list only a single community college code. This will in turn yield only one financial aid package yet allow the student to take the courses at whichever campus location suits their needs.

Historically, only 1 percent of community college students (approximately 520 students) attend more than one of our colleges during a single term. By eliminating barriers facing students who apply to more than one community college, consolidating financial aid may encourage more students to take courses at multiple locations or online and, by extension, improve graduation rates by increasing course availability.

The consolidation of the 12 colleges into one accredited institution provides a unique opportunity to aggregate institutional aid, and thereby allow for more strategic distribution of aid to students most in need. Some of the colleges have independently determined that their established methodology for distributing institutional aid did not necessarily get funds to students who required aid to attend college. By adjusting the criteria for providing aid, they were able to shift resources to more students with genuine need, which resulted in net enrollment increases since many of the students who did not necessarily require aid still enrolled. The ability to consolidate institutional aid will further the ability to strategically distribute support where most needed.

Using these funds more strategically will support more students, increase enrollment, and therefore increase tuition and fee revenues under a single College. Implementing this strategy at Asnuntuck Community College (ACC) resulted in substantial enrollment increases. An analysis of their institutional grant use over the past five years (2012-13 through 2016-17) has yielded exceptional results. For example, while the average institutional grant award has decreased by 67 percent over the past five years, the number of recipients has increased 210 percent. During that same timeframe, fall headcount has increased by 16 percent, and spring headcount has increased by 5 percent. In tandem with removing internal roadblocks and student barriers to providing access to financial aid, and increasing awareness of available federal student loans, ACC has reaped the benefits of using financial aid dollars in a more strategic manner. Systematically employing this strategy across the 12-campus could dramatically improve enrollments throughout the College.

Student Success

The CSCU Student Success Center will ensure that students benefit from consolidation as a result of Guided Pathways implementation across the new College. Guided Pathways are academic and career pathways that provide structure, mileposts, and clear outcomes for each student's college experience. Each pathway is based on a program of study that is aligned with specific employment goals and/or additional education. The pathways approach is geared toward helping more students efficiently complete credentials, transfer, and attain jobs with value in the labor market.

Students are more likely to earn credentials if they choose a program and develop an academic plan early in their college experience, have a clear road map of the courses needed for their credential, and receive guidance and support to help them stay on track. Guided Pathways build on other systemic student success strategies mentioned above, including TAP and Math Pathways.

Because Guided Pathways touch on every aspect of the student experience, implementing this approach typically requires broad-scale institutional and systemic change. Aligning this work with the community college consolidation will improve educational experiences and outcomes for all students and support the state's efforts to create an educated workforce to address employers' unmet and emerging needs.

Several states and systems have seen Guided Pathways lead to measurable results. For example, since 2012, the Tennessee Board of Regents has been working with its 13 community colleges and five regional universities to implement pathways practices. The state has seen dramatic improvements in terms of both early momentum (students accumulating college credits and passing gateway courses in their first year) and completion rates (see Appendix DD).

Adequacy and Credentialing of Student Support Staff

Each of the 12 community colleges are staffed with credentialed personnel to address the diverse needs of students who attend the community colleges across the state. The colleges have structures in place to ensure that all student services professionals have the appropriate credentials and experience for positions within student affairs. These include system-wide job descriptions; specified educational and experience levels required for each position; codified procedures for search committees comprised of faculty, staff, and students; and the posting of position announcements to encourage the broadest applicant pools possible.

As the following table illustrates, there will be no change in the overall level of student support following the consolidation of the community colleges. With the exception of reductions at Tunxis, which shares positions with Asnuntuck (as described in the Overview), expenditures for Student Affairs staff will be the same before and after consolidation.

Student Affairs Staffing comparison, Current vs Future State

Campus	Current		Future		Delta FTE	Delta Salary+FB
	FTE	Salary+FB	FTE	Salary+FB		
Asnuntuck	9.9	\$1,120,847.62	10	\$1,120,847.62	0	\$-
Capital	27.3	\$3,418,340.73	27	\$3,418,340.73	0	\$-
Gateway	53.4	\$5,263,321.82	53	\$5,263,321.82	0	\$-
Housatonic	36.4	\$3,835,821.35	36	\$3,835,821.35	0	\$-
Manchester	50.6	\$5,326,810.62	51	\$5,326,810.62	0	\$-
Middlesex	18.6	\$2,273,990.29	19	\$2,273,990.29	0	\$-
Norwalk	40.2	\$5,103,535.01	40	\$5,103,535.01	0	\$-
Naugatuck Valley	32.9	\$3,549,356.03	33	\$3,549,356.03	0	\$-
Northwestern	14.4	\$1,858,072.82	14	\$1,858,072.82	0	\$-
Quinebaug Valley	16.8	\$2,014,880.12	17	\$2,014,880.12	0	\$-
Three Rivers	31.4	\$3,701,893.65	31	\$3,701,893.65	0	\$-
Tunxis	42.8	\$4,892,435.72	40	\$4,701,642.14	-2.29	(\$190,793.58)
Institution/ Central Office	N/A	N/A	-	\$-	3	\$-
Total	374.8	\$42,359,305.78	372.5	\$42,168,512.20		(\$190,793.58)

Positions represented in Student Affairs include Dean of Student Affairs (and staff), Registrar (and staff), Children's Reading Room Coordinator, Evening Coordinator, Admissions, Counselor, Advisor, Student Activities Coordinators, Director of Career Services, Job Developer, Test Proctor, Welcome Center Director, Exercise and Fitness Instructor, Veterans Affairs Coordinator, Student Retention Specialist, International Student Services, Disability Proctor, Event Support, and SNAP Coordinator.

Compliance with Ethical Standards

Ethical standards and policies concerning students and student services are currently detailed in a web-based Student Handbook that is common to the 12 community colleges. The handbook details student rights and responsibilities and specifies student conduct and grievance procedures, as well as information that will be included in a student's permanent record and policies regarding retention, safety and security, and the disposal of records. The ASA Consolidation Committee will recommend to the BOR which policies and standards should remain in effect following consolidation and propose updated language to reflect the consolidation of 12 colleges into one.

Evaluation of Student Services

To assess and evaluate the appropriateness and effectiveness of student services, the College will regularly and systematically administer various instruments of such measures as student satisfaction, engagement, success, and career readiness. These include an annual graduate survey, a student satisfaction inventory, the Community College Survey of Student Engagement (CCSSE), program-based/college-based assessments, and

anecdotal information. The data collected will serve to inform decisions to continuously improve service to students.

In 2017–18, CSCU will also focus on institutional self-assessment via the Community College Research Center’s Guided Pathways Scale of Adoption Self-Assessment tool. Colleges across the country use the tool to better understand what it takes to implement Guided Pathways, document how they currently approach key aspects of the student experience, and plan for improvements.

VII. TEACHING, LEARNING AND SCHOLARSHIP (Standard Six)

Faculty Composition

Faculty categories in the community colleges are clearly defined by the Collective Bargaining Agreement between the BOR and the Congress of Connecticut Community Colleges and the American Federation of Teachers. These include Professors (442), Associate Professors (139), Assistant Professors (122), Full-time Lecturers (30), Instructors (51), and Part-time Lecturers (3,248). A total of 4,032 faculty members are currently employed by the CCC (see Appendix EE for breakdown by college).

Faculty policies and procedures at the 12 community colleges are currently governed by a common Board Policy Manual, although there are differences in the way individual colleges have implemented certain policies. The Collective Bargaining Agreement (CBA) between the BOR and the Congress of Connecticut Community Colleges and the American Federation of Teachers details personnel policies that cover all aspects of faculty work, including such topics as rights and responsibilities, workload, evaluation, promotion, professional development, and termination. Community college faculty work will continue to be governed by the Board Policy Manual and by the CBA following the consolidation.

Full-time Faculty Staffing

The chart below shows full-time faculty staffing at all 12 community college campuses from fall 2016, using the fall 2016 IPEDS data. The chart also compares these data to comparable IPEDS data from a range of community colleges, some comparable in size to the proposed College. The chart also presents faculty staffing levels as of AY 15-16 versus the expected faculty staffing levels in the consolidated College. As can be seen, the number of full-time faculty remains unchanged, a primary premise of the *Students First* proposal. However, there will be an eventual decrease in adjunct faculty levels, due to changes in responsibilities of department chairs, as explained in the discussion of Organization & Governance, as well as a new change in the Collective Bargaining Agreement increasing the teaching load for community college faculty to 15 credits per semester for new hires after July 1, 2017.

Full-time & Adjunct Faculty Staffing, Current vs Future State

College	Current State						Future State			% FT
	FT Faculty	PT Faculty	TOTAL Faculty	% FT	'15-'16 FTE	FTE Per FT Faculty	FT Faculty	PT Faculty	TOTAL Faculty	
Asnuntuck	25	98	123	20%	987	39	25	96	121	21%
Capital	63	126	189	33%	1990	32	63	124	187	34%
Gateway	102	398	500	20%	4483	44	102	395	497	21%
Housatonic	81	238	319	25%	3043	38	81	235	316	26%
Manchester	103	310	413	25%	4176	41	103	307	410	25%
Middlesex	44	140	184	24%	1829	42	44	138	182	24%
Naugatuck V.	101	252	353	29%	4133	41	101	249	350	29%
Norwalk	95	242	337	28%	3759	40	95	239	334	28%
Northwestern	28	65	93	30%	812	29	28	63	91	31%
Quinebaug V.	30	89	119	25%	906	30	30	87	117	26%
Three Rivers	68	213	281	24%	2475	36	68	211	279	24%
Tunxis	60	214	274	22%	2493	42	60	212	272	22%
TOTAL	800	2,385	3,185	25%	31,086	39	800	2,356	3,156	25%
Miami Dade, FL	753	1963	2716	28%	48705	65				
Ivy Tech, IN	1282	3562	4844	26%	58393	46				
Lone Star, TX	884	3077	3961	22%	47665	54				
Peer Total/ Avg	2,919	8,602	11,521	25%	154,763	51				

The column labeled '15-'16 FTE is the official FTE student enrollment for the 2015-2016 academic year. The column labeled FTE per FT Faculty in the table above provides an apples-to-apples comparison value of the FTE enrollment of students in fall 2015 per full-time faculty member. This measure gives us a sense of how many full-time students there are for every full-time faculty member. The 12 Connecticut campuses range from 29 to 44 students per full-time faculty member, with a mean of 39 students/faculty member. Our comparison group of large colleges around the U.S. show that these institutions have a somewhat higher number of students per faculty member, ranging from 46 to 65

students/faculty member, with a mean of 51 students/faculty member. One of the clear strengths of the Connecticut Community College system are the excellent faculty and our favorable staffing levels relative to the number of students. The *Students First* proposal makes no changes to full-time or part-time faculty levels across any of the 12 campuses.

Currently, the BOR requires a master's degree or its equivalent for a faculty appointment to the community colleges. All full-time and part-time faculty members must meet this Board of Regents standard. To date, the individual colleges have been required, as a condition of their accreditation, to document that their teaching faculty possess the appropriate qualifications. For the transition to one College, the ASA Consolidation Committee will recommend college-wide procedures for ensuring that teaching faculty are appropriately qualified.

All faculty receive annual reviews for the first three years in accordance with the CBA. Full-time, tenure-track faculty are eligible for promotion through an evaluation and advancement process defined by the CBA. The process for evaluation of faculty is well understood and has the support of the faculty. Criteria for promotion include teaching, community and college service, professional development, and academic leadership. The CBA between the BOR and the Congress of Connecticut Community Colleges and the American Federation of Teachers requires a Promotion Committee at each college to review each application and make recommendations to the President who informs the BOR of his/her recommendations. Any changes in this procedure will require negotiation with the bargaining units.

Teaching and Learning

Faculty at the community colleges primarily focus on teaching, which is a major consideration for tenure and promotion decisions. Courses are delivered at a variety of times and formats, including lecture, lab, seminar and online. Class size tends to be small and large lecture courses are an exception at all colleges. Programs and courses have clearly articulated learning outcomes that have been developed and assessed in consultation with national standards and, where appropriate, advisory boards, accrediting bodies, and employer needs. Although assessment practice varies by college, programs and disciplines, through the program review process and focused assessment activities, regularly use the information gathered from assessment to redesign course content and delivery. Through adoption of common transfer pathways that include common General Education, CSCU has developed a system-wide assessment protocol that lays the groundwork for assessment in a consolidated College. Consolidation into a single College will make it easier to share assessment practices and to develop and implement best practices.

Faculty regularly participate in professional development opportunities to improve classroom teaching. The CSCU Center for Teaching provides multiple opportunities for professional development, system-wide and at individual colleges. These opportunities are available to full- and part-time faculty. Each full- and part-time faculty member has a

yearly allowance to pay for specific professional development activities. Colleges also regularly sponsor faculty to attend professional development activities. Although research is not integral to the mission of the community colleges, faculty across the curriculum regularly assign research projects to their students.

In most cases, students are taught by a variety of faculty in each discipline and program. Variation in the size of colleges and programs can limit students' exposure to multiple faculty points of view in courses or programs that have limited or lower enrollment. By removing obstacles to students taking courses on more than one campus, consolidation will increase students' exposure to a variety of faculty members.

One of the charges for the Choice Architecture subgroup of the Guided Pathways Task Force will be to work with faculty to develop a plan for ensuring that teaching and learning support Guided Pathways. An April 2017 report from the Community College Research Center, "Implementing Guided Pathways," indicates how teaching and learning must support Guided Pathways:

In the pathways model, faculty assess whether students are mastering learning outcomes as they progress through a program. Program learning outcomes are aligned with the requirements for success in further education and employment in a related field. Faculty use the results of learning outcomes assessments to improve the effectiveness of instruction in their programs. Colleges track mastery of learning outcomes by individual students, and the information is easily accessible to students and faculty. To ensure that students are learning, colleges work to ensure that teaching is effective. A key focus of teaching in the pathways model is attention to collaborative, active learning that is relevant to the student's field of interest. This includes teaching and learning in the classroom as well as learning that takes place outside the classroom, such as through internships or service learning.³

In the new College, the Student Success Center and the Center for Teaching will support professional development and college-wide initiatives to scale teaching and learning best practices for improving student learning and academic success. Such efforts will focus on integrative learning and metacognitive approaches in the classroom, increasing collaboration statewide on assignment design and projects, increasing levels of student engagement in and out of the classroom (e.g., internships, community engagement), and multicultural and global learning.

³ Davis Jenkins, Hana Lahr, and John Fink, *Implementing Guided Pathways: Early Insights From the AACC Pathways Colleges*. New York: Community College Research Center, Teachers College, Columbia University, (April 2017), p. 2.

Academic Advising

At current time, each of the twelve colleges has its own model of academic advising. Generally, students are not required to establish an academic plan. Without an academic plan, it is difficult for those who advise to monitor the academic progress of every student. There is currently a shortage of professional advisors at the community colleges, and the ratio of students to advisors is much too high ranging from a low of 440 students to one advisor to a high of 2256 students to one advisor. The current system of intervention for students is often reactive rather than proactive; sufficient resources are not currently allocated towards a proactive approach to student intervention and support. Many students struggle to complete their program of study. Those who do often accumulate excess credits or complete a degree in General Studies.

The consolidation offers the opportunity to redesign academic advising and student support and, whenever possible, to target or redirect limited resources to this vital student service. The Guided Pathways Task Force (GPTF) Support Architecture Subgroup will develop a proposal for advising and student support for the Connecticut Community College. Building off local and national best practices, the proposed model will ensure that every student establishes an academic plan, that every student's progress on the plan is monitored, and that appropriate interventions and support are provided at critical times. To support Guided Pathways advising, the System Office acquired and installed DegreeWorks software at each campus over the past two years to help students follow an educational plan to degree completion. Once a student has developed an educational plan with an advisor, DegreeWorks enables the student to track progress with the plan and make necessary mid-course corrections and adjustments.

This three-part approach, strategically designed to improve student retention and completion rates, has proven to be effective in cohort programs and is now being brought to scale by institutions across the nation engaged in advising and student support redesign work. The goal of these efforts is to help students complete degrees more quickly and at a lower cost. Data on early successes through the American Association of Community Colleges Pathways Project connect this approach to key performance indicators and justify the up-front costs with direct returns on institutional investment.

The work commenced in spring 2018 with the collection of detailed information from each of the 12 campuses through multiple methods, including individual site visits through the Scale of Adoption Assessment, completion of a campus advising survey, and dialogue with subgroup members representing all campuses. The subgroup has engaged national partners from Jobs for the Future, Achieving the Dream, and others to provide expertise and connect the Connecticut team with other states, systems, and institutions that have redesigned or are currently redesigning their academic advising and student support delivery systems. The evidence-based proposal will be designed to preserve the individuality of each campus and its unique needs while maintaining a level of consistency and quality across each location. The academic advising needs of each student will be met through a collaborative process between faculty and staff at the campuses. To this end, the Support Architecture sub-group has been charged with

developing a fully redesigned model for academic advising and will make recommendations with regards to appropriate staffing levels in order to meet these goals. Redesigned advising will require additional human and technological resources in order to bring the practices to scale. The Support subgroup will draft policy recommendations and outline specific resource requests needed to achieve this redesign. (See Appendix FF for a timeline for implementing the new advising model.)

VIII. INSTITUTIONAL RESOURCES (Standard Seven)

The savings from consolidation will result primarily from eliminating administrative and duplicative positions across the 12 colleges, in areas such as Information Technology, purchasing, payroll, facilities and human resources, but not on positions that directly impact students. The *Students First* proposal has always been committed to safeguarding student-facing positions, particularly full-time faculty and student support positions.

Human Resources

One of the principal charges of the Community College Consolidation Committee, chaired by President Michael Rooke, was to propose a model for either maintaining or improving the delivery of services at the community colleges without having to replicate the same administrative functions at 12 different locations. The committee's model recognizes that a single College does not require the same level of administration at each campus, that resources can be shared regionally, and that small, medium, and large campuses warrant different staffing decisions. For example, because functions on smaller campuses can be combined or performed by fewer personnel than on a large campus, staff at large and medium campuses will manage continuing education programs at smaller campuses in the new College. By the same token, larger campuses may require additional personnel, as illustrated in the discussion of Campus Academic Leadership in Standard Three: Organization and Governance.

Further, workgroups in administrative areas such as Finance and Accounting, IR, IT, Facilities, and HR identified strategies for centralizing the management of routine/system-wide tasks in some areas to use scarce resources with greater efficiencies and allow campus-based personnel to be repurposed to improve institutional effectiveness. Listed below examples of proposed staffing changes for the new College to increase efficiency and reduce expenses without compromising the quality of services to students and communities.

Each college currently has a Dean of Administration who serves as its chief financial officer. He/she maintains support staff and clerical support. As the leadership under the consolidated College will be centrally located, the campus positions become redundant. The consolidated College's Chief Financial Officer (CFO) position will replace the 12 deans of administration and their support staff. The new position of Associate Dean of Campus Operations will serve as the business manager at each campus.

Five of the six current campus-based facilities management positions will be eliminated, but all maintenance employees will remain at the local campuses reporting to the Associate Dean of Campus Operations. The Associate Dean reports to the Campus Vice President, with a dotted-line relationship to the CSCU VP of Facilities for facilities-related matters. Adding to the three current Facilities Project Managers at the CSCU System Office, one new Facilities Project Manager position will be created for the College, who will report to the VP of Facilities at the CSCU System Office, as currently do the other

project managers. The four project managers' expanded role will include general oversight of operations at each campus to ensure that short- and long-term needs, goals, and quality standards are met; they will also support the Associate Dean of Campus Operations on operating requirements.

Standardizing the use of technology at the administrative and enterprise level will ensure system availability at a lower cost on a 24-hour basis. The standardization of systems, hardware, non-academic applications, and work process eliminates costly customizations, reduces operating costs, and eliminates non-standard workflows. This will allow the System to use fewer staff to maintain IT applications and hardware.

Having a unified marketing strategy for the College will require having a single marketing lead on each campus and one graphic specialist to ensure local requirements are met, materials are produced for events, and community needs are addressed.

Reducing personnel costs in key administrative areas, leveraging technology where appropriate, and improving efficiencies in back-office functions will safeguard critical resources devoted to student teaching and learning. No faculty or student affairs positions will be eliminated, which ensures that *Students First* remains focused on student success and educational attainment.

Requiring fewer personnel to administer centrally many of the same functions now performed at all 12 campuses will also generate substantial savings to offset the impact of rising costs and declining state support. These projected savings will ensure that any necessary tuition increases are nominal and do not deprive students of access to college. The following table summarizes the current and future department personnel costs and FTE staff, for all colleges (excluding faculty), and the savings contemplated by the consolidation.

Department	Current		Future		Delta	
	FTE	Salary+FB	FTE	Salary+FB	FTE	Salary+FB
Academic Affairs	432	\$44,904,383.74	430	\$44,821,367.91	(2)	(\$83,015.83)
Administrative Services	64	\$8,815,827.31	49	\$8,118,973.46	(15)	(\$696,853.85)
Advanced Manufacturing	28	\$2,828,687.91	28	\$2,828,687.91	0	\$0.00
Comm and Econ Dev	6	\$574,913.09	6	\$574,913.09	0	\$0.00
Continuing Education	76	\$7,615,632.41	70	\$6,651,043.64	(6)	(\$964,588.77)
Center for New Media	2	\$200,623.02	2	\$200,623.02	0	\$0.00
Danbury Campus	6	\$564,219.97	6	\$564,219.97	0	\$0.00
Facilities/Maintenance	182	\$17,460,640.82	169	\$15,883,480.04	(14)	(\$1,577,160.78)
Finance	85	\$11,098,331.86	30	\$3,989,453.13	(55)	(\$7,108,878.74)
Foundation/Dev/Inst'l Adv	24	\$2,683,349.27	36	\$4,056,552.40	12	\$1,373,203.13
Grants	3	\$160,411.01	3	\$160,411.01	0	\$0.00
Human Resources/Payroll	58	\$7,543,694.10	49	\$4,364,228.96	(9)	(\$3,179,465.14)
Information Technology	114	\$14,350,377.73	85	\$10,157,363.42	(29)	(\$4,193,014.31)
Institutional Research	23	\$2,660,012.72	11	\$1,443,750.00	(12)	(\$1,216,262.72)
Marketing	36	\$4,203,094.51	25	\$2,389,701.84	(11)	(\$1,813,392.67)
President's Office	35	\$6,249,782.13	14	\$2,336,250.00	(21)	(\$3,913,532.13)
Public Safety	39	\$5,119,072.64	40	\$5,381,572.64	1	\$262,500.00
Student Affairs	375	\$42,359,305.78	372	\$42,168,512.20	(2)	(\$190,793.58)
Total	1,589	\$179,392,360.02	1,427	\$156,091,104.63	(163)	(\$23,301,255.39)

The current department personnel costs include full-time and part-time employee salaries and fringe benefits, excluding faculty. The FTE headcounts are derived from the state's human resources database, which indicates part-time employees by a calculated percentage of FTE employed. The above table shows a net reduction of 163 employees at an average salary and fringe benefit rate of \$143,198, which equates to a salary without fringe benefits of approximately \$82,000.

The future personnel costs are estimates, based on similar types of roles within the colleges or other institutions. The salaries are under review and subject to change by the system's Human Resources department in conjunction with the Board's Human Resources Committee.

The new structure contemplates salaries for full-time employees; the weighted averages of existing salaries are somewhat skewed by the preponderance of part-time employees compensated at various rates.

The consolidation projects little or no reductions for the following functions (listed above), which directly support students, community, and safety:

- Advanced Manufacturing
- Community and Economic Development
- Center for New Media
- Danbury Campus
- Foundations/Development/Institutional Advancement
- Grants

- Public Safety
- Student Affairs

The following functional areas have been removed from the current campus structure because they will cease to exist in their current configuration. These functions have been extensively reorganized with new positions and new reporting lines under the College consolidation. Some new positions are added to the campuses and others are included in the College central office.

- Administrative Services
- Finance
- Human Resources/Payroll
- Institutional Research
- Marketing
- President's Office

The following functions reflect more moderate reorganization, which entails moving leadership responsibilities into the College central office, or sharing resources among campuses:

- Academic Affairs
- Facilities/Maintenance
- Information Technology
- Continuing Education

As indicated in the table above, Academic Affairs reflects minor changes at the Tunxis campus, which has shared positions with Asnuntuck rather than fill selected vacancies. However, Academic Affairs administration will be further reorganized, as discussed in Standard Three: Organization and Governance, Campus Academic Leadership.

The new structure also includes key positions required at the institutional/central office level and new or redefined positions at small, medium, and large campuses. These positions were developed by the subcommittee of the Community College Consolidation Committee, chaired by President Michael Rooke, with input from the CCC presidents. The listing of positions and estimated salaries and fringe benefits for the new positions are provided in Appendix GG.

Financial Resources

Financial resources for the 12 community colleges have been stretched over the past several years. A simple analysis demonstrates the fiscal cliff that the community colleges will face if no actions are taken (\$ millions):

		FY18					
	FY17 Final	Projection	FY19 Est	FY20 Est	FY21 Est	FY22 Est	
State Funding General Fund	157.4	143.8	143.8	151.7	160.0	160.0	
State Fringe Benefits	118.8	115.8	118.6	125.1	132.0	132.0	
State Funding Operating Funds	8.5	8.4	8.4	8.4	8.4	8.4	
Tuition and Fees	175.4	179.1	181.3	183.6	185.9	188.2	
Other	6.3	5.8	5.8	5.8	5.8	5.8	
Total Revenue	466.4	452.8	457.8	474.5	492.1	494.4	
Salaries and Wages	244.2	240.1	249.6	260.7	275.0	275.0	
Fringe Benefits	142.8	146.6	150.3	158.5	167.3	167.3	
Institutional Aid & Waivers	22.3	23.6	23.9	24.2	24.5	24.8	
Other	47.5	49.9	49.9	49.9	49.9	49.9	
Total Expenses	456.9	460.2	473.6	493.3	516.6	516.9	
Net Results	9.5	(7.4)	(15.8)	(18.7)	(24.6)	(22.5)	
Unrestricted Reserves	45.7	38.4	22.6	3.9	(20.7)	(43.2)	

See Appendix HH (Financial Projections and Assumptions) for details of assumptions for this projection. In each year beginning fiscal year 2018, the colleges in aggregate produce negative results, and by fiscal year 2021 unrestricted reserves are fully eroded. The need for action is compelling.

The Community College Consolidation Committee was given a savings target of \$28 million from consolidating the colleges. The committee's work began in fiscal year 2017, and by the time that fiscal year closed, the colleges had already realized \$2.5 million in savings through attrition and a hiring freeze in administrative areas. Other than faculty positions, which were generally filled to meet needs, only critical positions have been refilled at all CSCU institutions for the past two years.

The current cost of administration was assessed using fiscal year 2017 data. Each employee who received a paycheck during that year was included, and all faculty members were excluded. This provided a clear personnel cost of administration. Operating expenses were not considered in the modeling as we expect they will continue at the same or comparable levels in order to support the campuses.

The positions included in the new structure were assigned salary values based on comparable positions at the colleges, or in some cases, at the universities because the scale of the new College will be quite large. The salaries and related fringe benefits assigned to each position are currently under review by the CSCU Human Resources department and the Board's Human Resources Committee. And finally, the college presidents were asked to work with their human resources directors to assign each employee to a department.

The designated departments were also used to identify where the new positions would fit into the new organizational structure. These designations and salary/fringe benefit

assumptions are also in the model in Appendix GG (New College Positions with Estimated Salaries and Fringe Benefits).

With the current cost of administration and the new structure developed, departments or positions that were redundant were eliminated, and the new positions were added into the cost of administration. The resulting net costs and FTE headcounts are provided in Appendix II (Current State, Future State and Net Savings FY17). The restructuring using fiscal year 2017 data results in an estimated \$23.3 million in net savings, as indicated in the referenced Appendix JJ (Reconciliation of Projected Savings) . In order to determine whether the committee had met its charge, we reconciled these savings for comparison to the original \$28 million target as follows (\$ millions):

	<u>Net Savings</u>
From College Consolidation through 3-5-18	23.3
Academic Administration Estimated Savings	<u>1.5</u>
Subtotal Savings after FY18	24.8
Savings Already Realized FY17	<u>2.52</u>
Total Savings Est (compared to fiscal year 2016)	<u><u>27.3</u></u>

This schedule is presented in more detail in Appendix JJ. In addition to the currently identified \$23.3 million, the committee is quantifying a reorganization of campus academic leadership, as discussed in relation to Standard Three, which was not included in the \$23.3 million net savings. The committee estimated that this reorganization would produce an additional savings of \$1.5 million. Finally, the \$2.5 million above is the actual attrition rate in administrative personnel from fiscal year 2016 to fiscal year 2017. The \$2.5 million are realized savings in fiscal year 2017, which are reflected in the actual results of the colleges for that year.

The \$24.8 million savings is expected to be realized by fiscal year 2022 and forward, with some savings beginning to accrue earlier. Appendix KK (Timeline for Realizing Savings) includes an estimated timeline for full net savings to be captured. This timeline corresponds to the job guarantees provided by the agreement with the bargaining units (SEBAC), but assumes some layoffs will occur earlier with respect to employees not covered by bargaining unit agreements.

In addition to annual, ongoing savings, we estimated the one-time implementation costs. A schedule is included in Appendix LL (One-time Implementation Costs) with details and assumptions and is summarized below (\$ thousands):

<u>DESCRIPTION</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Faculty Release	-	-	-	-	-
Academic Consolidation Co-Chairs	79.3	214.2	142.8	-	-
Guided Pathways Staff	-	-	-	-	-
Search for New Position(s)	-	90.0	-	-	-
Position Descriptions	9.0	-	-	-	-
Travel/Training	10.0	79.9	56.6	10.0	-
Curriculog/Acalog Software	-	-	-	-	-
System Support	-	192.0	192.0	-	-
Facilities Costs	-	150.0	150.0	100.0	100.0
Online Content Design	-	192.0	192.0	-	-
Web Design	-	150.0	50.0	-	-
Printing	-	-	0.5	0.5	0.5
Signage	-	-	-	-	-
TOTAL	98.3	1,068.1	783.9	110.5	100.5

The largest effort undertaken for the consolidation will be work performed by faculty members to align programs, courses, and curricula. The time spent on this work will span a few years and require faculty from multiple disciplines and multiple campus. However, the Deans of Academic Affairs have been asked to work with the faculty to allow this work to replace other Additional Responsibilities (AR) already supported. The vast majority of current faculty teach fewer than 15 credits and are provided with AR. As such, additional adjuncts will not be required to fulfill these obligations. This was the same procedure followed under the Transfer and Articulation Program (TAP) which has been successfully underway for a few years.

The resulting implementation costs are relatively modest for an undertaking of this magnitude.

When considering the timeline of net savings and the implementation costs, the outlook becomes significantly better for the new College. More information is provided at Appendix HH (Financial Projections and Assumptions). Projections including estimated savings is below (\$ millions):

	FY18		FY19	FY20	FY21	FY22
	FY17 Final	Projection				
State Funding	157.4	143.8	143.8	151.7	160.0	160.0
State Fringe Benefits	118.8	115.8	118.6	125.1	132.0	132.0
State Funding Operating Funds	8.5	8.4	8.4	8.4	8.4	8.4
Tuition and Fees	175.4	179.1	181.3	183.6	185.9	188.2
Other	6.3	5.8	5.8	5.8	5.8	5.8
Total Revenue	466.4	452.8	457.8	474.5	492.1	494.4
Salaries and Wages	244.2	240.1	249.6	260.7	275.0	275.0
Fringe Benefits	142.8	146.6	150.3	158.5	167.3	167.3
IMPLEMENTATION COSTS	-	-	1.1	0.8	0.1	0.1
SAVINGS	-	-	(2.5)	(11.5)	(14.1)	(24.8)
Institutional Aid & Waivers	22.3	23.6	23.9	24.2	24.5	24.8
Other	47.5	49.9	49.9	49.9	49.9	49.9
Total Expenses	456.9	460.2	472.2	482.5	502.7	492.2
Net Results	9.5	(7.4)	(14.3)	(8.0)	(10.6)	2.2
Unrestricted Reserves	45.7	38.4	24.0	16.1	5.4	7.6

The projections for the new College still produce negative results for the next few years until full savings are realized, but at a smaller loss. And the reserves are not fully depleted in the period covered, leaving a level of support available.

While the consolidation makes a big impact on fiscal sustainability, additional measures will be required to avoid erosion of unrestricted reserves and to rebuild a healthier “rainy day” fund. Some of these measures include the following:

- Savings from System-wide administrative integration will accrue to the benefit of the colleges. For example, consolidated purchasing is expected to generate savings from volume purchasing and better negotiating power. Further, the plans for consolidation include partnering with UConn and UConn Health to combine the purchasing power of public higher education in the state. Other areas include reductions in System Office administration (pending SEBAC provisions), reductions in facilities overtime, etc.
- Further improvements in enrollment due to the implementation of Guided Pathways, TAP, and other programs encouraging enrollment and completion. This will result in improvements in tuition and fee revenues and positively impact net results of the new College.
- Additional sharing of services among campuses. It became apparent during the sharing of interim presidents in the current fiscal year that sharing of personnel between two sites does not deteriorate services. We will look for additional opportunities.
- Plans to increase partnerships with industry to promote programs and support funding.

- Right-sizing of certain infrastructure in IT (e.g. use of copy machines, cell phones, etc.) are expected to generate savings.
- Increased income from federal and private sources to support the College.

Information Technology Resources

Currently all campuses receive enterprise services centrally for network, student, finance and financial aid systems, on line learning system, system security and firewall, which will be maintained. And all student-facing technology services will remain locally managed and directed, such as academic computing, media services, and instructional design.

The restructuring of IT into a single operating unit, managed under a single reporting structure and recognized as the IT Enterprise, will ensure that the planning and implementation of systems that support academic programs can be delivered with consistent quality and that the transfer of data will occur seamlessly and in a timely fashion. This new IT Enterprise will ensure there is consistency in assessing, planning, prioritizing, and reporting of information technology service delivery, using resources in an effective manner.

A substantial portion of the proposed infrastructure is already in place and will be fully completed by July 2018 through an investment of \$30 million in capital funds. From 2018 to 2019, the operation of policy and procedures will be tested to ensure the goals and objectives are met through a quarterly assessment. Modifications will be made as necessary, and the new enterprise system will be fully functional for July 2019.

Library Resources

Staffing levels have steadily decreased in most libraries over the past 10 years, while demand for information literacy instruction, research consultations, and other types of student support have steadily increased. Many libraries have had to make difficult choices to reduce open hours (especially on weekends), to limit participation in campus governance activities, and to curtail value-added services such as classroom instruction and faculty research support.

The libraries overall are redesigning facilities and research services to support modern information seeking behaviors. The libraries have been working collaboratively for the past two years on implementing a common Library System. The CSCU Integrated Library System went live January 9, 2017. CSCU has approved hiring a full-time and permanent Program Manager for the Library Consortium Operations and an IT professional for FY19. The IT professional will ensure the consistency of the Library System at all institutions and provide technical support to institutions.

As technology tools and methods for acquiring and managing information resources evolve, roles and expectations for library staff are also changing. The implementation of the integrated system and the college consolidation provide an opportunity to implement resource acquisition services from a central location. In the new College, individual libraries will maintain selection and curation responsibilities, but the technical work

involved in acquiring and describing materials (both physical and electronic) will be achieved in a centralized environment, allowing the staff in the libraries to be redeployed in direct service to students and engaged in teaching and learning activities.

Traditionally, Information Literacy and Reference services have been delivered face-to-face, making them extremely resource intensive. In response to decreased staffing and limited hours of operation, the libraries will increasingly deliver services virtually. Subscribing to a live, 24/7 chat reference service will supplement the service the library provides. Librarians will be able to follow up with students who needed additional help when the library reopens. Digital learning modules on information literacy will also be developed for integration in the first-year curriculum.

IX. EDUCATIONAL EFFECTIVENESS (Standard Eight)

Consolidation of Institutional Research (IR) Functions

One of the advantages to the proposed restructuring of IR is that all 12 campuses share the same integrated database system (Banner), enabling common activities to be conducted in an environment of shared resources. All data collection, analyses, and reporting will follow the same protocols as before, except they will require fewer personnel for analysis and reporting. A state-of-the-art data warehouse is under development to facilitate decision support, assessment, and improvement initiatives for the 17 CSCU institutions (see below). The CSCU System is moving to standardized data elements within baseline functions of the ERP suite.

The IR activities for all campuses are being consolidated into a single IR operation. All IR professionals will be part of the same staff reporting to the CSCU Office of Research & System Effectiveness. Access to Banner and the IRDB (Institutional Research Database for the community colleges) will enable IR staff to contribute to the functional/excellence teams being established across all 12 campuses.

The following are some proposed functional/excellence teams, although others may be envisioned in the future:

1. Data Governance Team – This team is responsible for ensuring high quality data in current and future databases, including populating a single data warehouse (or data marts) where frozen data from all institutions will eventually reside.
2. Data Report/ Analytic Report Writers – Technical writers that produce and maintain scripts/queries/ data blocks to produce numbers for “standard” reports that are requested on a regular basis. Analytic writers that produce illustrated system and campus-specific reports with findings and implications. This team also pulls the data together for a variety of accountability reports.
3. Survey Experts – Manage and administer The Community College Survey of Student Engagement (CCSSE), Survey of Entering Student Engagement (SENSE), New Student Advising & Registration survey (NSAR) and other student surveys, Graduate Surveys, Employer Surveys, and Perkins Web Survey. Develop, administer and analyze surveys for special initiatives.
4. Policy Analysis & Evaluation/ Preschool through 20 and Workforce Information Network (P20 Win) (<http://www.ct.edu/p20win>) – Will work to inform the formulation of higher education policy and provide analyses that evaluate the effectiveness of existing policy; will also support connections between CSCU and major policy groups such as SHEEO, NASH, Complete College America, Jobs for the Future, and Achieving the Dream. The Team will support the program

manager for the Statewide Longitudinal Data System (P20 WIN) to leverage the utility of this valuable data resource.

5. Predictive Analytics/Advanced Statistical Services – Predictive analytics and other technical tools, such as dashboards, will be developed by this team to provide decision support to enrollment management, student advisement, policy evaluation, and a variety of student success initiatives.
6. Data Support for Various Campus Offices – Examples are Continuing Education – non-credit marketing lists, The Workforce Innovation and Opportunity Act (WIOA) reporting, Development - Alumni marketing lists, HR - Affirmative Action Plan data, and Financial Aid – Max Hrs., Students not meeting satisfactory academic progress for financial aid purposes (NotSAP), etc.

Fewer IR personnel will be needed to perform the tasks of the functional teams. For instance, each of the 12 institutions currently submits IPEDS data individually, with each institution accessing the same ERP system (Banner). If a functional team has access to the data for all 12 campuses in Banner, IPEDS submissions can be accomplished by three individuals instead of the 12 that perform the task now. This will relieve others from that responsibility, freeing them to address other cyclical activities, as well as ad hoc requests from their home campus. Most of the work of the functional teams will be carried out remotely. Existing IR staff will remain on their respective campuses, where they will continue to perform tasks that are unique to the campus or that require local knowledge. Sharing the burden of common activities will allow campus-based staff more time for in-depth and specialized analyses that inform and support effectiveness efforts in areas such as student advising, TAP, and PA 12-40,

Student and Alumni Surveys

Survey research will continue to be a tool employed to inform decisions related to improving student success. The following are examples of surveys used by all 12 campuses:

<u>Survey</u>	<u>Survey Specific Notes</u>
The Community College Survey of Student Engagement (CCSSE)	A well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students. Administered during the spring mostly to returning students, CCSSE asks about institutional practices and student behaviors that are highly correlated with student learning and retention.
The Survey of Entering Student Engagement (SENSE)	SENSE serves as a complementary piece to the CCSSE and provides a broader focus on the student experience. Administered during the 4th and 5th weeks of the fall academic term, SENSE asks students to reflect on their earliest experiences (academic and services-related) with the college.
Annual Graduate Survey	This survey employs an instrument developed and used by the IR professionals serving each of the 12 campuses. Recent graduates are queried about their present employment situation, how they rate their college education as preparation for employment, plans for future education, and ease of transferring credit, among other items that might facilitate educational and service improvement and measures outcomes.
Ad Hoc Service Satisfaction Surveys	A variety of surveys will be employed to assess the effectiveness of different student services. For instance, student advisement, where students will be asked to evaluate a recent visit to the advisement center, and have the student rate the value of the visit, the knowledge level, empathy, and overall satisfaction with the advisor.

Employment Data

Employment data are reported to a large extent via P2o WIN, which was created to securely link education and workforce data to provide answers that can facilitate long-term economic development through the improvement of education programs and workforce alignment. The link provided here (<http://www.ct.edu/p2owin/data>) shows relationships between Connecticut community college credentials and the Connecticut labor market. A complete summary of the data and high-level findings can be found in the [Summary Report \(pdf\)](#); also see the 2016-2017 Legislative Report card (<https://www1.ctdol.state.ct.us/lmi/pubs/LRC2016.pdf>). All co-op placements and internships are coded as specific courses in the Banner system and will be tracked on a semester by semester basis by program/major. In addition, to guide continuous improvement in our students' curricular and co-curricular experiences, we will solicit qualitative information from employers about college graduates' career readiness.

Commitment to Data Collection

With the endorsement of the Academic and Student Affairs Committee of the BOR, CSCU President Mark Ojakian recently committed to develop a system-wide data warehouse. The CSCU Data Warehouse will be a valuable resource for both institution and system office staff who manage operations of our institutions, who complete required reporting, and who work to support student growth. Administrators and staff from the System Office need access to data from all CSCU institutions in order to manage the operations of the CSCU System; however, not all System Office Staff need access to all institution data. Likewise, institutions need access to their own institution's data at a detailed level, but institution specific staff generally do not need access to the same level of information from the other institutions in the CSCU system.

The data warehouse will enable consistent regular reporting for student success activities, accountability, enrollment management and program development. The data warehouse will expedite routine and standard reporting, which should free up institutional research time to conduct more specific analyses for the benefit of the institution. Information from ad-hoc reports and data analysis will help illuminate best practices to drive improvements in student persistence and completion. With common data standards, the warehouse will also bring enhanced capability to understand where there are achievement gaps that could be addressed through college-wide program and policy improvements. The development of a CSCU data warehouse is a big step forward and will position the College to maintain and continuously improve its academic programs to better serve students and the community.

Completion of the data warehouse is scheduled and planned for summer 2020, (see Appendix MM for a project timeline). A major portion of the development has already been accomplished by adopting WebFocus as the data mining standard for the System. The physical type of data warehouse is still being studied. The market and technology for

data warehouses are rapidly changing from large, fixed, and expensive warehouses to more agile systems, such as data lakes that can be found in Amazon and Azure. These smaller, more agile and less expensive data lakes and warehouses can be brought online with existing project funds and are relatively inexpensive to operate. The principal remaining expense will be to fund the standardization of data across the system and converting all the data elements within the Banner system to the standardized definitions. The estimated cost for this function is around \$500,000.00 and will be funded from a bonded technology request or through the existing Banner Modernization and Standardizations Project currently underway for the entire System.

Outcomes Assessment

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

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

Sixteen key performance indicators (KPI) related to student success for fall 2013 through fall 2016 cohorts at all institutions have been gathered for the first time as of November 2017. These KPI include data for all first-time (full- and part-time) students regarding levels of overall annual credit attainment, single semester credit attainment, college-level math and English completion, levels of overall course attempts, and semester-to-semester persistence. These KPI, modeled after those being used across other states, will yield short-term as well as longitudinal data that are appropriate for the mission of the College and provide useful and clear measures of student success.

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

Focus will be placed on assessment as an integrative process that involves mastery of course outcomes, student progression through General Education, and finally, success in a specific

program of study. At the course level, the College will offer transparent and clearly articulated statements of student-learning outcomes; expectations for institutional benchmarks will be set through the College's General Education goals and their assessment plans.

The new institution will use a variety of quantitative and qualitative methods and direct and indirect measures to understand the experiences and learning outcomes of its students through such measures as

- Surveys (see examples above)
- IPEDS Feedback Reports that will provide the new institution with a context for examining data submitted to IPEDS. Reports are intended to be useful to institutional executives; in addition, use of these data may help improve data quality and comparability.

These metrics will help to develop a more comprehensive idea about student progression and help identify points where interventions may lead to improved student outcomes through strategic planning and budgeting. Data from the VSA will be used to benchmark student progress and completion data against similar institutions. Data-driven processes to identify student progression, evidence of student learning and teaching effectiveness will be used to inform continuous improvement and to demonstrate fulfilling the educational mission.

X. INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE (Standard Nine)

Commitment to Integrity and Transparency

The CCC are currently governed by policies and codes to ensure each institution's integrity and the transparency of its practices and processes. The same policies will remain in effect following consolidation to ensure that the new College adheres to the same high principles of integrity and transparency.

The College shall operate with integrity and promote high ethical standards in order to manifest its values and reach its goals in a manner consistent with the CSCU System Code of Conduct for Regents, Employees and Volunteers, adopted by the Board of Regents for Higher Education (BOR) on October 19, 2017, as well as the BOR/CSCU Code of Student Conduct, adopted March 13, 2014, revised June 16, 2016.

The College, as an institution governed by the BOR under the administrative auspices of the CSCU, aspires and commits to the highest standards of integrity. All members of the institution's community are bound by state, federal and local laws and BOR policies. To further facilitate community member compliance, the Code of Conduct for Regents, Employees and Volunteers was created and adopted. Notably, it does not provide any new requirements, but succinctly provides a compendium of ethical requirements, resources, and links to laws and policy relevant to compliance with ethical standards and the values principles held by the CSCU.

The Code of Conduct for Regents, Employees and Volunteers defines community members broadly to include the Board of Regents for Higher Education as both an institutional board and as individuals; all faculty, staff, and independent contractors within the jurisdiction of the BOR; and all volunteers or other representatives when speaking or acting on behalf of the Board, CSCU, or any of its composite institutions. This Code, which was the product of more than a year of discussion, was developed with input from faculty, staff, and administrators, and is evidence of an atmosphere where institutional leadership and members of the community openly consider issues of integrity so that collectively they can understand and assume their responsibilities in the pursuit of integrity.

The Code of Conduct for Regents, Employees and Volunteers encompasses policies to ensure academic honesty among its leadership, as well as provides standards to address intellectual property rights, the avoidance of conflict of interest, privacy rights, and fairness and respect in dealing with students, faculty, and staff. The students however, are required to adhere to the BOR/CSCU Student Code of Conduct, which addresses all the above issues, along with providing greater detail on addressing appropriate social behavior and conduct.

CSCU and its institutions hold the pursuit of knowledge and learning through reasoned argument, scholarly inquiry and human creative expression essential to the mission of CSCU. CSCU's orientation is to provide avenues to gain knowledge and advance learning in all of its forms. This includes maintaining appreciation for reasoned arguments to

support claims of truth, the scientific method, the rigor of scholarship, the variety of human languages and cultures, and artistic expression in all of its forms. To support the pursuit of knowledge and learning as a core value, CSCU is committed to academic freedom, intellectual honesty, professional standards and scholarly inquiry. In addition, faculty collective bargaining agreements state that all faculty are entitled to academic freedom in conducting research, publishing results, and instructing students.

Respecting diversity and equal employment opportunity provides community members the same privileges, rights, and responsibilities regardless of race, ethnicity, gender, religion, sexual orientation, gender identity or expression, age, disability or other protected characteristic. Anti-discrimination policies are adhered to and practiced in the areas of recruitment, admissions, employment, evaluation, discipline and advancement. The CSCU President is fully committed to promoting the principles of affirmative action, equal employment opportunity, diversity, equity and inclusion in the workplace, and providing the intellectual and moral leadership to promote equity and diversity.

The College shall manage its programs, administrative operations and interactions with students in an open, fair and consistent manner. For instance, to manage academic programs, the governance structure involves a number of committees and councils of both administrative and teaching representatives that are involved in the conception, development, approval, and monitoring of the academic programs. To manage the College's data, it uses Banner to maintain admission, registration, financial aid, advising, placement testing, and scheduling services. Network access is provided to staff, faculty and students through a unique identification number and password. Use of Banner adheres to FERPA guidelines to protect student information. Further, with regard to financial aid administration, the College adheres to a code of conduct to ensure the consistent, fair and equitable distribution of available funds in order to provide financial assistance to eligible students.

The College will be responsible for all activities that carry its name and will establish consistent policy and guidelines regarding sponsored activities, political activities and facilities rentals to assure a distinction between the activities it sponsors and those that seek use of the campus as a venue.

The College will publicize through its web site, campuses, catalog, handbooks, classrooms, and syllabi its integrity and responsibility and its policies and procedures for the resolution of grievances brought by faculty, staff and students. The process to file complaints and grievances is and will continue to be widely shared in many media, as is the opportunity to appeal. The College expresses its commitment to students through brochures available throughout campuses and distributed by staff and faculty; the Student Handbooks; posters; academic integrity policies provided in the Code of Student Conduct and reprinted on course syllabi and student orientation. The College expresses its commitment to faculty and staff through collective bargaining agreements, grievance procedures, the Code of Conduct for Regents, Employees and Volunteers, policies against discrimination, harassment, and workplace violence; policies in support of Affirmative Action, Equal Employment Opportunity, ADA/ Section 504 Compliance and new

employee orientation. (Links to the codes and policies referenced in this section can be found in Appendix NN.)

Centralized Web Site for the College

The new College will be substantially redesigned and reconfigured following consolidation. Pending CIHE-NEASC approval of the Substantive Change proposal, the web redesign will start promptly and be phased in over a period of months. It will reflect a substantial change in how people access college-related information via the web. The web site will be built on the Transfer Ticket model (<http://www.ct.edu/transfer/tickets>).

Currently, each community college administers its own web site. As part of the web consolidation initiative, the current patchwork of 12 individual community college sites will be replaced with one centralized site. This will require a substantial re-design, with the College's web site becoming the main portal to all centralized services. A centralized web site will provide greater consistency, clarity, ease of use for prospective and current students to locate needed information, and will improve the overall ease of applying for financial aid and admission.

The following College sections will be accessible at the centralized site:

- Academic programs, courses and descriptions
- Online application (one) for all college campuses
- Financial aid information and links to all aid forms
- “Transfer Ticket” (TAP, CSCU’s *Transfer Articulation Policy*) information related to CSCU Pathway Transfer Associate Degrees and benefits for the Connecticut Community College students.
- Other Support Services
- Community College campus landing pages
- Community College campus site templates

(See Appendix OO for a graphical depiction of the design discussed here.)

Among the objectives for the re-design are improving overall functionality and ease of use for all visitors, including current and prospective community college students, faculty, staff and alumni, and the public at large. This effort will deliver the best user experience possible by providing

- Increased clarity and navigational ease—it is critical that the site be intuitive and clear, providing prospective and current students the information they seek with productive navigation tools, requiring fewer steps to the information sought;
- Greater responsiveness—site functions will operate smoothly and quickly for visitors, with tools guiding visitors to information and support they seek
- Increased efficiency— the envisioned design creates pathways that are direct, require minimal steps, and provide simplified search tools that promote friendly onboarding;

- Greater consistency in look and feel across the site—a consistent design allows visitors to learn and navigate across all campus sites in a simplified; homogeneous pattern. In turn, functionality will remain consistent for users with different devices and access points;
- Compliance with accessibility standards—The web sites will be fully compliant with all usability and accessibility standards providing ease of use for all types of visitors; and
- Greater focus on students and student needs—The site’s design and construction will be guided by the vision of a positive user experience for our current and prospective students, and delivering on that vision.

The home page will be powered by a database, overseen and maintained centrally at the College. The landing pages will facilitate immediate access to all of the information students (or prospective students) need to review program and course descriptions and schedules, access financial aid information and forms, and apply.

Specifically, the centralized database facilitates immediate visitor access to the following resources:

- The master College course list and availability status, pinpointing where and when courses are being offered, so that visitors will not have to search 12 sites to access this information
- Master list of all programs and certificates
- Courses, course descriptions and course availability offered at the 12 campuses
- A single online application for the College, along with support documentation and online help resources
- Master financial aid documents along with support documentation and online help resources
- Master inquiry information—the information database that supports the site’s Search and Help functionality.

Campus Web Sites

Enrolled students and members of the public will need access to information related to local events, campus conditions, announcements, and social media platforms. Campus web sites will be created and maintained to house such campus-specific content. The Director of Marketing and Public Relations will monitor postings on campus web sites for conformity with College policies and parameters governing electronic publications. These web sites and the campus social media platforms will be populated and maintained by campus staffs, and they are expected to include (among other resources):

- Emergency notifications relating to campus-based conditions or closures;
- Campus events of interest to students and the public (concerts, art exhibits, sporting, charity and community events, speeches, etc.);
- Campus social media posting/presentation, including access to campuses’ Facebook, Twitter, Instagram, LinkedIn and Snapchat sites;

- Campus-specific overview, including campuses' "About..." pages, providing visitors with information related to each campus' unique character and qualities;
- Information related to micro-recruiting efforts, enabling prospective students to schedule a visit to the campuses and take a tour of its facilities and property.

Regardless of how visitors arrive at the College or the campus web sites (i.e., search engine, direct link, referral page, etc.), the path will be transparent to the user and the data will be more quickly accessible.

Project Activities Planned or Underway

To achieve the re-design objectives, CSCU administration has already launched an internal planning and design process, which will lead to the ultimate transition to a redesigned web presence. From a strategic level, the redesign and launch processes will consist of 7 critical steps along the planning, design and implementation phases. (See Appendix PP for a detailed list of project activities and a timeline for implementation.)

Informing Students, the Public, and Other Stakeholders

Creating awareness of the new sites, their purposes and uses, will be critical to public acceptance and use. Achieving broad awareness will determine how successful the sites will be in operation, and how satisfied visitors will be, once there. To promote awareness, two separate but related marketing campaigns will be launched: an internal campaign designed to inform current students, faculty and staff, and an external campaign designed to inform the media, the public, and other partners/stakeholders. The launch of these campaigns will begin in April 2019, and will be timed to provide for the maximum number of impressions prior to the launch of the re-designed sites. To that end, the campaigns will exploit as many channels as possible, including promotional activities and events, public service announcements, on-camera and on-air interviews, editorial board meetings, social media, and some print advertising.

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**Glossary of Abbreviations and Acronyms in
Substantive Change Report**

A.A.	Associate of Arts degree
A.A.S.	Associate of Applied Sciences degree
ACC	Asnuntuck Community College
ACT	American College Test
ADA	Americans with Disabilities Act
ADC	Academic Discipline Coordinator
AP	Advanced Placement
APR	Academic Program Review
AR	Contractual Additional Responsibility for Faculty to Perform Non-Teaching Duties
ASA	Academic and Student Affairs
A.S.	Associate of Science degree
ATD	Achieving the Dream
BOR	Board of Regents for Higher Education (also “Board”)
CAO	Chief Academic Officer
CBA	Collective Bargaining Agreement
CCIC	Community College Implementation Committee
CCC	Connecticut Community Colleges (currently)
CCC	Capital Community College (in context)
CCSSE	Community College Survey of Student Engagement
CEO	Chief Executive Officer
CFO	Chief Financial Officer
CIHE	Commission on Institutions of Higher Education (also “Commission”)
CIO	Chief Information Officer
CLEP	College-level Examination Program
College	Consolidated Community College of Connecticut (proposed)
CSCU	Connecticut State Colleges and Universities
CSF	Critical Success Factors
CTDLC	Connecticut Distance Learning Consortium
CVP	Campus Vice President
DANTES	Defense Activity for Non-traditional Education Support
ECTC	Early Childhood Teaching Credential
ERP	Enterprise Resource Planning
FAC	Faculty Advisory Committee
FAFSA	Free Application for Federal Student Aid
FIRC	Framework Implementation Review Committee (for the Transfer Articulation Policy)
FTE	Full-time Equivalent
FY	Fiscal Year

GCC	Gateway Community College
GED	General Education Diploma
GPA	Grade Point Average
HCC	Housatonic Community College
HEA	Higher Education Act
HR	Human Resources
HSI	Hispanic Serving Institution
IR	Institutional Research
IRDB	Institutional Research Database
IPEDS	Integrated Postsecondary Education Data System
IT	Information Technology
KPI	Key Performance Indicators
MCC	Manchester Community College
MXCC	Middlesex Community College
NACUBO	National Association of College and University Business Officers
NASH	National Association of System Heads
NCC	Norwalk Community College
NEASC	New England Association of Colleges and Schools
NSAR	New Student Advising & Registration Survey
NVCC	Naugatuck Valley Community College
NWCC	Northwestern Community College
ORSE	Office of Research and System Effectiveness
P20-Win	Preschool through 20 and Workforce Information Network
PC	Program Coordinator
QVCC	Quinebaug Valley Community College
SAC	Student Advisory Committee
SAP	Satisfactory Academic Progress
SAT	Scholastic Aptitude Test
SEBAC	State Employees Bargaining Agent Coalition
SEM	Strategic Enrollment Management
SENSE	Survey of Entering Student Engagement
SHEEO	State Higher Education Executive Officers
SIS	Student Information Systems
SO	CSCU System Office
STEM	Science, Technology, Engineering, and Math
TAP	Transfer Articulation Policy
TRCC	Three Rivers Community College
TXCC	Tunxis Community College
WICHE	Western Interstate Commission for Higher Education
VALUE	Valid Assessment of Learning in Undergraduate Education (AAC&U)
VSA	Voluntary System of Accountability
YNHH	Yale New Haven Hospital

NEW COMMITTEES FORMED FOR CONSOLIDATION PLANNING

CT Community College Consolidation Committee

Committee Charge

- To broadly look at all options for a leadership structure for the CT community colleges
- Saves \$28 million, improves the student experience and maintains the mission of the community college
- To provide feedback on details to be considered in any proposals being recommended

COMMUNITY COLLEGE CONSOLIDATION COMMITTEE

Michael Rooke, President Northwestern CT Community College, Chair
Daisy DeFillipis, President, Naugatuck Valley Community College
Gena Glickman, President Manchester Community College
David Levinson, President Norwalk Community College
Carlee Drummer, President Quinebaug Valley Community College
Paul Broadie, President Housatonic Community College, interim President Gateway Community College
James Lombella, President Asnuntuck Community College, interim President Tunxis Community College
Mary Ellen Jukoski, President Three Rivers Community College
Wilfredo Nieves, President Capital Community College
Steven Minkler, Lead campus administrator, Middlesex Community College

CT Community College Consolidation Sub-Committee

Committee Charge

- To take initial options from the Presidential consolidation committee and define these in greater detail
- To develop a high level leadership structure for a single accredited institution and campus-based structures appropriate to campus size and complexity
- To maintain existing community identity within the local communities that each for all 12 campuses

COMMUNITY COLLEGE CONSOLIDATION SUB-COMMITTEE

Michael Rooke, President Northwestern CT Community College, Chair
Mary Ellen Jukoski, President Three Rivers Community College
David Levinson, President Norwalk Community College
Duncan Harris, Dean of Student Affairs, Manchester Community College
Gennaro DeAngelis, Interim Dean of Administration, Asnuntuck Community College
Victoria Bozzuto, Dean of Workforce Development & Cont. Education, Gateway/Housatonic CC
Rose Ellis, Dean of Administration, Gateway/Housatonic Community College
Alfred Williams, Dean of Academic & Student Affairs, Quinebaug Valley Community College

CSCU Academic Council/Faculty Advisory Committee (FAC) Governance Sub-Committee

Committee Charge

- To review options for a shared governance model for a singly accredited institution with 12 campuses
- Develop a faculty curriculum review process from the campus level to the Board of Regents level

CSCU ACADEMIC COUNCIL/FACULTY ADVISORY COMMITTEE (FAC) GOVERNANCE SUB-COMMI

Michael Rooke, President Northwestern CT Community College, Chair

Delwyn Cummings (FAC & Naugatuck Valley Community College)

Robert Brown (FAC & Tunxis Community College)

Judy Wallace (FAC & Middlesex Community College)

Lynn Roller (FAC & Gateway Community College)

T.J. Barber (FAC & Manchester Community College)

Nancy Melnicsak, Director, Student/Academic Information Systems, CSCU

Ken Klucznik, Transfer & Articulation Co-Manager, CSCU

Irene Rios-Knauf, Dean of Academic Affairs, Naugatuck Valley Community College

Mark Kosinski, Dean of Academic Affairs, Gateway Community College

TAP Framework Implementation and Review Committee (FIRC)

The TAP Framework Implementation and Review Committee has primary responsibility to oversee the TAP general education framework (Framework30), to monitor how the major pathways (Pathway30) are integrated with the Framework30, to review learning outcomes assessment data about general education outcomes provided by campuses, and to make advisory recommendations for adjustments to the TAP Framework. The FIRC shall serve as a clearinghouse for information and clarification of TAP programming. A subcommittee shall provide dispute resolution for student appeals.

Committee Charge

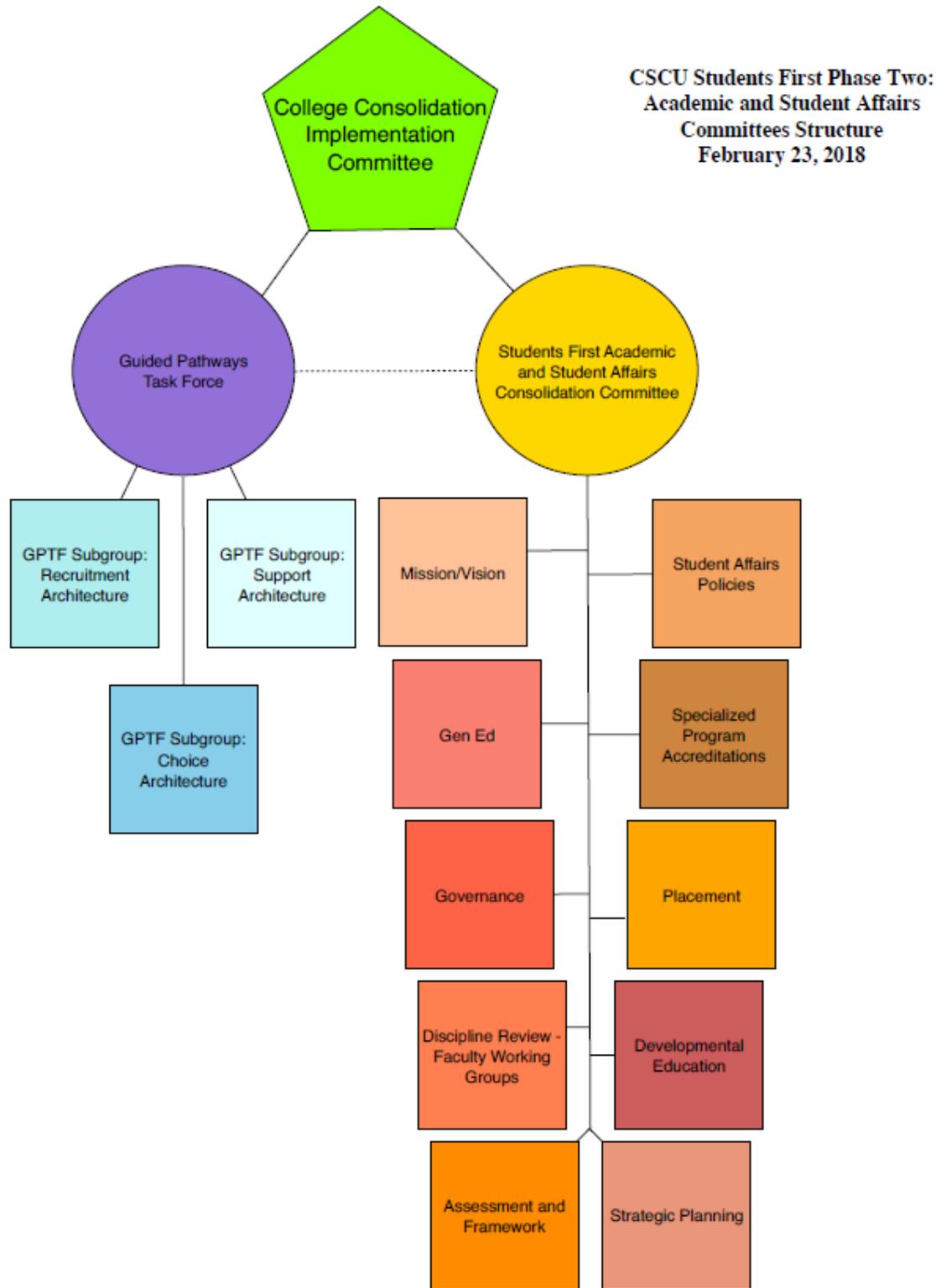
- Review campus implementation of TAP's Framework30 and report findings to TAP Program Co-Managers.
- Receive regular reports from TAP Program Co-Managers about Work Group progress.
- Advise the TAP Coordinating Council and the TAP Pathway Work Groups through the TAP Program Co-Managers.
- Review layout, structure, and effectiveness of TAP templates for pathways; make recommendations to TAP Program Co-Managers for adjustment as necessary.
- Ensure Framework30 is consistently applied across all campuses.
- Review Pathway templates generated by Work Groups for consistency with TAP Framework30 and CSU and Charter Oak programs (University60). When necessary, FIRC will recommend strategies for ensuring Pathways can be approved by all stakeholders and communicate changes via the Program Co-Managers where changes are needed.
- Make recommendations to the Coordinating Council via the TAP Program Co-Managers for major changes to TAP Framework.
- Review and grant exceptions for inclusion of the entire TAP Framework in a pathway, upon the request of disciplinary Pathway Work Groups.
- Complete learning outcome rubric models and suggest ongoing quality improvement of rubrics.
- Facilitate periodic review of the Framework30 learning outcomes.
- Make recommendations about assessment expectations, including when assessment should occur (e.g. should 4-year institutions assess students following completion of 60 credits?); review assessment results.
- Establish a subcommittee to adjudicate student issues unresolved at the campus level.
- Meet monthly, except in June, July, August and January.
- Each FIRC member acts as a liaison with home campus Chief Academic Officers.
- Communicate following each meeting the outcomes of all deliberations to the
 - TAP Coordinating Council,
 - TAP Pathway Work Groups, and
 - TAP Program Co-Managers

TAP FRAMEWORK IMPLEMENTATION AND REVIEW COMMITTEE (FIRC)

Elle Van Dermark, Associate Professor of History, Asnuntuck CC
Becky DeVito, Professor, Psychology, Capital CC
Lauren Doninger, Professor of Psychology, Gateway CC
Elizabeth Steeves, Professor of Chemistry, Housatonic CC
Nicole Esposito, Associate Professor and Program Coordinator of the Disability Specialist program., Manchester CC
Patricia Raymond, Professor/Business Administration & Marketing, Middlesex CC
Jason Seabury, Assistant Professor, Mathematics, Naugatuck Valley CC
Gabe Adamek, Professor/Mathematics, Norwalk CC
Crystal Wiggins, Assistant Professor, Mathematics, Northwestern CCC
Brian Donohue Lynch, Professor of Anthropology and Sociology, Quinebaug Valley CC
Sarah Selke, Professor of Biology, Three Rivers CC
Francis Coan, Professor of History, Tunxis CC
Mark Jackson, Associate Professor, Biology, CCSU
Gail Gelburd, Professor, Art History, ECSU
Deborah Weiss, Professor of Communication Disorders, SCSU
Patrice Boily, Professor of Biological and Environmental Sciences, WCSU
Ruth MacDonald, Professor of English, CHARTER OAK
Steve Marcelynas, Assistant Director: Academic and Career Advising Transfer, SCSU
Mike Buccilli, Director of Counseling & Student Success, GCC

COMMITTEES FORMED FOR CONSOLIDATION IMPLEMENTATION

Overall Consolidation Committee Structure



College Consolidation Implementation Committee (CCIC)

Committee Charge

- Reviewing and responding to the recommendations from the Students First Academic and Students Affairs Consolidation Committee and the Guided Pathways Task Force.
- Recommendations from the CCIC will be forwarded to the President of the System. Those plans that require BOR approval will be forwarded to the appropriate BOR committee.

COLLEGE CONSOLIDATION IMPLEMENTATION COMMITTEE (CCIC)

David Levinson, President, NCC, Co-Chair

Hector Navarro, SAC, President, Co-Chair

Paul Broadie, President, HCC and GCC

Daisy DeFillipis, President, NVCC

Mary Ellen Jukoski, President, TRCC

Steve Minkler, Lead Campus Administrator, MxCC

Delwyn Cummings, Co-Chair, FAC

Duncan Harris, Dean of Student Affairs, MCC

Greg DeSantis, Interim Director Student Success Center, SO

Mike Stefanowicz, Co-Chair, SF ASACC, SO

Pat Bouffard, Co-Chair, SF ASACC, SO

Ken Klucznik, Co-Chair, TAP, SO

Jane Gates, Provost, SO

Students First Academic and Student Affairs (ASA) Consolidation Committee

The Students First: Academic and Student Affairs Consolidation Committee is charged with the responsibility to work out the details associated with the one community college consolidation related to academic and student affairs on the twelve community colleges. Specifically, the committee will provide guidance on the alignment of academic programs (shared and differentiated), assessment, policies, procedures, institutional data, websites, catalogs and other relevant issues to campus constituents. (Note: 12 elected faculty members, 1 per campus, will be added in March 2018.)

ASA Consolidation Committee Workgroups

- Mission/Vision - (entire committee)
- General Education – subcommittee to work with the TAP Framework Implementation Review Committee (FIRC) on a Framework 21/24 Gen Ed core
- Governance – subcommittee to work with the Faculty Advisory Committee (FAC) on shared governance, college senate, curriculum
- Discipline Review Faculty working groups - review program consolidation, course prerequisites
- Assessment – General Education Framework , Course, Program Outcomes - work with FIRC on Framework 30 assessment
- Strategic Planning
- Developmental Education – work with PA 12-40 Steering Committee, Connecticut Coalition of English Teachers (CCET), Math Issues, Math Pathways
- Placement / Guided Pathways Recruitment
- Specialized Program Accreditations- work with Academic Council, System Office, Accrediting Bodies
- Student Affairs Policies

Work will begin with the General Education, Governance, and a number of Faculty Discipline Review Committees for spring 2018. A common General Education core will be developed by May, 2018 for review by colleges by the beginning of the fall 2018 semester. The committee will establish a schedule for consolidation of programs, beginning with the College of Technology program, Nursing, Transfer Articulation Programs, and AAS degree programs. Existing Transfer Articulation Program (TAP) disciplinary workgroups, such as Computer Science can begin to discuss program consolidation as meetings occur to update and revise TAP programs.

ACADEMIC AND STUDENT AFFAIRS CONSOLIDATION COMMITTEE

Doris Arrington, CCC- DOS
Robin Avant, HCC- Interim AD
T.J. Barber, MCC- Student Act.
Gayle Barrett, MXCC Register - GP Task Force
Candace Barrington, SO-TAP
Susan Barzottini, MCC- Faculty
Pat Bouffard, SO - Co-Chair
Vicki Bozzuto, GCC- Workforce Dev.& Cont. Edu. GP Task Force
Robert Brown, FAC & TXCC
Michael Buccilli, GCC Dir Advising /Counseling, GP Task Force
Del Cummings, FAC & NVCC Faculty
Gennaro DeAngelis, ACC - Enrollment Mgmt.
Greg DeSantis, SO- Dir Student Success
Teresa Foley, ACC-Faculty, Math Issues
James Gentile, MCC Faculty- CCET
Sharon Gusky, NWCCC - C3BIOS
Duncan Harris, MCC-DOS
Ken Klucznik, SO-TAP
Frederick-Douglass Knowles, TRCC-Faculty
Riaz Lalani, NCC-Faculty
Juan Leal, SAC- Student
Maribel Lopez, GCC - Registrar
Steve McDowell, SO - Enrollment Mgmt.
Nancy Melnicsak, SO- Banner Student Team
Alese Mulvihill, HCC Assoc. Dean Student Success
Hector Navarro, SAC- Student
Lindsey Norton, HCC Advisor, GP Task Force
James Patterson, NWCCC Library
Eileen Peltier, ACC & TXCC - Workforce Dev.& Cont. Edu.
Ron Picard, NVCC - Assessment Council
Eileen Rhodes, CCC- Library
Lynn Roller, FAC & GCC Faculty
Francine Rosselli-Navarra, MCC Faculty, GP Task Force
Sheila Solernou, GCC- Program Dir Nursing
Michael Stefanowicz, SO - Co-Chair
Kristina Testa-Buzzee, NCC- Dean Ext Studies
Judy Wallace, FAC & MXCC Faculty
Alfred Williams, QVCC DOA &AD
Karen Wosczyzna Birch, SO – College of Technology
Heidi Zenie, TRCC Faculty GP Task Force

Guided Pathways Task Force and Subgroups

Phase Two of CSCU Students First includes the formation of three subgroups of the CSCU Student Success Center's Guided Pathways Task Force (GPTF), focused on the following three content areas for the community college consolidation:

- GPTF Choice Architecture Subgroup
- GPTF Support Architecture Subgroup
- GPTF Recruitment Architecture Subgroup

The subgroups will be composed primarily of faculty, staff, and administrators from the CSCU community college campuses. Individuals from the CSCU system office, Charter Oak State College, and the State Universities will also be included. The focus will be ensuring diverse representation on the subgroups from individuals who often work with students from the community colleges, so that those voices may enrich the community college guided pathways discussion.

The subgroups will be charged with making recommendations about a variety of items related to Guided Pathways as the single community college institution is being formed. Recommendations made by the GPTF subgroups will be received by the GPTF as well as the Students First Community College Steering Committee.

The subgroups will work in concert with the Students First Academic and Student Affairs Consolidation Committee and the Framework Implementation Review Committee when forming recommendations.

All three subgroups are collectively charged with making recommendations regarding:

- Supporting culture change
- The student experience
- Onboarding and admission
- Updating communication methods with students
- What is the list of "need to know" things for all faculty and staff – the student questions that everyone can answer
- Student-facing data dashboard
- System key performance indicators (KPI)

The Choice Architecture Subgroup is charged with making recommendations regarding:

- Meta majors
- Further development of academic communities within meta majors
- Program mapping and course sequencing
- Individual student academic plans
- Campus schedule planning to ensure courses are available
- Block scheduling
- 15 to finish
- First year experience (FYE) [With Support Architecture]
- Student persistence support [With Support Architecture]
- Keeping students on plan [With Support Architecture]

- Gatekeeper courses
- Transfer and workforce pathways [With Recruitment Architecture]
- Stackable credentials
- Transfer-level math and English
- Developmental education
- Cross-program structure
- Teaching and learning under guided pathways

The Support Architecture Subgroup is charged with making recommendations regarding:

- Holistic student supports including:
 - Advising model and requirements
 - Entry advising
 - New student orientation
 - Progress monitoring and early alert as well as related predictive analytics; using data to improve student success
 - Early intervention
 - Coaching
 - Contact and “nudge” plans
 - Financial aid and financial planning support
 - Streamlined transcript processes
 - Wraparound services
- Student persistence support [With Choice Architecture]
- Keeping students on plan [With Choice Architecture]
- First year experience (FYE) [With Choice Architecture]
- Peer to peer engagement
- Career or interest exploration, assessment, and planning
- Developing student feedback process

The Recruitment Architecture Subgroup is charged with making recommendations regarding:

- Ensuring standard streamlined enrollment experience
- Recruiting and enrollment management
- K-12 and employer connections
- Transfer and workforce pathways [With Choice Architecture]
- Community connections
- Noncredit to credit connections
- Early college and dual enrollment opportunities

GUIDED PATHWAYS TASK FORCE

Greg DeSantis (Chair), Interim Exec. Director of Student Success & Academic Initiatives, System Office
 Gayle Barrett, Guided Pathways Manager, MxCC System Office
 Kerry Beckford, Professor of English, Tunxis
 Caitlin Boger-Hawkins, Director of Planning, Research, and Institutional Effectiveness, Northwestern CT
 Patricia Bouffard, Students First Academic Program Director, System Office
 Vicki Bozzuto, Guided Pathways Manager, GCC System Office
 Michael Buccilli, Guided Pathways Manager, GCC System Office
 Saulo Colon, Asst. Professor of Sociology, HCC
 Kevin Corcoran, Executive Director, CTDLC
 Tamika Davis, Guided Pathways Manager, TXCC System Office
 Ken Klucznik, Transfer & Articulation Co-Manager, System Office
 Maribel Lopez, Registrar, GCC
 Lesley Mara, Director of Workforce Development, Strategic Partnerships & Sponsored Programs, System Office
 Steve Mcdowell, Director of Financial Aid Services, System Office
 Calvin Mcfadden, Dean of Students, Norwalk
 Lindsey Norton, Interim Asst. Director of Student Success & Academic Initiatives, System Office
 Francine Rosselli-Navarra, Guided Pathways Manager, MCC System Office
 Michael Stefanowicz, Interim Assoc. Vice President, Academic & Student Affairs, System Office
 Sydney Voghel-Ochs, Director of Marketing & Public Relations, NVCC
 Heidi Zenie, Guided Pathways Manager, TRCC System Office

CHOICE ARCHITECTURE SUBGROUP

Fran Rosselli-Navarra (CHAIR), Guided Pathways Manager, MCC/System Office
 Heidi Zenie (CHAIR), Guided Pathways Manager, TRCC/System Office
 Shirley Adams, Provost, Charter Oak
 Kevin Bechard, Department Chair; Business, Manchester
 Sara Brinckerhoff, Academic Division Director of the School of Allied Health, Business, and STEM, Middlesex
 Jeff Buskey, Associate Director of Admissions, Eastern
 Jodi Calvert, Director of Learning Initiatives, Three Rivers
 Joe DeFeo, Program Director, Science, Technology, Engineering, and Mathematics, Naugatuck Valley
 Amy Feest, Associate Professor of Marketing, Program Coordinator Business Administration, Tunxis
 David Ferreira, Dean of Academic & Student Affairs, Northwestern CT
 Teresa Foley, Professor of Mathematics, Department Chair of Liberal Arts, Asnuntuck
 Andre Freeman, Professor of Mathematics, Department Chair Science and Mathematics, Capital
 Dan Fuller, Automotice Coordinator, Gateway
 Forrest Helvie, FYE Director, Department Chair, Norwalk
 Debbie Herman, Director of Library and Educational Technology, Manchester
 Maryellen Jukowski, President, Three Rivers
 Amy Kacerik, Director of Student Services & Registrar, Quinebaug Valley
 Bev King, Director of Education Technology, Northwestern CT
 Laura McCarthy, Director of Academic Success Center, Northwestern CT
 Chris Paulin, Professor of History (former Division Director, Social Sciences/Culinary & Hospitality), Manchester
 Ron Picard, Associate Dean of Academic Affairs, Naugatuck Valley
 Christine Ruggiero, Professor of English, Middlesex
 Sarah Selke, Professor of Biology, Three Rivers
 Amanda Sweeney, Professor, Mathematics, Gateway
 Sally Terrell, Professor of English, Tunxis
 Nora Uricchio, Associate Professor, Radiologic Science, Manchester
 Perry Phyllis, BANNER Support Specialist, System Office Ex Officio
 Jama Yusuf, Sr. Information Systems Development Manager, System Office Ex Officio
 Oscar Rivera, Sr. Programmer/Analyst, System Office Ex Officio

RECRUITMENT ARCHITECTURE SUBGROUP

Vicki Buzzuto (CHAIR), Guided Pathways Manager, GCC System Office
Tamika Davis (CHAIR), Guided Pathways Manager, TXCC System Office
Steve McDowell (CHAIR), Director of Financial Aid Services, System Office
Jennifer Anilowski, Director of Admissions, Asnuntuck
Diane Bordonaro, Director of Non-Credit Programs, Middlesex
Kevin Corcoran, Executive Director, CTDL
Gennaro DeAngelis, Dean of Administration, Asnuntuck
Rose Ellis, Dean of Administration, Housatonic
Myrna Garcia-Bowen, Director, Office of Transfer & Academic Articulations, Central
Gregg Gorneault, Director of Admissions, Capital
Duncan Harris, Dean of Student Affairs, Manchester
Peter Harris, Director of Enrollment Management, Manchester
Sarah Hendrick, Associate Director of Admissions, Quinebaug Valley
Jim Lombella, President, Asnuntuck
Maribel Lopez, Registrar, Gateway
Lesley Mara, Interim Director of Workforce, System Office
Steve Marcelynas, Assistant Director of Academic and Career Advising, Southern
Darryl Reome, Associate Dean, Student Affairs & Enrollment, Northwestern CT
Rebecca Rodriguez, Counselor/ Former Admission, Housatonic
Antonio Santiago, Dean of Danbury Campus, Naugatuck Valley
Kathryn Senie, Director of Grants & Strategic Planning, Norwalk
Linda Stango, Director of Workforce Transition and Outreach, Naugatuck Valley
Marjorie Valentin, Associate Dean of Continuing Education/Community Service, Three Rivers
Sydney Voghel-Ochs, Director of Marketing, Naugatuck Valley
Sarah White, Nursing Admissions Specialist, System Office
Susan Winn, Registrar, Tunxis
William Gammell, Director of Policy, Research and Strategic Planning, System Office Ex Officio
Jama Yusuf, Sr. Information Systems Development Manager, System Office Ex Officio
Michael Kozlowski, Director of Strategic Initiatives, System Office Ex Officio
Nancy Melnicsak, Director of Student/Academic Information Systems, System Office Ex Officio

SUPPORT ARCHITECTURE SUBGROUP

Gayle Barrett (CHAIR), Guided Pathways Manager, MxCC System Office
Michael Buccilli (CHAIR), Guided Pathways Manager, GCC System Office
Kerry Beckford, Professor of English, Tunxis
Caitlin Boger-Hawkins, Dir. of Planning, Research, and Institutional Effectiveness, Northwestern CT
Paul Broadie, President, Housatonic
Kellie Byrd-Danso, Director of Student Engagement, Gateway
Diane Clokey, Registrar, Asnuntuck
Jonah Cohen, Professor of Human Services, Gateway
Jennifer Cournoyer, Director of Library Services, Quinebaug Valley
Sarah Gager, Dean of Student Services, Naugatuck Valley
Keith Gauvin, Registrar, WCSU
Heath Hightower, Coor. of Human Services/Social Work Studies, Quinebaug Valley
Bob Kozlowski, Director of Advising and Retention, Quinebaug Valley
Christine Languth, Acting Director of Student Success, Three Rivers
Margaret Malaspina, Director of Financial Aid, Capital
Judy Mazgulski, Retention Specialist, Middlesex
Calvin McFadden, Dean of Students, Norwalk
Alese Mulvihill, Associate Dean of Student Success, Housatonic
Joseph Navarra, Coordinator of Disability Services, Manchester
Josiah Ricardo, Professor of Sociology, Capital
Jill Rushbrook, Director of Advising, Asnuntuck
Jason Scappaticci, Coor. of First Year & New Student Programs, Manchester
Tim St. James, Interim Dean of Students, Asnuntuck
Kathy Taylor, Associate Professor, Naugatuck Valley
Pam Williams, Research Librarian, Three Rivers
Debra Zavatkay, Registrar, Northwestern CT

Ex-Officio Members

JD Mathewson, Senior Research Associate, System Office Ex Officio
Jama Yusuf, Sr. Information Systems Development Manager, System Office Ex Officio
Brenda Zanta, Student/Academic Information Support Specialist, System Office Ex Officio

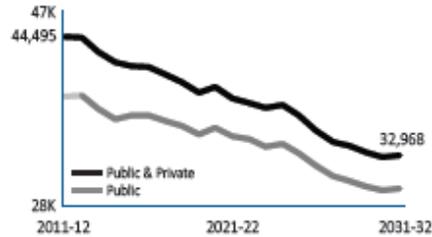
WICHE December 2016 report, “Knocking at the College Door”: Connecticut High School Graduates, 2000-01 to 2031-32

KNOCKING AT THE COLLEGE DOOR

APPENDIX A. HIGH SCHOOL GRADUATE DATA TABLES

CONNECTICUT

- 38,500 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in Connecticut is not projected to increase after 2011-12, ending at 33,000 in 2031-32.



School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Hawaiian/ Pacific Islander	Two or More Races
				Alone, or Any Race	White	Black	American Indian/ Alaska Native	Asian/Pacific Islander (combined)		
2000-01	35,514	5,126	30,388	2,563	23,429	3,369	66	961		
2001-02	38,205	5,878	32,327	2,886	24,721	3,617	74	1,029		
2002-03	40,296	6,629	33,667	3,250	25,308	3,952	87	1,070		
2003-04	40,537	5,964	34,573	3,319	26,130	3,896	102	1,126		
2004-05	41,104	5,589	35,515	3,717	26,482	4,051	93	1,172		
2005-06	41,210	4,988	36,222	3,623	27,047	4,184	117	1,251		
2006-07	43,558	6,017	37,541	4,139	27,384	4,689	102	1,227		
2007-08	44,099	5,680	38,419	4,451	27,782	4,775	104	1,307		
2008-09	41,201	6,233	34,968	3,861	25,561	4,221	77	1,248		
2009-10	40,996	6,501	34,495	4,063	24,787	4,226	95	1,324		
2010-11	44,813	5,959	38,854	5,301	27,039	4,922	169	1,423	17	270
2011-12	44,495	5,814	38,681	5,507	26,656	4,770	215	1,533	21	395
2012-13	44,365	5,643	38,722	5,838	26,188	4,823	144	1,728	65	449
2013-14	42,968	5,517	37,451	5,641	25,397	4,588	107	1,658		
2014-15	41,956	5,533	36,423	5,845	24,123	4,538	108	1,666		
2015-16	41,580	4,745	36,835	6,191	24,000	4,559	122	1,799		
2016-17	41,529	4,684	36,845	6,403	23,731	4,542	109	1,791		
2017-18	40,783	4,490	36,292	6,516	23,095	4,431	104	1,965		
2018-19	40,056	4,255	35,801	6,696	22,679	4,271	106	1,845		
2019-20	39,050	4,107	34,943	6,841	21,623	4,189	76	2,016		
2020-21	39,603	3,964	35,639	7,158	22,033	4,101	88	2,079		
2021-22	38,497	3,741	34,756	7,347	21,016	4,072	80	2,064		
2022-23	37,991	3,504	34,488	7,774	20,434	3,966	74	2,080		
2023-24	37,586	3,783	33,803	8,082	19,525	3,975	67	1,989		
2024-25	37,880	3,777	34,103	8,523	19,292	3,928	62	2,163		
2025-26	36,798	3,621	33,177	8,344	18,544	4,078	66	2,180		
2026-27	35,370	3,460	31,910	8,272	17,590	3,937	86	2,070		
2027-28	34,246	3,348	30,897	7,930	16,996	3,734	85	2,186		
2028-29	33,833	3,336	30,497	8,071	16,544	3,726	71	2,092		
2029-30	33,201	3,270	29,931	7,649	16,356	3,683	71	2,142		
2030-31	32,796	3,223	29,572	7,900	15,929	3,614	88	2,043		
2031-32	32,968	3,238	29,730	7,825	16,101	3,620	89	2,087		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawaiian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see Appendix C: Technical Information and Methodology at www.wiche.edu/knocking. Source: Western Interstate Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2016.

**Connecticut Community Colleges
New England Association of Schools & Colleges**

Institution	Approval Date of most recent Comprehensive Evaluation or Interim (Fifth-Year) Report	Expressed Concerns by the NEASC Commission on Institutions of Higher Education to be addressed by the Institution in an upcoming Follow-Up Report
Asnuntuck	<p align="center">March 3, 2016</p> <p align="center">Comprehensive Evaluation</p>	<p>That the College submit an interim report for consideration in Fall 2020 ... gives emphasis to its success in:</p> <ol style="list-style-type: none"> 1) developing and implementing plans to assess student learning and use the results for improvement; 2) strengthening communication among constituents at the College; 3) evaluating the impact of programs offered to support workforce development initiatives in the State of Connecticut on the institution’s mission, with emphasis on ensuring that resources are sufficient to support programs in general studies, liberal arts, and majors outside of the technical fields; 4) implementing plans to use analytics and early alert software and nationally standardized assessment tools to support efforts to increase retention and graduation rates
Capital	<p align="center">April 20, 2017</p> <p align="center">Comprehensive Evaluation</p>	<p>That the College submit a report for consideration in Fall 2018 which gives emphasis to the institution’s success in:</p> <ol style="list-style-type: none"> 1) increasing student enrollment, retention, and graduation; 2) continuing to ensure sufficient personnel and financial resources are available to support its programs and services
Gateway	<p align="center">September 22, 2016</p> <p align="center">Comprehensive Evaluation</p>	<p>That the College submit a report for consideration in Spring 2018 that gives emphasis to the institution’s success in:</p> <ol style="list-style-type: none"> 1) developing an integrated institutional strategic plan with measurable outcomes; 2) developing and implementing a college-wide approach to the assessment of student learning including implementation of academic program reviews; 3) demonstrating sufficiency of human, technological, and physical resources to support student success; 4) achieving its goals to improve retention and graduation rates

Institution	Approval Date of most recent Comprehensive Evaluation or Interim (Fifth-Year) Report	Expressed Concerns by the NEASC Commission on Institutions of Higher Education to be addressed by the Institution in an upcoming Follow-Up Report
Housatonic	April 20, 2017 Interim Report	<p>The areas of follow-up for consideration by the Commission via the institution’s Spring 2022 comprehensive evaluation are:</p> <ol style="list-style-type: none"> 1. continuing to address two of the matters specified for attention in the interim report: <ol style="list-style-type: none"> a. the impact on the institution’s operations of the policies, priorities, and funding decisions of the Connecticut Board of Regents for Higher Education b. success in assuring sufficient financial resources to support the College’s programs and services and to fund the priorities identified in the institution’s strategic plan 2. achieving its goals to improve retention and graduation rates
Manchester	April 20, 2017 Interim Report	<p>The areas of follow-up for consideration by the Commission via the institution’s Spring 2022 comprehensive evaluation are:</p> <ol style="list-style-type: none"> 1) continuing the review of its governance structure 2) continuing to develop a College-wide approach to assessment that includes assessment of the general education program and using assessment results for improvement 3) achieving its goals to increase credit- and non-credit enrollment and to improve student retention 4) assuring the sufficiency of faculty, including full-time faculty, to meet the needs of the institution
Middlesex	March 6, 2014 Comprehensive Evaluation Follow-Up Progress Report	<p>The College is to submit a fifth-year interim report in Fall 2018 that will give emphasis to the continued success in addressing:</p> <ol style="list-style-type: none"> 1) ensuring an effective system of student advising; 2) providing sufficient and appropriate resources to support academic and student services at the Meriden Center location; 3) establishing an effective model of shared governance; 4) implementing a systematic approach to learning outcomes assessment for general education

Institution	Approval Date of most recent Comprehensive Evaluation or Interim (Fifth-Year) Report	Expressed Concerns by the NEASC Commission on Institutions of Higher Education to be addressed by the Institution in an upcoming Follow-Up Report
Naugatuck Valley	<p>April 19, 2013</p> <p>Comprehensive Evaluation</p>	<p>Areas for follow-up in fifth-year Interim Report due Fall 2017 included:</p> <ol style="list-style-type: none"> 1) assuring the sufficiency of resources to support its programs and services; 2) using results of institutional research to develop and implement a comprehensive approach to assessing student learning outcomes with an emphasis on the general education program; 3) continuing to develop and implement strategies to track student success and achieve graduation rate goals; 4) implementing plans to revise the student advising system; 5) establishing and implementing a facilities master plan with an emphasis on building repair and maintenance and improving classroom technology;
Northwestern Connecticut	<p>November 20, 2015</p> <p>Comprehensive Evaluation Follow-Up Progress Report</p>	<p>That the interim report scheduled for consideration in Spring 2018 gives continued emphasis to:</p> <ol style="list-style-type: none"> 1) evaluating the impact of changes in state-wide governance structures on the College’s mission, with an emphasis on continuing to maintain financial stability and assuring the sufficiency of resources to support its programs and services; 2) analyzing assessment data and using the results to inform decision-making and continuous improvement of teaching and learning, with an emphasis on using course-level assessment results to inform the assessment of academic programs

Institution	Approval Date of most recent Comprehensive Evaluation or Interim (Fifth-Year) Report	Expressed Concerns by the NEASC Commission on Institutions of Higher Education to be addressed by the Institution in an upcoming Follow-Up Report
Norwalk	<p>March 6, 2015</p> <p>Comprehensive Evaluation</p>	<p>Areas for follow-up in fifth-year Interim Report due Fall 2019 included:</p> <ol style="list-style-type: none"> 1) Report of continuing progress to implement plan developed to achieve the institution’s goals for student success and to ensure adequate student advisement; as well as the items specified for the Spring 2017 report <ol style="list-style-type: none"> a. Progress report of efforts to develop and implement a plan to meet its goals for student success, including completion and graduation rates, and to ensure students’ advising needs are appropriately met b. Instituting an effective system of academic advising with properly trained faculty and staff, and adequate resources c. Demonstrating an ability to admit and support students who can be successful in institution’s academic programs, including specifically recruited populations d. Measuring student success, including rates of retention and graduation and other measures of success appropriate to institutional mission e. Instituting regular review of data on retention, graduation, and other measures of student success with results used for planning, resource allocation, and improvement 2) Give emphasis to institution’s success in reviewing its mission and completing and implementing the 2016-2021 strategic plan 3) Assurance that institution “employs effective procedures for the regular evaluation of faculty 4) Give emphasis to the College’s success to improve communication across its constituencies, including, as appropriate, the participation of adjunct faculty in institutional governance 5) Evaluate the impact of the State of Connecticut’s governance structure on NCC’s ability to meet the mandates of its mission

Institution	Approval Date of most recent Comprehensive Evaluation or Interim (Fifth-Year) Report	Expressed Concerns by the NEASC Commission on Institutions of Higher Education to be addressed by the Institution in an upcoming Follow-Up Report
Quinebaug Valley	September 22, 2016 Interim Report	That the College submit a report in Fall 2018 that gives emphasis to the institution's success in: <ol style="list-style-type: none"> 1) implementing the Board of Regents Transition and Articulation Program (TAP); 2) continuing to assess educational effectiveness, including the assessment of student learning in TAP and other academic programs; 3) achieving its goals to improve retention and graduation rates;
Three Rivers	September 25, 2015 Comprehensive Evaluation Follow-Up Progress Report	That the College submit an interim report in Fall 2017 that gives emphasis to: <ol style="list-style-type: none"> 1) Achieving enrollment goals and maintaining financial resources sufficient to support its mission in light of the reorganization of higher education governance and level of funding by the State of Connecticut; 2) Continuing to build capacity to support its use of evidence and data to make improvements throughout the College
Tunxis	November 18, 2016 Interim Report	That the College submit a report for consideration in Fall 2018 that gives emphasis to the institution's success in continuing to ensure sufficient resources and personnel are available to support its programs and services

FRINGE BENEFITS

Fringe benefits run very high in Connecticut. The state has a large unfunded pension liability which by agreement must be paid down regularly. Rates for all state agencies and quasi-agencies are set by the Office of the State Comptroller. The following is a chart of the components of fringe benefits:

Fringe Benefits Rates

Est. AVG Medical Insurance as a % of Total Salaries & Wages

Unemployment Compensation

FICA Social Security

FICA Medicare

Employer SERS Regular Retirement

Employer SERS Hazardous Duty Retirement

Employer Alternative Retirement Program

Employer Teacher's Retirement

Workers Comp

Total FB rates for SERS Regular Employees (excluding Med Ins)

Total FB rates for SERS Regular Employees (including Med Ins)

Total FB rates for ARP Employees (excluding Med Ins)

Total FB rates for ARP Employees (including Med Ins)

	FY17	FY18
	15.89%	15.47%
	0.06%	0.26%
	6.20%	6.20%
	1.45%	1.45%
	54.99%	56.58%
	69.94%	81.75%
	11.93%	14.50%
	9.87%	27.41%
	0.70%	0.55%
	63.40%	65.04%
	79.29%	80.51%
	20.34%	22.96%
	36.23%	38.43%

Connecticut employees may belong to the State Employees Retirement System (SERS), a defined benefit plan, or the Alternate Retirement Program (ARP), a defined contribution plan. The unfunded pension liability relates only to SERS and the impact and rate differential can be seen above. The 75% is an estimated average of employee costs; there are more employees in the SERS plan than ARP thus skewing the averages towards the higher rates. Further, full time employees are more likely to be in the SERS plan. Since the new organization structure includes only full time employees, the group as a whole is more likely to have higher fringe benefit rate.

The state’s reimbursement rate of fringe benefits runs at a higher rate since it is at the discretion of CSCU which employees are covered by the state general funds. Accordingly, we elect to cover more “high fringe cost” employees by the general fund.

Student Barriers to Transferring within the System

Below is a summary of the top issues that the CTDLC Call Center has cataloged since June 2016 regarding the barriers of students transferring within the CSU system as well as other common student frustrations. Since June 2016, the call center has served over 119,000 inbound calls and performed over 50,000 outbound calls.

College Websites

- Inconsistent look and feel as well as inconsistent processes/policies
- Outdates information
- No unified support at 6 of the community colleges, CTDLC is supporting 7 of the colleges to help assist students
- Website search function is inconsistent with each college utilizing different terms and department names.
Example: To find a **staff directory**, it can be under directory, staff or personnel. Also, colleges may use **Bursars**, **Business**, and **Cashiers** as interchangeable department labels, creating confusion for students. **Admissions** vs. **Enrollment** label is another example of inconsistent labeling.

Application Process

- Requires the creation of an user account
- Applicants must complete the submission in a single session as they are unable to save work for later completion
- Transfer students must submit applications to each school when transferring, regardless of previous submissions/acceptance
- \$20 application fee is required by each college, even though the student has already paid once
(Some colleges may waive the fee if transferring, while others will not – an inconsistent policy)
- Students must select from multiple application options on websites, causing confusion on whether to new student or re-admit
- Students transferring have expressed frustration in requiring full application to another college considering that they are part of the same system
- There are no clear tutorials to guide students through the application process
- The Proof of residency and/or citizenship process is different for many of the colleges, including which documents are accepted and in what manner
- There are no automated notifications to alert students on the status and receipt of their application– this generates additional student calls

Transcripts for Admissions

- There are no automated notifications to alert students on the status and receipt of their transcripts – this generates additional student calls.
- There is no standard process for transcript evaluation as each college has different processes and may be performed by different departments
- Students transferring have expressed frustration in requiring transcripts be sent to another college considering that they are part of the same system
- **Students transferring have expressed great frustration in not having all of their credits transfer from one community college to another within the system**

Immunization

- New students have expressed difficulties in obtaining medical records for numerous reasons, i.e. doctor's office closed, records are in another state
- There is an inconsistent policy on which campuses will accept a Waiver for Religious reasons
- Students transferring have expressed frustration in requiring immunization records be re-submitted to another college considering that they are part of the same system
- Each college has a different protocol on how students must submit their records as some allow faxes, while others require in-person drop-off

Assessment Testing

- The type of assessment test and policies around the assessment vary between the colleges
- Each college has a different process for scheduling tests as some utilize online scheduling tools while other require phone calls to set-up appointments

Financial Aid Process

- Assistance for the FAFSA application is limited as many college lack staffing and utilize part-time assistance with limited availability which also impacts processing time
- Students are frequently instructed to call a separate number in order to leave a voicemail so that an appointment can be arranged at a later date
- There are no automated notifications to alert students on the status and receipt of their FAFSA as well as the next steps required of the student

When selected for verification:

- Student only receive information in regards to missing documents via their designated student email address. There is no clear information packet explaining what to expect if selected for verification.
(Institutions utilizing the Call Center may opt for outbound call campaigns to resolve this issue)
- Each college has a different protocol on how students must submit their documents as some allow faxes, while others require in-person drop-off

Advising/Counseling

- Colleges have different processes for handling New Students as well as Re-admits - some require attendance at an information session (pre-scheduled days) before setting an appointment to assist with class registration; some utilize an online scheduler for appointments; others require students to call contact individual department staff to schedule an appointment, sometimes resulting in student frustration if attempts fail to reach the contact in real-time

Registration

- Colleges have different processes with some requiring the students to obtain a registration code (which may be for one or many courses) while others require students to meet with an advisor to complete registration.
- Some allow students to register online while others require in-person registration via paper.
- Each college has different dates and processes as to when they will drop students for non-payment as some drop within 24 hours; some drop within 7 days; and others do not drop at all
- Each college has a different Add/Drop dates and process for the students to follow as some require in-person notice of the drop
- College adhere to different Late Registration dates and policies

Bursars/Cashier/Business Offices

- Payment processes differ from campus to campus as some only allow payments via Banner; some take credit card payments via phone; others only allow in-person payment
- If students have an Accounts Receivable Hold and the student issues payment, the 'hold' status is not removed automatically after payment has been processed, resulting in students calling for resolution.
- Refund policies are not consistent or clearly defined from campus to campus, resulting in student confusion
- Tuition Due Dates differ from campus to campus

Other Areas of Frustration

- Some colleges may take up to 2 weeks for documents to be manually proceed and updated for the students' Banner accounts. In comparison to other online services, students expect an instant process and receipt.



Achieving the Dream Community College National Reform Network

“By emphasizing the need for data analysis and calling for broader institutional change, [Achieving the Dream has] changed the reform conversation.”—*Redesigning America’s Community Colleges: A Clearer Path to Student Success* (2015)

Who We Are

For more than a decade, Achieving the Dream has served as a catalyst helping community colleges bolster student success. We guide colleges committed to improving student outcomes through an institutional change process designed to enable all students to earn certificates and degrees. Our longstanding emphasis on building data capacity and encouraging leadership and innovation has shaped the national conversation on student success. Our focus on access and completion for low-income students and students of color is now a focus of every community college in the nation.

Achieving the Dream is the leader of a network that includes more than 220 institutions, 100 coaches, and 15 state policy teams in 39 states and the District of Columbia and serves more than 4 million community college students.

Achieving the Dream supports colleges to:

- **Innovate** to successfully implement, align and scale cutting edge reforms that increase student success, close achievement gaps, and generate economic benefit for their communities;
- **Coach** leaders to build institutional capacity, lead whole-college reform, and sustain continuous improvement; and
- **Connect** to a network of leaders to foster innovation and peer learning.

These three pillars have formed the core of Achieving the Dream’s work for years and continue to be relevant as colleges strive to achieve integrated reform that improve the lives of their students.

What We Do

Achieving the Dream’s capacity-building framework expands on ATD’s founding principles of institutional change and the network’s knowledge of what works, anchoring the next-generation of community college reform. The model encompasses seven essential institutional capacities, ranging from leadership and vision to teaching and learning, equity, and data and technology.



With the capacity framework as a guide, Achieving the Dream staff and coaches help colleges in the network create a student-focused culture that helps increase the number of students who persist and earn post-secondary credentials. Our coaches provide sustained, hands-on, customized support. Our approach integrates and aligns efforts colleges already have begun to implement to reach their strategic goals: improving developmental education, engaging faculty in student success, putting useful data and information in the hands of faculty and advisors, implementing guided pathways approaches, and going the extra mile to address students' financial challenges to help them continue their studies.

We also offer premier peer learning events, virtual networking and professional development opportunities, access to leading national experts in the field, and the opportunity to participate in cutting edge learning initiatives.

What We Have Learned

With the assistance of prominent researchers as partners and the generous support of our philanthropic champions, over the past decade ATD has learned critical lessons about community college improvement that is widely accepted in the field. These lessons speak to the importance of:

- **Scale.** Boutique pilot programs and interventions that are not connected to one another or scaled are not yielding strong returns.
- **Integrated, Holistic Strategy.** An institution's student success agenda is sustained by a student-focused culture and requires a holistic approach that builds and aligns institutional capacity to reinforce student success.
- **Design and Action Informed by Data.** Equity-minded interventions must be designed intentionally. Disaggregation of student outcomes and identification of the root causes of achievement gaps must be followed by systemic action to address barriers and challenges.
- **Next Generation Developmental Education.** Developmental education must be accelerated, customized to learners' needs and connected to programs of study.
- **Broader Connections.** Community colleges must connect more deeply and dynamically to other education systems, employers and community-based organizations.



Results We Achieve

Students at ATD colleges are finding success moving through the stages of their educational journeys: learning the skills for a new career, completing courses, earning credentials and degrees, and transferring to four-year institutions. Achieving the Dream provides a framework, resources, and support to bring about the kind of holistic change that makes it possible for students to achieve their dreams.

Pierce College, WA: Increased the three-year graduation rate from 22 percent to 31 percent for new degree-seeking students and 21 percent to 30 percent for first-generation students from 2009 to 2013.

Trident Technical College, SC: Increased fall term successful course completion rate from 62 percent in 2011 to 76 percent in 2014.

William H. Rainey Harper College, IL: Increased the percentage of degree and certificate-seeking students who reached their goal within three years of initial enrollment from 14 percent in 2010 to 24 percent in 2014. The percentage of recent high school graduates who enrolled in college-level math within one year of high school graduation also increased from 47 percent to 72 percent.

Miami Dade College, FL: Increased from 89 to 94 the percentage of first-time-in-college students who enrolled immediately after high school who selected a program of study by the end of their first term. For the same students, increased from 13 to 16 the percentage who completed 30 or more credits at the end of their first spring.

University of Hawai'i Community Colleges, HI: Increased the number of degrees awarded by 70 percent between 2010 and 2014, during a stable enrollment period.

Recruitment and Enrollment Redesign Timeline

Recruitment Architecture Subcommittee of the CSCU Guided Pathways Task Force

Timeline and Tasks

Information Gathering: Current Recruitment Experience (Spring 2018)

- Gather information from Recruitment Architecture membership, identifying current state model, inclusive of Pre-Connection, Connection, and Post-Connection phases.
- Discussion around expansion of system best practices.
- Discussion around bottleneck experiences and opportunities to improve processes for students.
- Discussion on inclusion of programs/processes currently not addressed.
- Current Admission and Financial Aid data examination to determine opportunities for improvement, especially regarding the student experience.
- Work with Choice and Support Architecture Teams to address overlapping and “handoff” points under the Guided Pathways initiative.
- Collect campus feedback on all proposals, utilizing existing system-wide structures.

Identification: Examining Large Community Colleges and Best Practices (Spring 2018 – Fall 2018)

- Assessment of large-scale community colleges such as Ivy Tech Community College, Austin Community College, and others who provide multi-campus efforts under a single structure.
- Work with industry leaders and examine data points related to enrollment management structure and planning.
- Exploration of available technologies to support recommendations.
- Collect campus feedback on all proposals, utilizing existing system-wide structures.

Development: Evolution of Recruitment Architecture Recommendations (Spring 2018 – Fall 2018)

- Exploration of community college connection potential to K-12 and state employers.
- Exploration of transfer student and workforce pathways.
- Exploration of community connections.
- Exploration of noncredit to credit offerings.
- Exploration of early college and dual enrollment opportunities.
- Collect campus feedback on all proposals, utilizing existing system-wide structures.

Foundation Planning: Establishing the Framework of a Strategic Enrollment Management Plan (Spring 2018 – Spring 2019)

- Determine technology supplements needed to support Recruitment Architecture planning.
- Begin to establish draft of institution strategic enrollment management plan, encompassing the student experience related to recruitment and retention.
- Pair with the hiring of Vice President of Enrollment Management for the consolidated structure.
- Collect campus feedback on all proposals, utilizing existing system-wide structures.

Approval Process and Implementation

- Approval of Recruitment Architecture recommendations based on projected student impact and resource availability (Spring 2018-Fall 2020)
 - As needed, work with the Academic and Student Affairs Consolidation Committee and other relevant groups in establishing a model.
 - Submit proposed policy and practice recommendations to the Guided Pathways Task Force as needed.
 - Submit proposed policy and practice recommendations to the College Consolidation Implementation Committee as needed.
 - As needed, work with campus leadership surrounding policy and practice recommendations.
- Work with regional and campus leadership to further develop and evaluate project plan and ongoing implementation of strategic enrollment management plan (Spring 2018 – Spring 2021)

BR 18-028

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Mission and Vision for the Community College of Connecticut

March 8, 2018

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

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

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

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

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

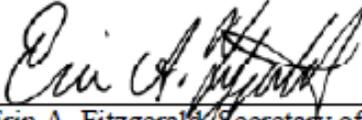
The Community College of Connecticut Mission

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

The Community College of Connecticut Vision

The College supports excellence in teaching and learning, makes data-informed decisions, promotes equity, advances positive change for the students, communities, and industries it serves, and awards associate degrees and certificates.




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

**COMMUNITY COLLEGE of CONNECTICUT (CCC)
Critical Success Factors**

Goals	Activities	Metrics
<p>STUDENT SUCCESS Provide excellent educational experiences to prepare students for advancement to four-year institutions or for career readiness / enhancement.</p>	<p>CCC will provide excellent educational experiences to prepare students for advancement to four-year institutions or for career readiness</p>	<ul style="list-style-type: none"> • % students enrolled in ≥ 15 credits in one semester (fall or spring) • % of students enrolled in ≥ 30 credits in one year (fall, spring, summer) • % of students enrolled in distance-learning courses • % of students passing developmental English or Math courses in their first year (fall, spring, and summer) • % of students completing gateway English or Math courses with a C or better • Number of tutoring sessions offered in one year (fall, spring, summer) • % of students retained fall-to-spring and fall-to-fall • % of credential-seeking students who complete a degree or certificate within 3 years of initial enrollment.
	<p>Students in career-focused programs are well-prepared for work, and programs demonstrate marketable quality.</p>	<ul style="list-style-type: none"> • Employer satisfaction with student preparation survey (data currently not available) • Number of focused workforce development programs validated by local / regional labor data for high-demand jobs. • Seek/maintain accreditation for career-focused programs, i.e., nursing.
	<p>CCC sustains an excellent reputation in transfer preparation.</p>	<ul style="list-style-type: none"> • Number of articulation agreements • Top ten 4-year institutions students transfer into.
	<p>CCC expands support of faculty development to advance teaching and learning.</p>	<ul style="list-style-type: none"> • Number of Center for Teaching events • Number of professional development days.
	<p>Establish clear, goal-oriented process to evaluate academic programs.</p>	<ul style="list-style-type: none"> • Systematically evaluate all certificate and degree programs to determine their relevance.
	<p>Engage and inspire faculty innovation.</p>	<ul style="list-style-type: none"> • # of faculty and staff attended professional development by type (conference, workshop, courses, etc.), • # of curriculum change requests (new, modify, termination), • Percentage of faculty who have completed Teaching Effectiveness Certificate Program.

**COMMUNITY COLLEGE of CONNECTICUT (CCC)
Critical Success Factors**

Goals	Activities	Metrics
<p>IMAGE College of choice; promote the value and recognition of The Community College of Connecticut (CCC) and the CSCU as excellent venues to achieve educational goals.</p>	<p>Increase Marketing Efforts - Continue to create a paradigm shift – that CCC is a legitimate choice for college, not a last resort; it is for successful students as well as for students needing remedial help; it’s a responsible financial choice that reduces college debt; that transferring to 4-yr college is straightforward with no loss of credit.</p>	<ul style="list-style-type: none"> • % increase of enrollment of credit first year and transfer broken out by traditional students (up to age 21) and adults (22 and older), by semester, and by part-time and full-time • # of students who successfully transfer (if access to additional data from National Clearing House is allowed, add successful completion of Bachelor’s degree) • % increase of enrollment of non-credit students • Data gathered on 15 credit/semester students (enrollment, retention, eventually graduation) • Graduate Survey (specific questions only) • Applicant yield rate • College Career Pathway Enrollment
	<p>Optimize academic programs with a student-centered approach including making offerings more convenient to students, respond quickly to job market trends and future forecasts, and full-time career counseling.</p>	<ul style="list-style-type: none"> • Graduate Survey • Data gathered on 15 credit/semester students (enrollment, retention, eventually graduation) • Percentage of students taking online classes by term
	<p>Strong regional socio-economic opportunities – Make CCC an acknowledged and trusted resource for the business and industry community to partner in creating strong regional socio-economic opportunities.</p>	<ul style="list-style-type: none"> • Annual numbers and donations to individual College Foundations by area businesses • Measure numbers and types of connections with businesses (large and small) – not yet available - need comprehensive list of all businesses involved in all departments/divisions through advisory boards, committees, internships, etc.



STUDENTS FIRST
COMMUNITY COLLEGE CONSOLIDATION FREQUENTLY ASKED QUESTIONS
October 17, 2017

1. Why are the community colleges being consolidated?

Our goal as a public higher education institution is to provide a high quality, affordable and accessible post-secondary education that enables students to achieve their life and career goals. We recognize that without real structural change our system is unsustainable in both the short and long term. Our institutions are facing a true structural deficit because of year-over-year declining appropriations, decreased tuition revenue and increased costs.

In April 2017, at the request of the CT Board of Regents, the CSCU System President proposed two strategies to address these concerns, known as Students First. This included the consolidation of the 12 community colleges into one singly accredited institution, as well as system wide consolidation of administrative back-office functions.

More details can be found here: [President Ojakian, April 2017](#)

2. How will one community college benefit students?

Benefits of a single community college for students are numerous. The new structure eliminates many barriers to success and degree completion. This will significantly reduce management at the colleges while maintaining critical resources for students at the campus level. In particular, the new structure calls for an increased focus on enrollment management, advising and retention to maximize the impact of our guided pathways initiative.

Colleges currently are not able to share student information from one to another. When students take classes at multiple colleges, as they sometimes need to do to get the classes they need, they must transfer classes between schools. However, those transfer credits do NOT count towards the students' GPA. At the same time, they have to provide duplicate documents needed to enroll, such as high school transcripts, immunization records, and previous college transcripts. They also may have to pay the \$20 application fee multiple times.

Under the new structure, students would apply once, and be able to take classes at any of the 12 campuses, and all courses taken would apply to their degree program and their GPA.

3. How will the consolidation affect CSCU's accreditation?

The 12 community colleges all are currently accredited by the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC). They are accredited separately, which requires that each institution meet the 9 NEASC standards required for continued accreditation. By consolidating the 12 colleges into one, this

constitutes a change in the accreditation.

The NEASC standards for accreditation: <https://cihe.neasc.org/standards-policies/standards-accreditation/standards-effective-july-1-2016>

4. What does the leadership structure of one single community college look like?

In order to meet NEASC requirements for accreditation, new institutional leadership positions of Vice Chancellor for the Community College, Chief Academic Officer and a Chief Financial Officer must be included in the organizational structure. Campuses will be organized into three regions with three Regional Presidents, managing the coordination between campuses. Each campus will have a Vice-President to manage the campus and play the critical role of serving the surrounding community. The three regional presidents will also dually serve as a campus Vice-President for one of the campuses in their region.

Each campus would maintain their local identity and have a campus Vice President with responsibility for local campus operations, delivery of academic programs and services and community relations. Regular communication with NEASC has been central to this effort and we are invited to bring forward a substantive change to the Commission this spring.

5. What is the purpose of the three regions and why does each have a President?

Consolidating 12 separate colleges, each with a long history of working independently, into a single college will take considerable effort to align processes and practices. To effectively manage an entity of this size, and to coordinate processes across the 12 campuses, we will need regional positions. These positions will be in many areas, such as finance, enrollment management, planning and research, I.T. and marketing. Staff currently working at one college now will shift into regional roles, working with their colleagues across four campuses and the other two regions.

For the consolidation to truly benefit students, there needs to be a leadership structure serving these regions that allows for better alignment of processes and practices than we have now. Over the last few months, we have learned that when campuses work together, such as Gateway and Housatonic, and Tunxis and Asnuntuck, there are many ways to achieve more efficiencies and better coordinate delivery of services to students. In an effort to compound these efficiencies, the three regional presidents will also serve as a campus vice-president for one campus within their respective region.

6. How will the three regions be staffed? Does this create more positions?

Staffing will primarily be done by searching among current community college personnel, to identify those who have the skills and experience to move into regional positions, wherever possible. These positions will have responsibilities beyond their immediate campus location, and will work closely with their colleagues at the other campuses within their region. Drawing from our amazing talent currently within the community colleges, will avoid the need to create additional positions. While an overall reduction in administrative headcount will take place primarily through attrition.

7. What is the main responsibility of the campus Vice President?

The campus vice-presidents will effectively be campus CEOs, reporting to the regional presidents. They will lead their campuses and manage day-to-day operations with the campus community. A very important task for the campus V.P. is to work closely with the surrounding community to ensure that the campus and the college remain responsive to those communities; both in terms of workforce development and helping students achieve their goals.

8. Which positions will change because of the consolidation? Will the functions of registrar, financial aid and admissions be the same?

Primarily the positions that will change are those in leadership roles and any positions that are elevated to regional positions. Enrollment management positions such as those in admissions, financial aid, registrars and student retention may shift focus from serving one campus to eventually serving the college as a whole.

All functions will be similar except that they will operate under a single college, with a single set of policies. Instead of having three separate departments, financial aid, admissions and registrar, the departments would instead work together. Staff in the future would be cross-trained, to handle admissions and financial aid, to help students enroll quicker and easier.

9. Why specifically is “enrollment management” being consolidated?

Currently, the 12 colleges each handle enrollment management in twelve different ways. This leads to students experiencing very different processes when applying to more than one college. A major advantage to having a single college is that we can coordinate a common admission, financial aid, and registration process for every student. They will only need to complete one application, provide one set of documents, and obtain one financial aid package.

The proposed enrollment management structure will be lead by a VP for enrollment management, who will work with three regional executive directors of enrollment

management. These directors will be charged with managing all financial aid, admission, recruitment, and registration of all students within their region. They will also coordinate approaches between the three regions to ensure that all students receive the best possible experience.

10. How does consolidation affect academic programs?

The implications for academic programs will need to be carefully determined, and will take time to do so. Having common degrees among the 12 campuses will better serve students, as it will remove the uncertainty of course applicability between campuses. The single college would eventually award all degree programs. In accordance with NEASC standard 3.13 and 3.15, faculty has an important responsibility to determine the curriculum for any degree programs that need to be common. Where it makes sense based on local needs or area of focus, there will continue to be some programs that are unique and differentiated across campuses. Where degrees and certificate programs are similar, there is an opportunity for faculty to work together to agree on a single, common degree program in certain areas, especially those that exist across the 12 campuses. Externally accredited programs will likely need to apply for a single external accreditation over time. Courses will need common course numbers and common pre-requisites

11. Will there need to be common general education?

In accordance with NEASC standards 4.14 - 4.18, there will need to be a common general education core for all undergraduate degree programs within the college. The curriculum will need to be determined by a faculty committee as soon as possible, built upon the significant progress made among the TAP competencies.

12. Will there still be a strong connection between the 12 campuses and their local community?

Yes, this is one of the most important elements of this proposal. The campuses will continue to work closely with the local business and civic leadership within their respective communities to develop the needed programs that are essential to the workforce needs of that region. There will also be better coordination and alignment of programs offered within each region, with campuses working together to develop academic programming with the regional community.

13. Will campuses still have foundations and advisory boards?

Yes, each of the 12 colleges currently has its own foundation and regional advisory boards. The foundations are legally separate 501c(3) entities, and will be completely unaffected by this proposed consolidation. As part of the commitment to retain the local connections between campuses and the local community, it is important that these organizations continue to operate as they do now.

The foundations will continue to operate in support of the local campus as they do now; raising funds to benefit students on their campuses. Any funds raised by the foundation will be controlled by the foundation and used to support their local campus.

14. How much money is likely to be saved because of the consolidation?

The projected savings targets were \$28 million for the consolidation of the community colleges. We intend to fully achieve the projected savings targets.

15. How long will the consolidation take to complete?

We are seeking approval from the Board of Regents and CIHE of NEASC to begin the new consolidated community college on July 1, 2019. A substantive change proposal is due to CIHE in the spring of 2018 with an anticipated approval from NEASC in June 2018. Once the new institution is formed, it is likely that a comprehensive self-study would be necessary within the first 2-3 years to report on progress and to ensure that standards are being met.



*Students First Community College Consolidation
Frequently Asked Questions - December 8, 2017*

Introduction

On November 7 and 8, CSCU President Ojakian and Northwestern Community College President Rooke hosted two webinars to answer questions and provide an update on the Students First consolidation proposal.

Hundreds of students and staff from all 12 colleges participated in these events.

Below are questions that were submitted but not addressed during the webinars, categorized by common themes. These questions build on ones originally answered in the initial FAQ (www.ct.edu/studentsfirst). The planning process is on-going and will engage a broad range of stakeholders going forward.

New Leadership Structure & Staffing

1. Does the consolidation add layers of management?

To achieve accreditation with NEASC as one institution, we had to create some positions that do not exist now. So instead of 12 presidents, one per campus, there is one new position, CEO/Vice Chancellor for the community college, that is required under NEASC standard 3.11. Similarly, a Chief Financial Officer and Chief Academic and Student Affairs Officer positions are needed to comply with NEASC standards for a single institution. While there appears to be additional layers of regional and central management in this new structure, the overall headcount across the system will be reduced. Over time, by encouraging campuses to work together and shifting decision making to the regional or institutional level, we expect to need fewer management than we have now at the campus level.

2. Are we going to be able to share resources among colleges? Will shared positions be across regions or system-wide?

Sharing financial and staff resources are primary goals of the Student First proposal. Campuses do collaborate now on an ad hoc basis, but not in a coordinated or strategic way. Over time, position responsibilities will be expanded to hire people to span regions or centrally for the entire college. Through the experiences at Gateway/Housatonic and Asnuntuck/Tunxis this summer, we realized that collaborations and shared savings are achieved when working together.

- 3. What administrative decisions, including the budget, will be made locally and which will be made regionally or system wide? Will the Campus Vice President have the authority to determine local faculty/staff hires or will this be done by the Regional President?**

The new Chief Financial Officer will establish the system budget and allocate resources to the regions. Budgets will be managed by the Regional Presidents, who will work with the campuses to adjust for specific budget needs. Campus Vice Presidents will manage local hiring.

- 4. Why not have four Regional Presidents and eliminate the Campus Vice Presidents?**

Having four regions was one of many options considered, but was later reduced to three regions given the small size of our state. Each campus needs someone managing day-to-day activities, making hiring decisions locally and advocating for the campus. In addition, campus leaders play an important role in the community, serving on local boards, raising funds and ensuring that the campus programs prepare students for careers needed by the community. Based on feedback received through the public comment period, we are revisiting these roles.

- 5. What is the role of directors of finance positions and purchasing office staff across all the campuses? What is the new organizational structure for IT departments?**

The specific details for finance, budgeting and purchasing are outlined in the Fiscal Affairs section of the *Students First* website at www.ct.ed/studentsfirst. IT staff will remain on campus to provide support for both educational and operational activities. Current staff can apply to serve in centralized or regional roles that span multiple campuses.

- 6. What is the role of an enrollment specialist? Will admissions be staffed locally?**

A national trend in higher education recruitment and admissions is to cross-train staff in all aspects of on-boarding students. Enrollment Specialists should assist students with everything they need, including applying to the college, seeking financial aid and even selecting classes. This will serve students better than sending them to three separate departments. The Enrollment Specialist will be on-campus but knowledgeable about programs throughout the CSCU system so students get a more comprehensive picture of what to study and how to be successful.

- 7. Will department chairs and division directors be replaced by associate deans? How will you ensure parity in workload and responsibilities within these roles across campuses? Who will have oversight over tenure and promotion?**

This is still being resolved. Currently, we have three categories of academic leadership among the 12 campuses: department chairs, division directors and associate deans. Our goal is to create a common position that works best for our students, faculty and campuses, but it will clearly take time to work through. We will strive to ensure parity in responsibilities as these positions are reviewed. Tenure and promotion procedures are outlined in the collective bargaining agreement, and involve the relevant supervisor in the case of tenure, and the dean in the case of promotion. These procedures, including the relevant tenure and promotion committees, will continue regardless of the title of the supervisor of the faculty and staff.

- 8. What is the role of the new college system office staff?**

Many services handled at the campuses, such as financial aid processing, budgeting and finance will be consolidated to the single college level. The staff at the CSCU system office will continue to provide strategic direction and shared services such as human resources, legal affairs, government relations, and institutional research for all the colleges and universities.

- 9. What will be the role of the new college provost?**

The Provost and Vice President for Academic and Student Affairs will be the chief academic and student affairs officer of the entire institution. The Provost will work closely with the deans on each of the 12 campuses to manage curriculum, assessment, faculty development, student success and much more, functioning similarly to how these positions operate now.

- 10. Is there an imbalance in workload between the proposed Campus Vice President and the Vice President for Enrollment Management?**

We do not believe that there is an imbalance between these positions. The Campus VP will have day-to-day accountability for a safe and productive learning environment for that campus and to maintain strong connections with the surrounding communities. The VP for Enrollment Management will be responsible for assuring that effective enrollment management processes are streamlined across all 12 campuses, and that recruitment and enrollment of students is strong, through the regional executive directors.

- 11. What steps are being taken to position leadership jobs in the new college as both attractive and attainable? How will the newly created positions be filled to ensure equity and inclusion? Will the new chancellor position require higher education or public administration experience?**

An open and competitive process will begin to fill key leadership roles. Staffing will primarily be done by searching among current college personnel, to identify those who have the skills and experience to move into new positions. Search committees will be broad-based and representative of the many stakeholder groups who know the colleges and the groups we serve, including faculty, staff and students, in the new college. Credentials required for any new positions will need to be determined as we move forward.

- 12. Will there be opportunity for cross-training/retraining for professionals in student facing services?**

Yes, for example one of the primary goals of consolidation is to have enrollment management services across multiple campuses to develop streamlined processes for marketing, recruiting, admitting and retaining students. Staff in admissions, financial aid and registrar’s offices across all campuses will work together to create a common experience for students, no matter which campus they go to.

- 13. How do you measure the efficacy of current staff to ensure the best client service?**

A thorough review of processes will take place across all services as we move forward. Objective and subjective measures focused on job performance will guide the development of metrics to ensure best client service. Best practices will emerge and staff will be trained to adopt those practices.

- 14. How will the consolidation plan impact adjuncts?**

Adjuncts will continue to play an important role in teaching our students, supplementing the work of our full time faculty.

- 15. What plans are in place to help employees manage change and ensure the highest quality of service and support?**

Change brings with it opportunities for new ideas and ways of operating. We will continue to communicate as progress is being made and provide opportunities for training and professional development for faculty and staff who take on new roles and responsibilities.

Costs & Savings

- 1. The proposal calls for saving \$28 million through the consolidation. How will this be achieved?**

The target savings are expected from strategic reductions in management and other positions. These savings can be achieved in the near term through attrition, position sharing and workforce reductions in management positions. Additional savings will come in the later years of implementation through consolidation of non-student facing positions across campuses.

- 2. How will resources be allocated to the campuses under the new model? Will schools with more enrollment growth get more resources?**

Currently, campuses receive their share of the state block grant using a formula which takes into account FTE enrollment and a number of other factors. Any new budget formula proposed will ensure that campuses have enough resources to operate, given the declining state support. Since enrollment is a major factor in budgeting, campuses that see growth in enrollment may see more budget resources over time.

- 3. In the future, if the estimated savings are not achieved or our state support continues to get cut by the legislature, will we seek to close less financially stable colleges?**

Creating a single institution is intended to alleviate the need to close any campus locations. CSCU President Ojakian has stated repeatedly that he does not want to close any campuses as this would severely inconvenience students who may not be able to access higher education without a campus in their local area.

Academic Affairs

- 1. Will campus faculty senates still exist? What is the role and membership of the broader college-wide faculty senate? What opportunities will there be for faculty to participate in campus leadership and provide input?**

The primary shared governance structure envisioned, in accordance with NEASC expectations, is at the institutional level, with broad representation across all 12 campuses. Input from the FAC has recommended that each campus have 1-2 representatives on the senate. This group will act similarly to those on the campuses now, reviewing curriculum and providing important input into the teaching and learning on campus. Campuses may wish to continue to provide a forum for local campus issues, but the primary governance body will be the institutional senate. It is also very helpful to

have faculty and staff assume leadership roles in the new organization.

2. What is going to be the process for curriculum development and how do we protect academic freedom and shared governance? Where is the cross-disciplinary aspect of curriculum review?

Curriculum development was previously done only at the individual campus level with no coordination (except in a small number of programs) of curriculum across campuses. Under *Students First*, faculty groups will be convened and asked to agree on curriculum for most of the system’s degree programs and certificates. Where it makes sense, courses also will be aligned to have a common institutional syllabus with common learning outcomes, course title, course number, credits and pre-requisites.

Academic freedom is a foundational principle in higher education, and this will be preserved by giving faculty the ability to continue to teach their courses as they see fit, providing they follow the institutional syllabi agreed upon by the faculty in that discipline, and to help students attain the agreed upon learning objectives.

There will be an important shared governance process, with a faculty/staff senate representative of all 12 campuses, as well as a representative curriculum committee to review all programs and courses. As envisioned, proposals will go from the faculty disciplinary groups to the curriculum committee and simultaneously to the campuses for feedback. Both of these latter groups will allow for review by cross- discipline faculty and staff.

3. What process will ensure prerequisites are the same across the system?

Faculty will continue to lead the curriculum and program development process. We expect faculty in each discipline or program to come up with common institutional courses, wherever appropriate, that have a common syllabus containing the learning outcomes, title, number and pre-requisite across all 12 campuses. How faculty choose to teach that course will be in their discretion in accordance with principles of academic freedom. Campuses will be able to maintain their unique accredited programs but students who qualify can potentially enroll statewide rather than only on that campus as in the past.

4. Will faculty be involuntarily moved from one campus to another?

Any faculty relocations will follow the provisions of the collective bargaining agreement.

5. How are continuing education and workforce programs included within the new structure? How will we ensure responsiveness to local employers with a lengthy curriculum approval process?

Continuing education and workforce development programming will continue to be an active and important part of the life of the single college. Over time, it is expected that the programs and course offerings can be coordinated across the regions, ensuring that students can access the programs and courses that they need at any of the campuses. Campuses may have developed expertise in certain programs that will continue, but recruitment and marketing of these programs could be done regionally, and avoid having campuses compete with each other for students, as sometimes happens now.

Continuing education programs typically do not go through a lengthy curriculum review process, and won't in the future. The programs each campus offers may change over time but will always reflect the needs of the local or regional employer community. However, credit courses and programs are required to go through a governance review process by our accreditors, along with faculty oversight. It will be important to develop a streamlined process to ensure that these go through the approval process quickly.

Student Affairs

1. What will the student governance structure look like?

Since the 12 campuses will become a single institution, NEASC standards expect that students will have a governance role within the college. As such, a college student governance assembly will need to be formed with representatives from each campus. These representatives will report back to the local campus student government association (SGA).

2. Is there a plan to integrate guided pathways with the Students First initiative?

Yes. The guided pathways initiative is a key part of redesigning how we foster student enrollment, progress and completion, and will be integrated into the enrollment management and advising implementation. This will ultimately help students complete on time with less costs.

3. Will students have to take classes at other campuses to graduate?

The goal is to reduce the need for students to do this, while at the same time improving the process of taking classes at other campuses for those who need or want to. With consistent curriculum across the 12 campuses, students will find it easier to get the classes they need when or how (online or on-ground) they need them, especially to graduate.

- 4. Will campuses maintain their own media and specialty services that they currently have? Would this merger help other campuses create such services and activities such as student newspapers, clubs, and theater productions?**

One of the many benefits of creating a single college with 12 campuses is that more collaboration and sharing of services can be achieved over time. Expertise at one campus will help develop new services at other campuses. Moving forward, student leadership in the new single college will need to develop policies to guide how student clubs and services work together.

- 5. Can a student get advising or financial aid help at another college if they cannot get it at their own?**

Yes. With a single college, there will be one student data system and one financial aid application process. Staff from any campus will be able to help students with advising and financial aid, in addition to those at their primary campus.

- 6. Will students who attend more than one community college need to pay fees at each?**

No. In a single college with 12 campuses, there will be only one set of student fees. Currently, when students attend more than one college they are often asked to pay duplicate fees that are sometimes reimbursed. There have been cases, however, where students are dropped for non-payment of a fee that they already paid at another college. This will not occur in the single college.

- 7. Does consolidation impact senior citizens taking free classes?**

There are no anticipated changes in tuition waivers for senior citizens, veterans or other students who currently are eligible for that program.

- 8. How can we provide more resources to more high functioning autistic students who want to pursue an education?**

As colleges work more closely together, our student disability services departments can share best practices, experts and speakers and cross-train staff to ensure that they have the skills to support all students with disabilities.

Additional General Questions

1. What criteria was used to determine the three regional groupings?

Several. Many variations were considered in the regional groupings, including not having regions. It was determined that regions were essential in creating synergies and implementing common processes among the campuses. One of the key purposes of the regions is to ensure that campuses have the resources they need to provide academic and support services to students; work together to find efficiencies; and share resources wherever possible. Without regions, campuses risk continuing to do things 12 different ways. The regions were determined based on geography, programs and to a lesser extent student enrollment. Because of the population density on the shoreline, this region will inevitably remain the largest region. We received feedback from Middlesex Community College asking us to rethink their region and are doing so.

2. Will the writing of the substantive change plan be collaborative and inclusive?

Yes, after the submission of the proposal substantive change to NEASC. An Academic and Student Affairs Consolidation Committee is being formed to begin the second phase of planning focused on academic and student affairs. FAC representatives and other faculty as well as Student Advisory Committee representatives and administrators and staff will be asked to provide input into the writing of this document. Once the document is completed, it will be distributed widely and posted on the website.

3. Are similar changes planned for the four-year institutions in the future?

No. However, the state universities are part of the administrative consolidations as part of *Students First* including the areas of facilities, financial aid processing, fiscal affairs, human resources, institutional research and information technology.

4. Will legislative changes be necessary with the proposed consolidation?

Yes. State statutes will need to be revised in the spring legislative session to reflect the creation of a single college with 12 campuses. The bulk of the changes will be technical and conforming name changes throughout the higher education statutes to reflect the single college.

5. How long until changes are made?

The Board of Regents will act on this proposal at their December 14, 2017 meeting. If approved, the implementation planning will begin in earnest. Our accreditor, NEASC, expects a substantive change proposal in March of 2018. Although the process will inevitably take many years to complete, particularly the curriculum revisions, the anticipated consolidation date for the new single college is

BR 18-029

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

**Substantive Change Request for the Consolidation of Connecticut’s Community Colleges
March 9, 2018**

WHEREAS, Section 10a-6(a) of the Connecticut General Statutes authorizes the Board of Regents to merge or close institutions within the Connecticut State University System, the regional community-technical college system and Charter Oak State College in accordance with criteria established by the Board; and

WHEREAS, In compliance with State Statutes, the Board of Regents has resolved to consolidate the 12 individual regional community-technical colleges into a singularly structured and accredited College with 12 campuses; and

WHEREAS, In order to acquire regional accreditation of the consolidated College, the Board of Regents must seek approval from the Commission on Institutions of Higher Education at the New England Association of Schools and Colleges; and

WHEREAS, At the March 5, 2018, meeting of the Academic & Student Affairs Committee, the Committee thoroughly reviewed the February 28, 2018 version of the Substantive Change Report, providing input and requesting further clarification thereon, with Administration providing preliminary responses thereto (Attachment A hereto). Board members’ comments and input received, along with requested clarification provided by administration, both at the March 5 Committee meeting and the March 8 Board meeting, will be incorporated into the final Substantive Change report issued to NEASC; and

WHEREAS, In order to consolidate the College, the Board of Regents must receive approval and accreditation from the Commission on Institutions of Higher Education at the New England Association of Schools and Colleges; therefore, be it

RESOLVED, That the Board of Regents submits a Substantive Change request to the Commission on Institutions of Higher Education at the New England Association of Schools and Colleges seeking its approval for the consolidation of the 12 individually accredited regional community-technical colleges into a singularly accredited College



A True Copy:

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



Jane McBride Gates
Provost and Senior Vice President

November 17, 2017

Good morning,

On behalf of President Ojakian, I am writing to request your participation in the next phase of the community college consolidation planning and implementation.

Under the leadership of President Michael Rooke, the college presidents and a subcommittee of presidents and deans responsible for academics, administration and student affairs convened to consider options for the consolidation called for by the Board of Regents. A model of the Connecticut Community College management structure was presented to the Board of Regents on October 19, 2017.

The next phase of Students First requires the development of a plan in detail of how we expect to bring into alignment twelve campuses into a single accredited community college with clear, consistent practices, policies and procedures that provide a seamless transition for students while maintaining the uniqueness, identity and community connections of each campus. An initial action for the committee is to develop the mission statement for the one community college.

The charge:

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

The invited committee members include:

Pat Bouffard (NWCC), Co-Chair
Michael Stefanowicz (ACC), Co-Chair
Del Cummings, FAC (NVCC)
Robert Brown, FAC (TxCC)
Judy Wallace, FAC (MXCC)
Lynn Roller, FAC (GCC)
T.J. Barber, FAC (MCC)
Hector Navarro (SAC)
Holly Palmer (SAC)
Greg DeSantis (SO)
Ken Klucznik (SOTAP)
Candace Barrington (SO-TAP)

Doris Arrington, Dean of Student Affairs (CCC)
Duncan Harris, Dean of Student Affairs (MCC)
Frederick Douglass Knowles (TRCC)
Teresa Foley (ACC)
Alfred Williams, Dean of Academic and Student Affairs (QVCC)
Sheila Solernou (GCC)
Nancy Melnicsak (SO)
Kristina Testa-Buzzee (NCC)
Shirley Adams (COSC)
Robin Avant (HCC)
Alese Mulvihill
James Patterson
Forrest Helvie (NCC)
Guided Pathway Task Force members (5)

- Gayle Barrett
- Michael Buccilli
- Lindsey Norton
- Francine Rosselli-Navarra
- Heidi Zenie

Continuing Education/Workforce Development (2)

- Vicki Bozzuto, Dean of Workforce Development and Continuing Education (GCC)
- Eileen Peltier, Dean of Workforce Development and Continuing Education (ACC & TxCC)

Enrollment Management Implementation (2)

- Steven McDowell (SO-Enrollment)
- Gennaro DeAngelis (ACC- Enrollment Management)

I will be in touch for your first meeting in December 2017. In the meantime, please respond with your willingness and availability to participate in the Academic and Student Affairs Consolidation Committee. Respond to PRyiz@commnet.edu

It is important to continue dreaming and planning many ways the community college can educate students, provide academic quality, coherence and sustainability. Can we change fast enough to survive but slow enough to do wisely?

The next phase of Students First will involve broader participation from the twelve community colleges. Thank you in advance for your hard work, support and leadership.

Sincerely,



Jane McBride Gates
C: Mark Ojakian, President
Community College Presidents



Members of the Board of Regents for Higher Education

- Thirteen members: nine appointed by the Governor; four appointed by legislative leaders
- Two students chosen by their peers (Chair and Vice Chair of Student Advisory Committee)
- Six non-voting, ex-officio members:
 - Four CT commissioners appointed by the Governor from the Departments of Public Health, Education, Economic and Community Development, and Labor
 - Chair and Vice Chair of the Faculty Advisory Committee

Regents as of 3/12/2018 (one vacancy)

Matt Fleury, Chairman

Yvette Meléndez, Vice Chair

Richard J. Balducci

Aviva D. Budd

Naomi K. Cohen

Lawrence J. DeNardis

Felice Gray-Kemp

Merle W. Harris

David R. Jimenez

William J. McGurk

JoAnn H. Price

Elese E. Wright

Hector Navarro, Student Regent, SAC Chair

Juan Carlos Leal, Student Regent, SAC Vice Chair

Ex-Officio, Non-voting members

William Lugo – Chair of the Faculty Advisory Committee

Del Cummings – Vice Chair of the Faculty Advisory Committee

Raul Pino – Commissioner of the CT Department of Public Health

Dianna R. Wentzell – Commissioner of the State Board of Education

Scott Jackson – Commissioner of the CT Department of Labor

Catherine Smith – Commissioner of the CT Department of Economic and Community Development



Remarks to the Board of Regents from the Faculty Advisory Committee, December 14, 2017**On the Creation of One Community College**

Chairman Fleury, Regents, and President Ojakian the FAC is grateful for this opportunity to address the Board.

The consolidation of Connecticut's twelve community colleges into a single Community College of Connecticut promises to save \$28 million annually, to maintain student support services, to preserve educational programs, to simplify admission, enrollment and transfer for community college students, and to forestall the closure of one or more campuses.

The FAC has concluded that promised cost savings targets will not be met, and is skeptical that other aspects will prove as favorable as suggested. Yet even if all the aims were truly realized, it would still be unclear if this would amount to adequate compensation for the loss of institutional accreditation and all of the corresponding consequences.

Alternatives

We, of course, recognize the deep and profound fiscal realities we must confront. In its May 2017 report, the FAC provided a list of alternatives that we thought and still believe the system could pursue to realize significant savings or increase revenue:

- Establish regional consortia between the state universities and local community colleges to share services. This could also lead to more direct cooperation and sharing of programs and course offerings. Create more A to B programs.
- Create more targeted economies of scale (rather than broad, administrative functions) for specific tasks such as payroll and the administration of Perkins loans.
- Monitor and institute fiscal procedures with incentives to reduce administrative costs on each campus and to encourage sharing of services across campuses.
- Reduce reliance on proprietary software.
- Reduce spending at the system office.
- Through fiscal monitoring, require Presidents to make cuts while demonstrating how budget reductions serve to preserve student access to the classes they need and student services.
- Develop an aggressive marketing and recruiting campaign to compete against the private occupational schools and to retain a larger portion of the state's high school graduates each year.
- Use the regional consortia to expand outreach to the local Chamber of Commerce and the business community.
- Expand efforts to integrate the learning and knowledge resources of the University by creating public-private partnerships.

We recognize that the system administration and the Board have already expressed considerable commitment to the idea and the vision of a single Community College. If the Board elects to pursue this path, then we recommend a shift in priorities toward building the new administration from the bottom up, rather than from the top down. That is, we could begin by building mechanisms for cost sharing and revenue sharing, creating opportunities for students to register for courses on more than one campus, establishing a single application and enrollment process, aligning some curricula and academic standards, standardizing and centralizing financial and other administrative processes. Unquestionably such a bottom-up approach to institutional change will take longer. It may stretch out the savings projections, and so incurs some financial risk. Nevertheless, we believe that building the infrastructure first would facilitate the administrative change, rather than the dysfunction that may well ensue by beginning with an accelerated administrative restructuring.

The Costs of Creating a New Statewide Community College

At the April 6th Board meeting, President Ojakian acknowledged that there would be implementation costs associated with the creation of a new statewide community college. There was, however, no acknowledgment of these costs in the staff report submitted to the Finance Committee on December 6. The FAC is not in a position to be able to put dollar estimates on the list below, but we do think the Board ought to weigh the cost side of the ledger against the purported savings and consider alternatives before finalizing a decision.

a. Loss of Student Enrollment. Student eligibility for federal financial aid depends on meeting the standards for satisfactory academic progress. Some fraction of students who do poorly at their initial attempt for a higher education reapply at a different community college so that financial aid eligibility is not hindered by their first failed attempt. In a single, statewide community college not only would students lose the ability to make a fresh start, but on the day when the single integrated transcript comes on line, hundreds, or perhaps thousands, of currently enrolled students will suddenly discover that their academic progress is no longer satisfactory.

b. Implementation costs will be incurred in the hiring of new senior personnel. The national searches for a Vice Chancellor and a Community College Provost will likely require the assistance of a professional search firm.

Printing and signage expenses will be incurred for any change in the naming of institutions and administrative offices, but just as importantly, changes in administrative forms, institutional stationery, professional cards, brochures, catalogs, webpages, and marketing materials will require additional expenditures.

Many tens of thousands of labor hours will be required to alter policy, integrate operations, standardize procedures, or create new software or computer programming operations across a variety of functional areas. These areas include:

- standards for record keeping;
- graduation verifications;
- coding of information through the Registrar offices;

- academic standards;
- database management;
- institutional governance;
- curriculum

Virtually all by-laws and procedures for hiring, promotion, employee evaluation, curricula changes, course substitutions, inter-campus departmental communication, faculty governance bodies, student records administration, and more will need to be created. Many new job descriptions and hiring committees will need to be formed. Reports for NEASC accreditation, as well as application requests for federal financial aid and institutional research identification numbers will need to be completed.

As the administrative staff is being diminished, the daily demands of keeping the institutions running will intensify. These people presumably will also be called upon to design, create, and implement a new institution.

c. Loss of Title V grant. As a Hispanic-Serving Institution, Norwalk Community College has been awarded a 2.3 million dollar Title V grant from the Federal Department of Education. Several system community colleges are also eligible for such an award. If merged, the state's one community college would lose its eligibility.

d. Loss of future foundation contributions. The Board has briefly discussed the impact of the community college consolidation on the campus-based foundations. President Ojakian has made it clear that the foundations will remain in place as they are, but what will happen to future fund raising? We believe it is likely that some alumni and local businesses that supported their local community college in the past will not feel the same obligation to support a branch campus of a state bureaucracy.

e. Transitional costs. If the system-office secures initial approval from NEASC for its transitional plan this summer, the FAC conservatively estimates that it will take at least three to four years before a consolidated community college would be in a position to seek full accreditation, and likely another year before the new college secures a federal identification for financial aid purposes. Over this time, the community colleges must maintain their accreditation to insure federal financial aid. If significant savings cannot be realized prior to completion, and additional administrative and implementation costs are incurred through the interim, then the financial crunch through the transition may be crippling.

For example, the Board insisted on a rapid implementation of TAP, but it took well over three years before the first TAP programs were approved and five years for the program to be fully in place. Just the curricular implications of the proposed consolidation far exceed what was necessary to complete the TAP programs.

TAP was also supported by a significant investment by the system office to hire faculty over the summer to create the TAP general education framework. Faculty may need to be compensated to support the accompanying curricular redesign.

To be accredited, the new state-wide community college would, among other things, need to have:

- developed structures for internal governance and institutional strategic planning;
- aligned academic standards to insure consistency and integrity in the granting of academic credit;
- created a single general education program with a corresponding assessment strategy;
- established mechanisms for the production and review of assessment data;
- aligned academic programs offered on more than one campus;
- developed a set of institutional by-laws for organizational governance;
- demonstrated the adequacy of these newly established procedures.

f. Mileage and Time Costs. In addition to the faculty meetings to review and complete curricula changes, the new institution will require a full complement of faculty and faculty/staff committees. At a minimum, such committees will include: a faculty senate, a curriculum committee, an assessment committee, a promotion and tenure committee, a general education committee, a strategic planning and budget committee, an academic standards committee, and a NEASC accreditation committee. Some campus-based governance structures will also need to be maintained to sustain two-way communication between the campuses and the new state-wide institution.

The dozens, if not hundreds, of faculty members that will serve on these committees will need to be compensated for their mileage costs. More difficult to measure are the functional costs of the time lost driving to meetings that would have otherwise been spent preparing for classes, meeting with students, or engaging in other campus-based activities.

As the hundreds of certificate and degree programs across the campuses are aligned and modified (the ASA committee is going to be very busy), many programs are likely to be terminated. These programs, however, will need to continue to serve enrolled students. This may create some academic strain or require the hiring of additional adjuncts to ensure that terminated programs continue to serve current students while newly designed programs are initiated.

Non-monetary costs

A statewide Connecticut Community College will be a complex, state bureaucracy removed from the campus communities. In the October report to the Board, President Rooke pointed out that the Community College of Connecticut would be the fifth largest in the country. Being big could be regarded as a point of pride, but it also underscores the size and complexity of the proposal. Is there any assurance that the other four large community colleges meet student's needs more effectively than the roughly 1000 smaller community colleges nationwide?

a. Stodgy Curriculum. After the curricular realignment of programs across the community colleges is complete, the FAC believes that future innovation and the redesign of programs will grow more difficult. Currently, colleagues in a discipline on a single campus are in continuing conversation about what is or is not working. Many adjustments in a program are accomplished informally through modifications in the learning objectives of prerequisite courses to better prepare students for more advanced work. Nearly all formal curricular changes are a result of the

close proximity between the assessment of student work and the faculty in a department who design the curriculum they teach.

When a program curriculum is no longer the intellectual product of the departmental faculty themselves, we are concerned that future innovation will be hindered. Department faculty will need to reach out and achieve consensus for proposed changes across campuses and then work the changes through a multi-level approval process.

Once programs that are common to all campuses, including general education, are approved and operational, they will likely become very resistant to change and easily outdated.

b. Diminished Retention. In the enormous literature on student retention, the single most consistent finding is that retention increases when students develop a social, personal, or intellectual connection to someone or some activity on campus. Such connections will, of course, develop in the new structure, but few students, we believe, will develop an emotional attachment to a President and a Provost that they never see, or will want to wear a T-shirt bearing the logo of the Community College of Connecticut. A statewide campus will likely not be able to build the rituals and the symbolic engagement so that students take their enrollment as an element of their membership, their identity, or their pride.

c. Bureaucratic Red Tape. Aside from cost, arguably the most common complaint that students nationwide voice about their higher education experience concerns the complexity of the bureaucracy. Students often have difficulty finding the right person in the right office who has the authority to solve their problems. Above all else, the consolidation plan pulls authority off the 12 community college campuses. Irrespective of any and all intentions, the FAC believes this new institution will be less responsive to student needs and problems.

d. Opportunity Costs. Over the next several years, all the initiative and creativity of faculty and administrative staff will be and must be devoted to the creation and the functioning of a new bureaucratic structure. As critical administrative functions get overlooked in the transition, crisis management will come to seem like the norm. Just as importantly, administrative energy and creativity will not be devoted to improving access and quality. Programs such as the guided pathways initiative, building more A to B programs, working with local high schools to improve college readiness, and creating new marketing and certificate programs to compete against private occupational schools will need to be set aside to address required administrative priorities.

e. Loss of Institutional Accreditation. We hope that the system office is correct and that the consolidation results in a more efficient administration. Even still, such a success ought to be weighed against the loss of institutional accreditation for the twelve community colleges, which diminishes the value of each campus. Receiving and maintaining accreditation indicates a level of organizational integrity, a faithfulness to a mission, and an inclusive process of strategic planning that independently contributes to the community it serves.

Risks

The staff report presented to the Finance Committee on December 6th stated that the primary risks were due to the uncertainties regarding state funding and enrollment levels. As these

remarks make clear, we believe there are considerable additional risks. We believe it is unlikely that the new administration will be in place by July 1, 2019, and delays in securing the accreditation of a new Connecticut Community College will magnify cost overruns. The 12 institutions will need to remain functional over the interim to retain accreditation and access to federal financial aid. We believe that there is a risk, which is greater than zero, that the effort to work through the transition will result in such dysfunction and cost overruns that, several years from now, we will be tasked with putting the 12 institutions back together again.

Three Recommendations

The FAC believes the decision to consolidate the 12 community colleges into a single community college is the most consequential matter that has come before the Board of Regents. The FAC calls on the Board to meet its fiduciary responsibility and to develop a process of fact finding and further inquiry to interrogate vigorously the relative benefits and costs of the proposal prior to voting.

Specifically, the FAC recommends:

1. If the BOR does elect to pursue the consolidation, it should at least acknowledge the loss of the institutional accreditation of each community college as a diminishment of value for each community and the students that it serves.
2. The Board actively consider alternatives to the consolidation including the suggestion that the integration of key operational functions be built from the “bottom up,” and prior to the creation of a centralized administration.
3. The Board hold a public hearing prior to a vote to permit multiple constituencies an opportunity to have their voices heard.

Chairman Fleury, President Ojakian, and fellow Regents:

I have served as a Student Advisory Committee representative for a little under a year. I have personally experienced and learned so much about how our state operates. I am humbled and grateful for the opportunity to represent the students during this year of uncertainty. Some laws were implemented this year that affected all our students. Thousands of students under the DACA program may lose protection from deportation, and Connecticut Budget cuts will affect student services and programs.

This year has been a difficult time for many of our students, most of us are unsure if we will be able to afford the future cost to further our education. Thankfully the CSCU leadership has taken the initiative to push forward the idea of a consolidated Connecticut Community College. This effort provides us the students hope for our future.

In my short time serving as the Chair of the SAC, President Ojakian has been available to answer questions at all of our scheduled SAC meeting; he is always willing to have an open conversation with the students and answer any questions and concerns. We appreciate his transparency and efforts in ensuring that the student's education is held at the highest level of priority. Throughout these unwavering times, we are indeed grateful to have leadership amongst us that display the necessary honor and courage to fight for our education and the future of our state.

The CSCU website has provided us the ability to submit our input, feedback, ideas, comments, or concerns to the steering committee during the planning phase of the consolidation. We appreciate the Board of Regents for allowing the students to be a part of the solution and clearly communicating with us. Despite the financial setbacks, we have faith in our ability to adapt and overcome during these difficult times ahead of us. I strongly believe that creativity thrives in the midst of chaos, these financial cuts will not hold us back, and thanks to the creative initiative of the consolidation proposal, we can see a glimpse of hope for our future education.

President Ojakian has not only answered questions about the consolidation but has also ensured that preventative measures are being taken to increase the safety and security of every student. ECSU Director of Public Safety and Chief of Police, Jeffrey A. Garewski, provided a detailed overview of the safety and security plans to the CSCU institutions as well as comprehensive law enforcement response to active shooter incidents. We reached out to Christine Savino, member and student representative to the UConn Board of Trustees. She provided us insightful ideas for advocacy campaigns initiatives that they successfully implemented to have their voices heard by the legislatures.

The students representative of the SAC entertained the idea of implementing a social media advocacy campaign to raise awareness and amplify the voice of the students when dealing with impactful issues such as the budget cuts. The Student Advisory Committee has also been working with the System Office to work on an Inclusion and Diversity Committee. This committee will be established in order to resolve specific hot button topics and issues related to diversity and

inclusion in the CSCU campuses. There are several students interested in participating in this committee once it is fully established.

Individual Community Colleges are also taking preventative measures due to the budget cuts and establishing food pantries for the students in need. NVCC, for example, is gathering materials and working with the local organizations to feed the students in need. Many other campuses throughout the state are doing the same. We can see that the local faculty members and leadership at CSCU truly understands the daily struggles of the students in Connecticut. These types of programs allow us to make it through another day; there is a continuum of struggles that each student faces throughout the time they are enrolled in school. These proactive efforts let us know that our leadership is genuinely willing to put the student's concerns first.

We can see that President Ojakian has been consistent this year with his promises to keep the Students First. The CSCU, UCONN and CTDOT partnership for the U-Pass program is a great example, this program that has provided students in the CSCU system an affordable and dependable form of transportation. The U-Pass is a step in the right direction to ensure that students struggling are provided the resources needed to be able to move forward in their education. Lack of transportation is a contributing factor to students missing classes and not graduating. Over 16,000 passes have been issued throughout the CSCU system.

The Roberta Willis Scholarship, an essential benefit to many students, was almost compromised due to the CT Budget cuts. I firmly believe that it is a result of motivated individuals, advocating on behalf of the students, that this benefit is still available to the students. Additionally, the Board of Regents took a proactive approach attempt to reduce costs in the CSCU system by proposing the consolidation of all Connecticut Community Colleges.

President Ojakian met with the students and faculty members to answer questions in regards to the consolidation several weeks ago. All of the student's questions and concerns were addressed and explained, a majority of the community colleges attended both online via Facebook and on Campus at Capital Community College. It was a very enlightening session, and I believe it brought ease to many rumors as well as provided clarity of what the consolidation will look like from a student's perspective.

After the student's first forum I started to become increasingly aware of some negative feedback regarding the Students First initiative. A received a petition letter to sign against the Student's First initiative; I wondered why would anyone fight against this effort. After careful consideration and extensive research, I proceeded to seek a perspective from faculty members and their opinions on the Students First initiative to avoid providing a bias statement on this vital matter.

Surprisingly every faculty member I spoke to supported the effort. Some of the faculty members even stated that if the initiative resulted in no employment, they would still support it. Most of the faculty members agreed that they were provided opportunities as students to succeed in the past, and now it is time to offer that same opportunity to our current students in the present to prepare them for the future.

An unselfish leadership mentality is what we students need, the selfless act of paying it forward and allowing the future of our generation to have a better opportunity. Is this not what we all want for our children and our loved ones? So then let us treat our students as if we would treat our own children.

We understand that the Student's First proposal is a significant undertaking and that there are many moving parts and plenty of risks involved with this decision. We the students ask that you keep the following questions in mind when going through the planning process of the Students First initiative. What is our projected savings time frame? What are the accreditation risks? What are the unforeseen ramifications and how can we prepare for them? How will this affect student's services? We want to ensure that the students education, programs and services are not compromised and that tuition and book fees are not raised but lowered. The students are paying for these services, give us something worth paying for.

4.2 University and College Presidential Search Policy BR# 15-08 01-15-2015**SECTION 1 - APPOINTING AUTHORITY**

Connecticut General Statutes Section 10a-6 authorizes the Board of Regents to appoint a president of all universities and colleges under its jurisdiction. Upon a recommendation from the Regents' Search Committee, the Board of Regents shall decide by majority vote whether to offer the position to the candidate recommended.

SECTION 2 - PURPOSE OF THE COMMITTEES**A. Regents' Search Committee**

The Regents' Search Committee establishes criteria and processes for the selection of the President, conducts such other due diligence review as the committee deems appropriate, considers the recommendations of the President of the BOR President and of the University/College Advisory Committee and makes a recommendation to the Board of Regents for the appointment of campus president.

B. University/College Advisory Committee

The University/College Advisory Committee assists the search process by providing input into the criteria for the selection of a new president, reviews the resumes of applicants and recommends possible candidates to the BOR Search Committee for consideration, participates in the interview process for the semi-finalists and finalists, and makes recommendations to the Regents' Search Committee for nominees to be considered for appointment.

SECTION 3 - MEMBERSHIP OF THE COMMITTEES**A. University/College Advisory Committee**

The Chair of the Board of Regents shall determine the constituencies to be represented and the number of each who will serve on the University/College Advisory Committee. Consideration shall be give the following groups: faculty (teaching, non-teaching, and administrative), professional employees (including administrators), support staff (classified and unclassified); representatives of employees' unions; designees of the Faculty Advisory Committee and the Student Advisory Committee; alumni, and the Campus Foundation. The Chair may prescribe the manner in which such appointees are selected. The chair of the committee shall be selected by its members.

B. Regents' Search Committee

The Chair of the Board of Regents shall determine the size of the committee, appoint members of the Board to the committee, and either chair the committee or appoint a member of the Board to serve as committee chair. The committee should be representative of the standing committees of the Board and include at least one student Regent, provided, however, that such student shall not be enrolled in the university or college which is the subject of the search.

SECTION 4 – ADMINISTRATION OF THE SEARCH

- A. The Regents' Search Committee shall establish and provide guidelines for the search. The search shall proceed according to the Affirmative Action Policy of the Board of Regents and the affected university or college.
- B. The President of the Board of Regents shall be responsible for the administration of the search, including the keeping of the official records of the Regents' Search Committee. At the direction of the Regents' Search Committee, the President of the Board may engage and supervise the services of a search firm. The President of the Board shall have, in conjunction with the search firm, the sole and exclusive responsibility for contacting candidates recommended by the search committee who are under consideration.
- C. Members of the Regents' Search Committee and the University/College Advisory Committee shall have access to the resumes and such other information as is available for those candidates determined to be under serious consideration for appointment.
- D. The finalists shall visit the university or college and meet with administrators, students, faculty, and community leaders. The Presidents of the Connecticut State Colleges and University institutions shall also have an opportunity to meet the finalists during the campus visits. The BOR Search Committee shall seek comments following the campus visits.
- E. Complete confidentiality of all proceedings shall be maintained throughout the search. The names of all candidates under consideration and any other information and/or material related to the search process shall be held in strict confidence by all persons having access to such information. Breach of confidentiality can result in grave injustice to the candidates and serious harm to the reputation of the Board of Regents along with its universities and colleges.

11/21/13; amended 1/15/15

List of Community College Academic Degree and Certificate Programs

Appendix R

Community College Academic Programs by Award													
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TrCC	TxCC	Grand Total
A.A. - ART/FINE ARTS (LIBERAL ARTS AND SCIENCES)								1					1
A.A. - ART/GRAPHIC DESIGN (LIBERAL ARTS AND SCIENCES)								1					1
A.A. - ART/STUDIO ART (LIBERAL ARTS AND SCIENCES)								1					1
A.A. - COMMUNICATION ARTS: JOURNALISM OPTION								1					1
A.A. - COMMUNICATION ARTS: MEDIA STUDIES OPTION								1					1
A.A. - COMMUNICATION ARTS: TV PRODUCTION OPTION								1					1
A.A. - CSCU PATHWAY TRANSFER DEGREE: ART STUDIES		1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: BIOLOGY STUDIES		1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: BUSINESS STUDIES		1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: CHEMISTRY STUDIES		1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: COMMUNICATION STUDIES		1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: COMPUTER SCI STUDIES			1	1	1	1		1	1	1	1		9
A.A. - CSCU PATHWAY TRANSFER DEGREE: CRIMINOLOGY STUDIES		1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: EARLY CTC STUDIES		1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: ENGLISH STUDIES		1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: EXERCISE SCI STUDIES				1		1		1				1	4
A.A. - CSCU PATHWAY TRANSFER DEGREE: FRENCH STUDIES				1	1	1	1	1	1			1	7
A.A. - CSCU PATHWAY TRANSFER DEGREE: GERMAN STUDIES								1					1
A.A. - CSCU PATHWAY TRANSFER DEGREE: HISTORY STUDIES		1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: ITALIAN STUDIES				1	1			1	1			1	5
A.A. - CSCU PATHWAY TRANSFER DEGREE: MATHEMATICS STUDIES		1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: PHYSICS STUDIES		1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: POLITICAL SCI STUDIES		1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: PSYCHOLOGY STUDIES		1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: SOCIAL WORK STUDIES		1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: SOCIOLOGY STUDIES		1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: SPANISH STUDIES		1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: THEATER STUDIES			1		1		1		1				4
A.A. - FINE ARTS													1
A.A. - FINE ARTS: ART OPTION					1								1
A.A. - FINE ARTS: GRAPHIC DESIGN OPTION							1						1
A.A. - INTERPERSONAL AND ORGANIZATIONAL COMMUNICATION						1							1
A.A. - LAS: HUM/BEHAV & SOCIAL SCIENCE OPTION					1								1
A.A. - LAS: JOURNALISM/COMMUNICATION OPTION					1								1
A.A. - LAS: MATH/SCIENCE OPTION					1								1
A.A. - LAS: PRE-ENGINEERING SCIENCE OPTION					1								1
A.A. - LAS: PRE-ENVIRONMENTAL SCIENCE OPTION					1								1
A.A. - LAS: THEATER ARTS						1							1

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Community College Academic Programs by Award													
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A.A. - LIBERAL ARTS	1	1											2
A.A. - LIBERAL ARTS & SCIENCES			1		1	1		1	1	1	1	1	8
A.A. - LIBERAL ARTS AND SCIENCES: HONORS PROGRAM OPTION							1						1
A.A. - LIBERAL ARTS: FINE ARTS OPTION	1												1
A.A. - MATH / SCIENCE - CHEMISTRY OPTION								1					1
A.A. - MATHEMATICS / SCIENCE								1					1
A.A. - MUSIC STUDIES					1								1
A.A. - PATHWAY TO TEACHING CAREERS				1						1	1	1	4
A.A. - THEATER ARTS		1		1									2
A.A. - VISUAL & PERFORMING ARTS								2					2
A.A. - VISUAL & PERFORMING ARTS: DANCE OPTION								1					1
A.A. - VISUAL & PERFORMING ARTS: DIGITAL DESIGN OPTION								1					1
A.A. - VISUAL & PERFORMING ARTS: MUSIC OPTION								1					1
A.A. - VISUAL & PERFORMING ARTS: THEATER ARTS OPTION								1					1
A.A. - VISUAL ARTS										1			1
A.A. - VISUAL FINE ARTS					1						1		2
A.A. - VISUAL FINE ARTS: PHOTOGRAPHY OPTION					1								1
A.A.S. - AUTOMOTIVE TECHNOLOGY (GM)			1										1
A.A.S. - AUTOMOTIVE TECHNOLOGY (HONDA PACT)			1										1
A.A.S. - COMPREHENSIVE AUTOMOTIVE REPAIR & SERVICE (CARS)			1										1
A.A.S. - CONSTRUCTION MANAGEMENT		1											1
A.A.S. - CONSTRUCTION TECHNOLOGY											1		1
A.A.S. - DESIGN FOR THE WEB							1						1
A.A.S. - DIGITAL MEDIA PRODUCTION							1						1
A.A.S. - ENERGY MANAGEMENT												1	1
A.A.S. - GENERAL ENGINEERING TECHNOLOGY											1		1
A.A.S. - HOSPITALITY MANAGEMENT: CULINARY ARTS								1					1
A.A.S. - HOSPITALITY MANAGEMENT: RESTAURANT/FOOD SERVICE MGT								1					1
A.A.S. - HOSPITALITY MANAGEMENT:HOTEL MANAGEMENT								1					1
A.A.S. - INTERIOR DESIGN								1					1
A.S. - ACCOUNTING	1	1		1		1	1	1		1			7
A.S. - ACCOUNTING & BUS ADMINISTRATION					1								1
A.S. - ACCOUNTING: CAREER OPTION					1		1				1		3
A.S. - ACCOUNTING: SMALL BUSINESS OPTION				1									1
A.S. - ACCOUNTING: TRANSFER OPTION							1				1		2
A.S. - ARCHITECTURAL ENGINEERING TECH		1											1
A.S. - ARCHITECTURAL ENGINEERING TECHNOLOGY							1						1
A.S. - AUTOMOTIVE TECHNICIAN								1					1
A.S. - AUTOMOTIVE TECHNICIAN MANAGEMENT								1					1
A.S. - AVIATION MAINTENANCE				1									1

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Community College Academic Programs by Award													
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TrCC	TxCC	Grand Total
A.S. - AVIATION MAINTENANCE TECHNOLOGY				1									1
A.S. - AVIATION SCIENCE								1					1
A.S. - AVIATION SCIENCE - AVIATION MANAGEMENT								1					1
A.S. - BANKING				1									1
A.S. - BEHAVIORAL SCIENCE								1					1
A.S. - BIOMEDICAL ENGINEERING TECH				1									1
A.S. - BIOTECHNOLOGY			1				1						2
A.S. - BROADCAST-CINEMA							1						1
A.S. - BUSINESS & MANAGEMENT ADMINISTRATION										1			1
A.S. - BUSINESS & MANAGEMENT: MARKETING & SALES										1			1
A.S. - BUSINESS ADMINISTRATION		1		1		1	1	1			1	1	8
A.S. - BUSINESS ADMINISTRATION: ACCOUNTING				1									1
A.S. - BUSINESS ADMINISTRATION: BUSINESS INFO SYSTEMS											1		1
A.S. - BUSINESS ADMINISTRATION: COMPUTER SCIENCE								1					1
A.S. - BUSINESS ADMINISTRATION: CUSTOMER SRVC/MARKETING					1								1
A.S. - BUSINESS ADMINISTRATION: ENTREPRENUERSHIP						1							1
A.S. - BUSINESS ADMINISTRATION: FINANCE				1				1	1				3
A.S. - BUSINESS ADMINISTRATION: GENERAL				1									1
A.S. - BUSINESS ADMINISTRATION: GLOBAL BUSINESS				1									1
A.S. - BUSINESS ADMINISTRATION: HEALTH CARE MANAGEMNT											1		1
A.S. - BUSINESS ADMINISTRATION: HUMAN RESOURCE MGMT					1								1
A.S. - BUSINESS ADMINISTRATION: MANAGEMENT				1	1			1			1		4
A.S. - BUSINESS ADMINISTRATION: MARKETING				1				1					2
A.S. - BUSINESS ADMINISTRATION: SMALL BUS MGMT					1								1
A.S. - BUSINESS MANAGEMENT									1				1
A.S. - BUSINESS OFFICE TECHNOLOGY												1	1
A.S. - BUSINESS OFFICE TECHNOLOGY						1							1
A.S. - BUSINESS OFFICE TECHNOLOGY: ADMINISTRATIVE ASSISTANT				1		1							2
A.S. - BUSINESS OFFICE TECHNOLOGY: ADMINISTRATIVE ASSISTANT, MEDICAL						1							1
A.S. - BUSINESS OFFICE TECHNOLOGY: ELECTRONIC HEALTH RECORDS & CODING				1									1
A.S. - BUSINESS OFFICE TECHNOLOGY: EXECUTIVE									1				1
A.S. - BUSINESS OFFICE TECHNOLOGY: EXECUTIVE ASSISTANT					1								1
A.S. - BUSINESS OFFICE TECHNOLOGY: LEGAL									1				1
A.S. - BUSINESS OFFICE TECHNOLOGY: LEGAL					1								1
A.S. - BUSINESS OFFICE TECHNOLOGY: MEDICAL					1				1			1	3
A.S. - BUSINESS OFFICE TECHNOLOGY: WORD PROCESSING					1								1
A.S. - COMMUNICATION						1							1
A.S. - COMMUNICATION MEDIA												1	1
A.S. - COMMUNICATION: JOURNALISM						1							1
A.S. - COMMUNICATIONS		1											1

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	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TrCC	TxCC	Grand Total
A.S. - COMMUNICATIONS: BROADCASTING		1											1
A.S. - COMMUNICATIONS: JOURNALISM		1											1
A.S. - COMPUTER & INFORMATION SYSTEMS			1										1
A.S. - COMPUTER ENGINEERING TECHNOLOGY				1		1							2
A.S. - COMPUTER GAME DESIGN						1							1
A.S. - COMPUTER INFORMATION SYSTEMS					1							1	2
A.S. - COMPUTER INFORMATION SYSTEMS - COMPUTER PROGRAMMING												1	1
A.S. - COMPUTER INFORMATION SYSTEMS TECHNOLOGY								1					1
A.S. - COMPUTER INFORMATION SYSTEMS: MOBILE APPLICATION DEVELOPER			1										1
A.S. - COMPUTER INFORMATION SYSTEMS: NETWORK ADMINISTRATION												1	1
A.S. - COMPUTER INFORMATION SYSTEMS: WEB PUBLISHING			1										1
A.S. - COMPUTER INFORMATION TECHNOLOGY							1						1
A.S. - COMPUTER NETWORK TECHNOLOGY						1							1
A.S. - COMPUTER NETWORKING			1								1		2
A.S. - COMPUTER NETWORKING: CYBER SECURITY			1										1
A.S. - COMPUTER PROGRAMMING TECHNOLOGY						1							1
A.S. - COMPUTER SCIENCE				1		1		1					3
A.S. - COMPUTER SCIENCE TECHNOLOGY											2		2
A.S. - COMPUTER SCIENCE/MATH HONORS												1	1
A.S. - COMPUTER SCIENCE: DATA SECURITY SPECIALIST				1									1
A.S. - COMPUTER SCIENCE: NETWORK OPTION				1									1
A.S. - COMPUTER SECURITY								1					1
A.S. - COMPUTER SERVICES: IT SUPPORT SERVICES											1		1
A.S. - COMPUTER SERVICES: WEB DEVELOPMENT											1		1
A.S. - COMPUTER SUPPORT SPECIALIST			1										1
A.S. - COMPUTER SUPPORT SPECIALIST: HARDWARE SUPPORT			1										1
A.S. - COMPUTER SYSTEMS TECHNOLOGY										1			1
A.S. - COMPUTER TECHNOLOGY						1							1
A.S. - CONSTRUCTION MANAGEMENT			1										1
A.S. - CONSTRUCTION TECHNOLOGY								1					1
A.S. - CRIMINAL JUSTICE		1	1		1	1	1			1		1	9
A.S. - CRIMINAL JUSTICE/PUBLIC SAFETY								1					1
A.S. - CRIMINAL JUSTICE: COMPUTER CRIME DETERRENCE								1					1
A.S. - CRIMINAL JUSTICE: CORRECTIONS								1				1	2
A.S. - CRIMINAL JUSTICE: ENFORCEMENT											1		1
A.S. - CRIMINAL JUSTICE: FORENSICS								1					1
A.S. - CRIMINAL JUSTICE: LAW ENFORCEMENT								1					1
A.S. - CRIMINAL JUSTICE: SECURITY								1					1
A.S. - CRIMINAL JUSTICE: TREATMENT												1	1
A.S. - CULINARY ARTS						1							1

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Community College Academic Programs by Award	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TrCC	TxCC	Grand Total
A.S. - CYBERSECURITY								1					1
A.S. - DATA SECURITY SPECIALIST				1									1
A.S. - DENTAL HYGIENE												1	1
A.S. - DIAGNOSTIC MEDICAL SONOGRAPHY				1									1
A.S. - DIGITAL ARTS TECHNOLOGY								1					1
A.S. - DIGITAL ARTS TECHNOLOGY: AUDIO/VIDEO								1					1
A.S. - DIGITAL ARTS TECHNOLOGY: GRAPHICS/ANIMATION								1					1
A.S. - DIGITAL ARTS TECHNOLOGY: MULTIMEDIA/WEB AUTHORIZING								1					1
A.S. - DISABILITIES SPECIALIST						1							1
A.S. - DISABILITY SPECIALIST: SPEECH-LANGUAGE PATHOLOGY ASSISTANT						1							1
A.S. - DRUG & ALCOHOL RECOV COUNSELOR								1					1
A.S. - EARLY CHILDHOOD EDUCATION		1	1			1	1	1	1	1	1	1	10
A.S. - EARLY CHILDHOOD EDUCATION: CAREER				1				1					2
A.S. - EARLY CHILDHOOD EDUCATION: TRANSFER				1				1					2
A.S. - EARLY CHILDHOOD INCLUSIVE EDUCATION					1								1
A.S. - EARLY CHILDHOOD SPECIAL ED					1								1
A.S. - ELECTRICAL ENGINEERING TECHNOLOGY					1								1
A.S. - ELECTRICAL, LASER AND ROBOTICS ENGINEERING TECHNOLOGY												1	1
A.S. - ELECTRONIC ENGINEERING TECHNOLOGY								1					1
A.S. - ENGINEERING SCIENCE		1			1	1	1	1	1	1	1	1	10
A.S. - ENGINEERING SCIENCE/COLLEGE OF TECHNOLOGY				1									1
A.S. - ENGINEERING TECHNOLOGY								1					1
A.S. - ENGINEERING TECHNOLOGY: AUTOMATED MANUFACTURING								1					1
A.S. - ENGINEERING TECHNOLOGY: COMPUTER AIDED DRAFTING/DESIGN								1					1
A.S. - ENGINEERING TECHNOLOGY: MECHANICAL								1					1
A.S. - ENTREPRENEURIAL STUDIES				1									1
A.S. - ENVIRONMENTAL ENGINEERING TECHNOLOGY												1	1
A.S. - ENVIRONMENTAL SCIENCE						1	1	1	1				4
A.S. - ENVIRONMENTAL SCIENCE TECHNOLOGY						1							1
A.S. - ENVIRONMENTAL SCIENCE: NATURAL RESOURCES									1				1
A.S. - ENVIRONMENTAL TOXICOLOGY & SCIENCE				1									1
A.S. - EXERCISE SCIENCE							1					1	2
A.S. - EXERCISE SCIENCE & WELLNESS				1									1
A.S. - FINE ARTS/ART										1			1
A.S. - FINE ARTS: DIGITAL MEDIA										1			1
A.S. - FINE ARTS: PHOTOGRAPHY										1			1
A.S. - FIRE SCIENCE & EMERGENCY MEDICAL SERVICE												1	1
A.S. - FIRE SCIENCE & EMERGENCY MEDICAL SERVICES: EMERGENCY MEDICAL RESPONSE												1	1
A.S. - FIRE TECHNOLOGY & ADMINISTRATION				1				1					2
A.S. - FOODSERVICE MANAGEMENT						1		1					2

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Community College Academic Programs by Award													
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TrCC	TxCC	Grand Total
A.S. - GENERAL STUDIES	1	1	1	1	1	1	1	1	1	1	1	1	12
A.S. - GENERAL STUDIES: ALLIED HEALTH					1								1
A.S. - GENERAL STUDIES: EDUCATION					1								1
A.S. - GRAPHIC COMMUNICATION DESIGN									1				1
A.S. - GRAPHIC DESIGN				1	1		1				1	1	5
A.S. - GRAPHIC DESIGN: INTERACTIVE MEDIA												1	1
A.S. - GRAPHIC DESIGN: MULTIMEDIA				1									1
A.S. - HEALTH & EXERCISE SCIENCE					1								1
A.S. - HEALTH INFORMATION MANAGEMENT		1				1			1				3
A.S. - HEALTH INFORMATION MANAGEMENT TECHNOLOGY			1										1
A.S. - HORTICULTURE								1					1
A.S. - HOSPITALITY MANAGEMENT											1		1
A.S. - HOTEL MANAGEMENT				1				1					2
A.S. - HOTEL/MOTEL MANAGEMENT				1									1
A.S. - HOTEL-TOURISM MANAGEMENT					1								1
A.S. - HUMAN SERVICES	1			1		1				1	1	1	7
A.S. - HUMAN SERVICES / PRE-SOCIAL WORK								1					1
A.S. - HUMAN SERVICES: CAREER OPTION			1				1						2
A.S. - HUMAN SERVICES: FAMILY VIOLENCE OPTION												1	1
A.S. - HUMAN SERVICES: GERONTOLOGY OPTION			1										1
A.S. - HUMAN SERVICES: TRANSFER OPTION			1				1						2
A.S. - INDUSTRIAL TECHNOLOGY					1								1
A.S. - INTERPRETER PREP IN ASL/ENG									1				1
A.S. - LEGAL ASSISTANT							1						1
A.S. - LEGAL ASSISTANT PARALEGAL								1					1
A.S. - LIBERAL ARTS & SCIENCE					1		1		1			1	4
A.S. - LIBERAL ARTS & SCIENCE: BIOLOGY					1								1
A.S. - LIBERAL ARTS & SCIENCE: COMPUTER SCIENCE					1								1
A.S. - LIBERAL ARTS & SCIENCE: MATHEMATICS					1								1
A.S. - LIBERAL ARTS & SCIENCE: PHYSICS					1								1
A.S. - LIBERAL ARTS & SCIENCE: SCIENCE					1								1
A.S. - LIBERAL ARTS & SCIENCE: SOCIAL SCIENCE					1								1
A.S. - LIBERAL ARTS & SCIENCE: THEATER ARTS					1								1
A.S. - LIBERAL ARTS & SCIENCE: WOMEN'S STUDIES					1								1
A.S. - LIBERAL ARTS & SCIENCE: CHEMISTRY					1								1
A.S. - MANAGEMENT		1											1
A.S. - MANAGEMENT INFORMATION SYSTEMS					1	1							2
A.S. - MANAGEMENT: ENTREPRENEURSHIP		1											1
A.S. - MANUFACTURING ENGINEERING SCIENCE					1								1
A.S. - MANUFACTURING ENGINEERING TECHNOLOGY				1								1	2

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A.S. - MANUFACTURING ENGINEERING TECHNOLOGY: LASER MANUFACTURING											1		1
A.S. - MARKETING					1	1		1					3
A.S. - MARKETING: TRANSFER												1	1
A.S. - MECHANICAL ENGINEERING TECHNOLOGY				1								1	2
A.S. - MEDICAL ASSISTANT									1				1
A.S. - MEDICAL ASSISTING			1	1							1		3
A.S. - MEDICAL LABORATORY TECHNICIAN											1		1
A.S. - MEDICAL OFFICE MANAGEMENT								1					1
A.S. - MEDICAL OFFICE MANAGEMENT: ADMINISTRATIVE								1					1
A.S. - MEDICAL OFFICE MANAGEMENT: CLINICAL								1					1
A.S. - MOBILE APPLICATION DEVELOPMENT				1									1
A.S. - MULTIMEDIA								1					1
A.S. - MUSIC INDUSTRY			1										1
A.S. - NATURAL SCIENCES AND MATHEMATICS				1									1
A.S. - NUCLEAR ENGINEERING TECHNOLOGY												1	1
A.S. - NUCLEAR MEDICINE TECHNOLOGY				1									1
A.S. - NURSING				1									1
A.S. - NURSING - CT - CCNP			1	1				1	1	1		1	6
A.S. - NUTRITION AND DIETETICS				1									1
A.S. - OCCUPATIONAL THERAPY ASST				1	1								2
A.S. - OFFICE ADMINISTRATIVE CAREERS					1								1
A.S. - OPHTHALMIC DESIGN & DISPENSING								1					1
A.S. - PARALEGAL					1								1
A.S. - PARAMEDIC STUDIES			1	1									2
A.S. - PARAMEDIC STUDIES: EMERGENCY MANAGEMENT RESPONSE OPT			1										1
A.S. - PARAMEDIC STUDIES: EMERGENCY MED SVCS INSTRUCTOR OPT			1										1
A.S. - PHYSICAL THERAPIST ASSISTANT				1				1	1				3
A.S. - PLASTICS & RUBBER ENGINEERING TECHNOLOGY									1				1
A.S. - PUBLIC RELATIONS					1								1
A.S. - PUBLIC UTILITIES MANAGEMENT				1									1
A.S. - RADIATION THERAPY				1									1
A.S. - RADIOGRAPHY				1									1
A.S. - RADIOLOGIC SCIENCE					1								1
A.S. - RADIOLOGIC TECHNOLOGY							1		1				2
A.S. - RADIOLOGY TECHNOLOGY			1										1
A.S. - RAILROAD ENG TECH: SIGNALING & COMMUNICATIONS OPTION				1									1
A.S. - RAILROAD ENGINEERING TECHNOLOGY				1									1
A.S. - REAL ESTATE MANAGEMENT					1								1
A.S. - REGISTERED MEDICAL ASSISTANT			1										1
A.S. - RESPIRATORY CARE					1		1	1					3

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A.S. - RESTAURANT AND FOOD SERVICE MANAGEMENT				1									1
A.S. - RETAIL MGT/FASHION MERCHANDISING				1									1
A.S. - SMALL BUSINESS AND ENTREPRENEURIAL STUDIES											1		1
A.S. - SOCIAL SERVICE			1		1								2
A.S. - SOCIAL SERVICE: LIBRARY TECHNICAL ASST OPTION			1										1
A.S. - SOCIAL SERVICE: MENTAL HEALTH OPTION			1										1
A.S. - SOCIAL SERVICES: COMMUNITY CHANGE STUDIES OPTION			1										1
A.S. - SOCIAL SERVICES: GERONTOLOGY OPTION			1										1
A.S. - SPORTS AND LEISURE MANAGEMENT											1		1
A.S. - STUDIO ART				1									1
A.S. - STUDIO ART: GRAPHIC DESIGN OPTION				1									1
A.S. - SURGICAL TECHNOLOGY				1	1								2
A.S. - TECH STUDIES: BIOMOLECULAR SCIENCE OPTION										1	1	1	3
A.S. - TECH STUDIES: COMPUTER ENGINEERING TECHNOLOGY OPT							1						1
A.S. - TECH STUDIES: COMPUTER-AIDED DESIGN OPTION					1			1		1	1		4
A.S. - TECH STUDIES: ELECTRICAL OPTION				1	1							1	3
A.S. - TECH STUDIES: ELECTRO-MECHANICAL MAINTENANCE OPTION		1											1
A.S. - TECH STUDIES: ELECTRONICS TECHNOLOGY OPTION					1								1
A.S. - TECH STUDIES: ENGINEERING TECHNOLOGY OPTION		1	1	1	1	1			1	1	1	1	9
A.S. - TECH STUDIES: ENVIRONMENTAL STUDIES OPTION										1			1
A.S. - TECH STUDIES: INDUSTRIAL TECHNOLOGY OPTION				1	1								2
A.S. - TECH STUDIES: LEAN MANUFACTURING & SUPPLY CHAIN MANAGEMENT OPTION		1			1			1		1	1		5
A.S. - TECH STUDIES: MACHINE TECH OPTION		1			1								2
A.S. - TECH STUDIES: MANUFACTURING ELECTRON. & CONTROLS OPT		1											1
A.S. - TECH STUDIES: MANUFACTURING ENGINEERING TECH							1						1
A.S. - TECH STUDIES: MANUFACTURING MACHINE TECHNOLOGY OPT							1						1
A.S. - TECH STUDIES: MANUFACTURING WELDING TECH OPT		1											1
A.S. - TECH STUDIES: PLASTICS OPTION										1			1
A.S. - TECH STUDIES: TECHNOLOGY & ENGINEERING EDUCATION OPTION		1		1							1	1	4
A.S. - TECH STUDIES: TECHNOLOGY MANAGEMENT OPTION					1								1
A.S. - TECHNOLOGY STUDIES		1	1	1	1	1	1		1	1	1	1	10
A.S. - THERAPEUTIC RECREATION					1				1				2
A.S. - VETERINARY TECHNOLOGY						1	1		1				3
A.S. - VISUAL FINE ARTS												1	1
A.S. - VISUAL FINE ARTS: PHOTOGRAPHY OPTION												1	1
CERT - ACCELERATED ADVANCED MANUFACTURING MACHINING												1	1
CERT - ACCOUNTING			1		1		1	1			1	1	6
CERT - ACCOUNTING ASSISTANT		1					1						2
CERT - ACCOUNTING CORE											1		1
CERT - ACCOUNTING TECHNICIAN							1						1

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CERT - ACCOUNTING: ADVANCED OPTION			1										1
CERT - ADMINISTRATIVE MEDICAL OFFICE SKILLS										1			1
CERT - ADMINISTRATIVE SUPPORT								1					1
CERT - ADVANCE AUTOMOTIVE TECH				1									1
CERT - ADVANCED ACCOUNTING										1			1
CERT - ADVANCED CADD MODELING								1					1
CERT - ADVANCED ENGINE PERFORMANCE								1					1
CERT - ADVANCED ENGLISH PROFICIENCY					1			1					2
CERT - ADVANCED MANAGEMENT										1			1
CERT - ADVANCED MANUFACTURING MACHINE TECHNOLOGY	1			1				1		1			4
CERT - ADVANCED MANUFACTURING WELDING TECHNOLOGY	1												1
CERT - ADVERTISING/SALES PROMOTION						1							1
CERT - ALLIED HEALTH SCIENCE									1				1
CERT - ALTERNATIVE ENERGY SYSTEMS TECHNOLOGY								1					1
CERT - ALTERNATIVE ENERGY TRANSPORTATION TECHNOLOGY				1									1
CERT - ALTERNATIVE FUEL VEHICLE				1									1
CERT - APPLIED ACCOUNTING										1			1
CERT - APPLIED MANAGEMENT										1			1
CERT - ARCHAEOLOGY							1						1
CERT - ASSOCIATE NETWORK SPECIALIST										1			1
CERT - ATHLETIC COACHING								1					1
CERT - AUDIO AND MUSIC						1							1
CERT - AUDIO-VIDEO PRODUCTION								1					1
CERT - AUTOMOTIVE FUNDAMENTALS								1					1
CERT - AUTOMOTIVE TECHNOLOGY				1									1
CERT - AUTOMOTIVE TECHNOLOGY - HONDA PACT OPTION				1									1
CERT - AUTOMOTIVE TECHNOLOGY: GENERAL MOTORS OPTION				1									1
CERT - BASIC BUSINESS SKILLS											1		1
CERT - BIOTECHNOLOGY						1							1
CERT - BROADCAST COMMUNICATIONS						1							1
CERT - BUILDING EFFICIENCY & SUSTAINABLE TECHOLNOLOGY							1						1
CERT - BUS ADM: ACCOUNTANT'S ASST OPTIO				1									1
CERT - BUS ADM: MANAGEMENT OPTION			1										1
CERT - BUSINESS ADMINISTRATION	1			1							1	1	4
CERT - BUSINESS ADMINISTRATION MANAGEMENT								1					1
CERT - BUSINESS ADMINISTRATION: BOOKKEEPING				1									1
CERT - BUSINESS MANAGEMENT CORE											1		1
CERT - BUSINESS OFFICE TECHNOLOGY				1									1
CERT - BUSINESS OFFICE TECHNOLOGY: ADMIN SUPPORT ASST OPTION					1								1
CERT - BUSINESS OFFICE TECHNOLOGY: CLERICAL								1					1

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CERT - BUSINESS OFFICE TECHNOLOGY: CUSTOMER SERVICE TECHNOLOGY OPTION				1									1
CERT - BUSINESS OFFICE TECHNOLOGY: HEALTH CLAIMS PROCESSING								1					1
CERT - BUSINESS OFFICE TECHNOLOGY: MEDICAL ADMIN. ASSISTANT OPTION				1									1
CERT - BUSINESS OFFICE TECHNOLOGY: MEDICAL INSURANCE SPEC OPTION					1								1
CERT - BUSINESS OFFICE TECHNOLOGY: MEDICAL INSURANCE SPECIALIST								1					1
CERT - BUSINESS OFFICE TECHNOLOGY: OFFICE APPLICATIONS												1	1
CERT - BUSINESS OFFICE TECHNOLOGY: OFFICE APPLICATIONS SKILLS UPDATE OPT.				1									1
CERT - BUSINESS OFFICE TECHNOLOGY: SECRETARIAL								1					1
CERT - BUSINESS OFFICE TECHNOLOGY: SUPPORT SPECIALIST OPTION					1								1
CERT - BUSINESS OFFICE TECHNOLOGY: WORD PROCESSING								1					1
CERT - BUSINESS SKILLS						1							1
CERT - CAD (COMPUTER-AIDED DRAFTING)												1	1
CERT - CADD MODELING 3D								1					1
CERT - CHILD & FAMILY SERVICES								1					1
CERT - CHILD DEVELOPMENT ASSOC CRED				1									1
CERT - CHILD DEVELOPMENT ASSOCIATE PREP		1		1		1	1			1	1		6
CERT - CISCO CERTIFIED NETWORKING ASSOCIATE (CCNA)		1											1
CERT - CLEAN WATER MANAGEMENT				1									1
CERT - CLIENT/SERVER SYSTEMS								1					1
CERT - CNC MACHINING								1					1
CERT - COMMUNICATION AND CUSTOMER RELATIONS												1	1
CERT - COMMUNICATIONS NETWORKING						1							1
CERT - COMPREHENSIVE AUTOMOTIVE REPAIR & SERVICE (CARS)				1									1
CERT - COMPUTED TOMOGRAPHY						1							1
CERT - COMPUTER AIDED DESIGN (CAD)											1		1
CERT - COMPUTER ASSISTED DRAFTING CT				1									1
CERT - COMPUTER BUSINESS APPLICATIONS										1			1
CERT - COMPUTER CRIME DETERRENCE								1					1
CERT - COMPUTER HARDWARE SUPPORT SPECIALIST		1											1
CERT - COMPUTER HELP DESK										1			1
CERT - COMPUTER MAINTENANCE TECH					1								1
CERT - COMPUTER NETWORK TECH					1								1
CERT - COMPUTER NETWORKING		1											1
CERT - COMPUTER PROGRAMMING		1								1		1	3
CERT - COMPUTER PROGRAMMING TECH					1								1
CERT - COMPUTER SCIENCE				1									1
CERT - COMPUTER SCIENCE NETWORKING				1									1
CERT - COMPUTER SERVICING				1									1
CERT - COMPUTER SERVICING TECHNICIAN										1			1
CERT - COMPUTER SOFTWARE SUPPORT SPECIALIST		1											1

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CERT - COMPUTER-AIDED DESIGN						1							1
CERT - COMPUTER-AIDED DRAFTING												1	1
CERT - COMPUTER-AIDED DRAFTING 2D								1					1
CERT - CONSTRUCTION MANAGEMENT			1								1		2
CERT - CONSTRUCTION TECHNOLOGY								1					1
CERT - CORPORATE MEDIA PRODUCTION						1							1
CERT - CORRECTIONS				1	1								2
CERT - COT ENGINEERING SCIENCE / STEM										1			1
CERT - COT TECHNOLOGY STUDIES / STEM										1			1
CERT - CRIMINAL INVESTIGATION				1									1
CERT - CRIMINAL JUSTICE					1			1				1	3
CERT - CULINARY ARTS			1		1		1	1					4
CERT - CUSTOMER SERVICE												1	1
CERT - CUSTOMER SERVICE MANAGEMENT						1							1
CERT - CYBER SECURITY		1											1
CERT - DANCE								1					1
CERT - DEAF STUDIES										1			1
CERT - DENTAL ASSISTANT					1								1
CERT - DENTAL ASSISTING												1	1
CERT - DIETARY SUPERVISION								1					1
CERT - DIGITAL JOURNALISM							1						1
CERT - DIGITAL PUBLISHING										1			1
CERT - DISABILITIES SPECIALIST					1								1
CERT - DISABILITIES/MENTAL HEALTH								1					1
CERT - DRUG & ALCOHOL RECOVERY COUNSELOR								1					1
CERT - DRUG AND ALCOHOL RECOVERY COUNSELOR			1										1
CERT - EARLY CHILD EDUCATION		1											1
CERT - EARLY CHILDHOOD ADMINISTRATION							1					1	2
CERT - EARLY CHILDHOOD ED. ADMIN & LEADERSHIP			1										1
CERT - EARLY CHILDHOOD EDUCATION	1			1		1	1	1			1	1	7
CERT - EARLY CHILDHOOD EDUCATION ADMINISTRATOR				1									1
CERT - EARLY CHILDHOOD SPECIAL ED			1										1
CERT - ELECTRICAL	1			1								1	3
CERT - ELECTRO-MECHANICAL MAINTENANCE TECHNOLOGY	1												1
CERT - ELECTRONIC HEALTH RECORDS					1								1
CERT - ELECTRONIC MUSIC AND AUDIO PRODUCTION								1					1
CERT - ELECTRONICS TECHNICIAN			1										1
CERT - EMERGENCY MEDICAL SERVICES-INSTRUCTOR		1											1
CERT - EMT: EMERGENCY MANAGEMENT RESPONSE		1											1
CERT - EMT-PARAMEDIC		1											1

Community College Academic Programs by Award	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TrCC	TxCC	Grand Total
CERT - ENERGY CORE												1	1
CERT - ENGINEERING TECHNOLOGIES EXPLORATORY								1					1
CERT - ENGLISH AS A SECOND LANGUAGE							1					1	2
CERT - ENTREPRENEUR		1											1
CERT - ENTREPRENEURIAL STUDIES				1									1
CERT - ENTREPRENEURSHIP			1			1							2
CERT - ENTREPRENEURSHIP/SMALL BUSINESS					1								1
CERT - ENVIRONMENTAL HEALTH AND SAFETY MANAGEMENT											1		1
CERT - ENVIRONMENTAL SCIENCE AND TOXICOLOGY				1									1
CERT - ENVIRONMENTAL SYSTEMS								1					1
CERT - FAMILY CHILD CARE PROVIDER								1					1
CERT - FAMILY SUPPORT AND RESPITE CARE				1									1
CERT - FAMILY VIOLENCE												1	1
CERT - FILM AND TELEVISION PRODUCTION							1						1
CERT - FILM AND VIDEO							1						1
CERT - FINANCE								1				1	2
CERT - FINE ARTS										1			1
CERT - FIREFIGHTER 1 AND 2				1									1
CERT - FITNESS SPECIALIST				1		1							2
CERT - FOOD SERVICE						1							1
CERT - FORENSICS						1							1
CERT - FUNDAMENTALS OF MACHINE TECHNOLOGY								1					1
CERT - GENERAL AUTOMOTIVE SERVICES								1					1
CERT - GENERAL STUDIES												1	1
CERT - GERONTOLOGY		1	1	1			1	1					5
CERT - GRAPHIC DESIGN					1		1		1			1	4
CERT - GRAPHICS AND ANIMATION								1					1
CERT - GRAPHICS AND COMMUNICATIONS ARTS												1	1
CERT - GROUP EXERCISE INSTRUCTOR							1						1
CERT - HEALTH CAREER PATHWAYS		1		1	1	1	1	1		1		1	9
CERT - HEALTH INFORMATION & REIMBURSEMENT SPECIALIST										1			1
CERT - HEALTH INFORMATION MANAGEMENT			1			1				1			3
CERT - HEALTH INFORMATION TECHNOLOGY												1	1
CERT - HEALTH SCIENCE			1										1
CERT - HELP DESK TECHNICIAN						1							1
CERT - HOME CHILD CARE										1			1
CERT - HOMELAND SECURITY						1						1	2
CERT - HORTICULTURE								1					1
CERT - HOTEL MANAGEMENT												1	1
CERT - HOTEL TOURISM						1							1

Community College Academic Programs by Award	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TrCC	TxCC	Grand Total
CERT - HS: BEHAV HEALTHCARE SPEC I OPTION				1									1
CERT - HS: BEHAV HEALTHCARE SPEC II OPTION				1									1
CERT - HS: CHILD/YOUTH MENTAL HEALTH OPTION				1									1
CERT - HS: DISABILITIES SPECIALIST OPTION				1									1
CERT - HUMAN SERVICES		1		1						1		1	4
CERT - HUMAN SERVICES CASE MANAGEMENT												1	1
CERT - HVAC ENERGY ANALYSIS												1	1
CERT - INFANT AND TODDLER CARE				1									1
CERT - INFANT TODDLER DEVELOPMENT				1									1
CERT - INTERDISCIPLINARY PEACE, COLLABORATION AND CONFLICT				1									1
CERT - JUVENILE JUSTICE							1						1
CERT - LANDSCAPE DESIGN								1					1
CERT - LASER AND FIBER OPTIC TECHNOLOGY												1	1
CERT - LEAN MANUFACTURING		1			1			1		1	1	1	6
CERT - LEGAL ASSISTANT							1						1
CERT - LEGAL STUDIES PARALEGAL								1					1
CERT - LIBRARY TECHNICAL ASST			1										1
CERT - LIBRARY TECHNOLOGY												1	1
CERT - MACHINE TECHNOLOGY LEVEL I				1									1
CERT - MAMMOGRAPHY						1							1
CERT - MANAGEMENT				1									1
CERT - MANAGEMENT INFORMATION SYSTEMS								1					1
CERT - MANUFACTURING ELECTRONICS FUNDAMENTALS		1											1
CERT - MANUFACTURING ELECTRONICS SYS & CONTROLLERS		1											1
CERT - MANUFACTURING INTRO TO (LEV 1)												1	1
CERT - MANUFACTURING MACHINE TECHNOLOGY						1							1
CERT - MANUFACTURING WELDING TECH APPLICATIONS		1											1
CERT - MANUFACTURING WELDING TECH FUNDAMENTALS		1											1
CERT - MARKETING		1			1							1	4
CERT - MARKETING AND DISTRIBUTION								1					1
CERT - MARKETING AND SALES									1				1
CERT - MARKETING CORE												1	1
CERT - MARKETING ELECTRONIC COMMERCE								1					1
CERT - MECHATRONICS AUTOMATION TECHNICIAN												1	1
CERT - MEDIA TECHNOLOGY					1								1
CERT - MEDICAL ASSISTANT							1						1
CERT - MEDICAL ASSISTING									1				1
CERT - MEDICAL OFFICE SPECIALIST							1						1
CERT - MEETINGS, CONVENTIONS MANAGEMENT				1									1
CERT - MENTAL HEALTH			1				1						2

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CERT - MICROCOMPUTER NETWORK SPECIALIST								1					1
CERT - MICROCOMPUTER NETWORKING CUSTOMER SUPPORT								1					1
CERT - MICROCOMPUTER PROCESSING												1	1
CERT - MICROCOMPUTER SOFTWARE APPS										1			1
CERT - MICROCOMPUTER SOFTWARE FUND										1			1
CERT - MOBILE APPLICATION DEVELOPER			1										1
CERT - MODERN MANUFACTURING								1					1
CERT - MULTIMEDIA						1							1
CERT - MULTIMEDIA WEB DESIGN & DEVELOPMENT						1							1
CERT - NETWORK ADMINISTRATION												1	1
CERT - NETWORK ADMINISTRATOR				1									1
CERT - NETWORKING							1						1
CERT - NEWS & SPORTS PRODUCTION						1							1
CERT - NUCLEAR MEDICINE TECH				1									1
CERT - OBJECT-ORIENTED PROGRAMMING								1					1
CERT - OFFICE USER SPECIALIST		1											1
CERT - OPHTHALMIC MEDICAL ASSISTING						1							1
CERT - PARALEGAL					1								1
CERT - PATIENT CARE TECHNICIAN										1			1
CERT - PC APPLICATIONS				1									1
CERT - PERSONAL COMPUTER REPAIR				1									1
CERT - PHLEBOTOMY										1			1
CERT - PHOTOGRAPHY					1				1	1		1	4
CERT - PLASTICS SPECIALIZATION								1					1
CERT - PLASTICS TECHNOLOGY										1			1
CERT - POLICE MANAGEMENT AND ADMINISTRATION				1									1
CERT - PRECISION MANUFACTURING					1								1
CERT - PRECISION SHEET METAL MANUFACTURING												1	1
CERT - PROFESSIONAL BAKER			1		1								2
CERT - PROPERTY MANGMT IN SUPPORTIVE & AFFORDABLE HOUSING				1									1
CERT - PUBLIC RELATIONS					1								1
CERT - QUALITY CONTROL				1									1
CERT - REGISTERED MEDICAL ASSISTANT		1											1
CERT - RELATIONAL DATABASE							1						1
CERT - RESTAURANT MANAGEMENT											1		1
CERT - RETAIL BANKING				1									1
CERT - RETAIL MANAGEMENT/FASHION MERCHANSISING				1									1
CERT - SALES SUPPORT & SERVICE								1					1
CERT - SECURITY & LOSS PREVENTION											1		1
CERT - SENIOR NETWORKING SPECIALIST										1			1

Community College Academic Programs by Award													
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TrCC	TxCC	Grand Total
CERT - SMALL BUSINESS AND ENTREPRENEURIAL STUDIES												1	1
CERT - SMALL BUSINESS MANAGEMENT/ENTREPRENEURSHIP				1									1
CERT - SMARTPHONE APP DEVELOPMENT							1						1
CERT - SOCIAL SERVICE					1								1
CERT - SOCIAL SERVICE AID			1										1
CERT - SOFTWARE DEVELOPER							1						1
CERT - SOLAR TECHNOLOGY				1									1
CERT - SPEECH LANGUAGE PATHOLOGY ASSISTANT					1								1
CERT - STUDIO ART										1			1
CERT - SUBSTANCE ABUSE EDUCATION							1						1
CERT - SUPPLY CHAIN MANAGEMENT		1						1		1	1		4
CERT - SURVEYING & MAPPING TECHNICIAN												1	1
CERT - SUSTAINABLE FACILITIES MANAGMENT												1	1
CERT - SUSTAINABLE LANDSCAPE ECOLOGY & CONSERV TECH												1	1
CERT - TEACHER ASSISTANG				1									1
CERT - TEAM LEADER MANAGEMENT SKILLS IN MANUFACTURING		1											1
CERT - TEAM LEADER TECHNICAL SKILLS IN MANUFACTURING		1											1
CERT - TECHNICAL COMMUNICATIONS								1					1
CERT - TECHNOLOGY MANAGEMENT						1							1
CERT - THEATER ARTS PERFORMANCE TRACK				1									1
CERT - THERAPEUTIC RECREATION			1			1				1			3
CERT - THERAPUTIC RECREATION						1							1
CERT - VISUAL ART								1					1
CERT - VISUAL COMMUNICATION			1										1
CERT - WASTEWATER								1					1
CERT - WATER MANAGEMENT				1									1
CERT - WEB DESIGN				1							1		2
CERT - WEB DESIGN TECHNOLOGY					1								1
CERT - WEB DESIGNER		1											1
CERT - WEB DESIGN-GRAPHICS FOUNDATION					1								1
CERT - WEB DEVELOPER							1						1
CERT - WEB MASTER/INTERNET DESIGN										1			1
CERT - WEB PUBLISHING			1										1
CERT - WEB TECHNOLOGY						1							1
CERT - WOMEN'S STUDIES												1	1
CERT - YOUTH WORKER				1									1
Grand Total	60	80	121	85	121	74	85	134	59	66	86	70	1041

List of Community College Non-Credit Programs

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Community College Non-Credit Program:	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TxCC	Grand Total
3D Printing				1									1
A+ Certification	1	1	1	1	1		1					1	7
A+ Cert-PC Repair Tech									1				1
Academic Skills Boot Camp				1									1
Academy for Basic Skills Math										1			1
ACCESS - Computer Training											1		1
Access training			1		1								2
Acting							1						1
Admin. Medical Specialist											1		1
Admin. MS Office Specialist											2		2
Advanced EMT										1			1
Advanced Esthetics	1												1
Allied Health Certificate			1										1
Alt Energy Systems Technology									1				1
Amer. Acad. Prof. Coder(AAPC)				1									1
American Payroll Association												1	1
American Sign Language							1						1
Animation			1										1
Art & Art Tours								1					1
Auditioning/Directing							1						1
Auto Mech Foundation Spec Cert				1									1
AutoCAD			1	1			1	1					4
Autocad Certificate											1		1
Autocad 2000 - Pro Level II												2	2
Autocad 2000 - Prof Level 1												2	2
Autocad 2000 - Solid Modeling												2	2
AutoCad Certification Prep						1							1
AutoCad Level I			1		2								3
AutoCad Level II			2		1								3
Automotive Maintenance Cert				1									1
Automotive Service Writer				1									1

List of Community College Non-Credit Programs

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Community College Non-Credit Program:	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TxCC	Grand Total
Baking							1						1
Bank Teller - Customer Service									2				2
Banking		1											1
Bartending/Mixology			1										1
Basic Accounting Certificate											1		1
Basic Admin Assist Cert											1		1
Basic Appraisal								1					1
Basic Appraisal Certificate											1		1
Basic Appraisal Principles					1								1
Basic Appraisal Procedures					1								1
Basic Banking									1				1
Basic Business SkillsWorkplace									1				1
Basic Computer Proficiency		1							1	1			3
Basic Computer Skills											1		1
Basic Emergency Med Tech					1								1
Basic Emergency Medical Tech											1		1
Basic EMT	1												1
Basic Law Office Asst											1		1
Basic Life Support										1			1
Basic Maintenance Worker(BMW)			1										1
Basic Photography							1						1
BCLS for Health Care Providers		2							1				3
Blueprint Read,Metrol&ShopMath											1		1
Blueprint Reading		1							1		1		3
Blueprint Reading & Shop Math											1		1
Boating/Watercraft	1			1			1						3
Bookkeeping			1	1			1	1	2				6
Bookkeeping/Banking		1											1
Breast Sonography Didactic			1										1
Building Analyst					1		1	1				1	4
Building Applic Control(HVAC)			1										1
Business Analyst		1											1
Business Communication							1						1
Business Prof. w/ Cust Service			1										1
Business Professional			1							1			2

List of Community College Non-Credit Programs

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Community College Non-Credit Program	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TxCC	Grand Total
Business Software				1									1
Business Software Applications							1						1
C++ Programming Beginner											1		1
Cabling												1	1
Cabling Certification	1												1
CAD2 2D								1					1
Cake Decorating							1						1
Call Center - Customer Service										1			1
Casino Poker Dealer											1		1
Catering & Event Planning		1		1									2
Central Sterile Proc Tech									1				1
Central Sterile Supply							1						1
Central Sterile Supply Tech							1					1	2
Cert Inter Webmaster - Found							1						1
Cert Internet Web - Design							1						1
Cert Internet Webmaster E-Comm							1						1
Cert Nurse's Aide & Home-Hlth												1	1
Certified Bookkeeper	1												1
Certified Bookkeeping							1						1
Certified Green Supply Chain												1	1
Certified Inpatient Coding	1												1
Certified Nurse Aid Program												1	1
Certified Nurse Aide	1									2			3
Certified Nurse Assistant			1										1
Certified Nurse Assistant/Aide					1								1
Certified Nurses Aide		1					1	1					3
Certified Nursing Assistant				1							1		2
Certified Pharmacy Technician	1												1
Certified Wedding Planner											1		1
CertPatientCareTechAsst-CPCT/A	1												1
Cisco Network Assoc.Technician			1										1
Client/Server Appl Developer			1										1
CNA Test Prep								1					1
CNC Certificate								1					1
Common Decency											1		1

List of Community College Non-Credit Programs

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Community College Non-Credit Program:	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TxCC	Grand Total
Community Health Worker		1	1	1									3
Comp Aided Drafting & Design			1										1
Comp Numerical Control-Adv					1								1
Comp Numerical Control-Beg					1								1
Comp Numerical Control-Inter					1								1
Compter Skills for Workplace											1		1
CompTIA A+ Certification											1		1
CompTIA Net+/Server+ Cert											1		1
CompTIA Security+				1									1
CompTIA TM A+ Certification												1	1
Computed Tomography Tech			1										1
Computer Aided MFT II									1				1
Computer Applications		1		1									2
Computer Graphics				1			1				1		3
Computer Networking							1						1
Computer Numerical Control				1		1		1					3
Computer Proficiency Cert												1	1
Computer Programming		1		1			1						3
Computer Software Training												1	1
Connecticut Lead Supervisor							1						1
Construction Technology									1				1
Contextualized Learning				1									1
Conventional Precision Manufac					1								1
Cooking/International Cooking							1						1
CPR			1				1						2
Cross-Sectional Anatomy									1				1
CT Motorcycle Rider Educ Prog											1		1
Culinary Arts		2											2
Cust Serv&Commun-HealthProfess									1				1
Customer Service		1	1	1						1			5
Customer Service - Healthcare							1						1
Customer Service Rep									1				1
CustServ & Comm/Health Prof							1						1
Database Administrator											1		1
Database Management Cert							1						1

List of Community College Non-Credit Programs

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Community College Non-Credit Program:	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TxCC	Grand Total
Dental Assistant	1						1				1	2	5
Dental Assisting Non-Credit												1	1
Dental Receptionist												1	1
Desktop Publishing									1				1
Desktop Publishing Graphics			1										1
Dietary Assistant Certificate										1			1
Digital Photography							1						1
Digital Printing & Production			1										1
Digital Publishing								1					1
EDM								1					1
Effective Business Writing		1									1		2
EKG Tech			1										1
EKG Technician												1	1
Electrocardiogram Tech											1		1
Electrocardiogram Technician	1	1					1					1	4
Eliminate Harrasmnt/Workplace											1		1
Emer Medical Tech - Paramed									1				1
Emer Mgt Srvs Instructor(EMSI)						1							1
Emergency Medical Tech			1				2						3
Emergency Medical Technician	2				1				1	1		1	6
EMT				1				1					2
EMT Paramedic									1				1
English as a Second Language				1									1
Entrepreneurial Studies								1					1
Envelope Professional						1		1					2
Environmental Compliance											1		1
ESL (4 Levels) Shop Floor ESL				1									1
Esthetician	1												1
EXCEL -Computer Training											1		1
Excel Training		1		1									2
Excellence in Admin Support									1				1
Extraordinary Customer Service											1		1
Facilitate Great Presentations											1		1
Family Development		1											1
FCAW Welding									1				1

List of Community College Non-Credit Programs

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Community College Non-Credit Program:	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TxCC	Grand Total
Fiber Optics Institute												1	1
Financial Planner					1								1
Financial Services							1						1
Fire Fighter Orientation			1										1
First Responder-EMT Bridge										1			1
First Responder-MRT										1			1
Food Service		2		1					1	1			5
Foreign Languages							1						1
Forensic Computer Examiner											1		1
Foundations Herbal Medicine										1			1
Fundamentals of Machining											1		1
Gas Metal Arc Welding									1				1
Gas Tungsten Arc Welding									1				1
Gates Leadership Training											1		1
GED				1									1
Geometric Dimen&Tolerancing									1				1
GMAW Welding, Basic									1				1
Grant Writing		1							1				2
Grant Writing Certificate				1							1		2
Grant Writing Workshop									1				1
Graphic Design										1	1		2
Green Construction Management				1									1
Green House Operation & Mgt									1				1
Green Job Fair								1					1
GroundSourceHeatPump(IGSPHA)							1						1
Group Exercise				1									1
Group Exercise Inst Nat'l Cert							1						1
Group Exercise Instructor								1					1
Group Fitness Instructor									1				1
GTAW Welding, Basic									1				1
Hazwoper								1					1
Health Care Professional		1											1
Health Information Technology			1										1
Health Unit Coordinator			1							1			2
Healthcare Team Leader Cert			1										1

List of Community College Non-Credit Programs

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Community College Non-Credit Program:	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TxCC	Grand Total
Heating,Ventilation,AC(HVAC)			1										1
Help Desk Specialist											1		1
Home Health Aide							1		1				2
Home Landscape Design									1				1
Home Landscaping							1						1
Homemaker Companion							1						1
Homemaker Home Health Aide		1											1
Hospitality		1											1
HR Boot Camp											1		1
Human Resource Preparation								1					1
Human Services Assistant							1						1
Human Services Asst								2					2
Human Services Supervisor								1					1
HVAC Systems& AC Control Equip			1										1
Industrial Motor Controls											1		1
Infection Control		1											1
Instrumental Music							1						1
Insurance		1					1						2
Integrator Technician												1	1
Interactive Design								1					1
Interior Design							1						1
Intermediate Photography							1						1
Internet Web Site Developer			1										1
Interviewing & Resume Writing											1		1
Intro HVAC/BuildingMaintWorker			1										1
Intro to Manufacturing											1		1
Introduction to CNC											1		1
Investing&Managing Portfolios							1						1
Job Search Techniques							1						1
Landscaping		1											1
Landscaping Certificate									1				1
Lead Remediation					1								1
Leadership		1				1							2
Leadership Certificate									1		1		2
Lean Manufacturing						1							1

List of Community College Non-Credit Programs

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Community College Non-Credit Program:	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TxCC	Grand Total
Lean Manufacturing Certificate	1							1			1	1	4
Lean Manufacturing II					1								1
Leed Green							1						1
Legal Secretary							1						1
Licensed Real Estate Sales												1	1
Linux Complete Set											1		1
Machine Tool Fundamentals												1	1
Maint. & Repair Small Units				1									1
Maintaining Work/Life Balance											1		1
Management Certificate										1			1
Management/Entpr. - Small Bus					1								1
Managing Multiple Deadlines											1		1
Manufacturing Boot Camp											1	1	2
Manufacturing I								1					1
Manufacturing II								1					1
Manufacturing Management			1										1
Manufacturing Preparation			1			1		1		1		1	5
Manufacturing Technology				1									1
Massage Therapy	1												1
MBA Boot Camp			1										1
MECH/ELECTRICAL SYSTEMS DESIGN			1										1
Medical Administrative Asst	1							2				1	4
Medical Assistant	1											1	2
Medical Billing	1	1		1									3
Medical Billing & Coding												1	1
Medical Billing & Coding Cert												1	1
Medical Billing and Reimburse							1						1
Medical Billing Associate			1										1
Medical Billing/Coding											1		1
Medical Coding & Billing						1							1
Medical Coding&Billing Spec								1					1
Medical Office Assistant	1	1				1							3
Medical Office Receptionist									2		1		3
Medical Response Tech										1			1
Medical Terminology								1					1

List of Community College Non-Credit Programs

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Community College Non-Credit Program:	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TxCC	Grand Total
Medical Transcription								1					1
Metrology Fundamentals								1			1		2
Mfg Pipeline Outside Machinist											1		1
Microsoft Office		1		1	1	1				1			5
Microsoft Office Essentials								1					1
Microsoft Office User Spec							1						1
Microsoft Power Point		1											1
Microsoft PowerPoint Cert											1		1
Microsoft Word Certificate											1		1
Mind, Body & Spirit				1			1						2
Mobile Applications		1											1
Money Management			1										1
MRI Physics								1					1
MS Office 2010		1											1
MS OFFICE 97 INTRODUCTORY		1											1
Nail Technician		1											1
NCLEX-RN Review								1					1
Network + Certification			1										1
Network+ Cert-Network Spec								1					1
Networking												1	1
Networking + Certification		1											1
Non-Profit Management							1						1
NURSE AIDE		1											1
Nurse Aide & Home Health Aide											1		1
Nurse Aide Certification								1					1
Nurse Aide Refresher		1								1			2
Nurse Re-Entry		1											1
Nursing Assistant with ESL											1		1
Nursing CE								1					1
Office Admin Professional								1					1
Office Assistant								1					1
Office Professional		1						1					2
Office Professional/Quickbooks												1	1
Office Skills				1									1
OfficeProfessional/QuickBooks								1					1

List of Community College Non-Credit Programs

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Community College Non-Credit Program:	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TxCC	Grand Total
Ophthalmic Medical Assistant	1					1							2
Oracle Database Administrator					1								1
Organic Gardening							1						1
OSHA 10 Construction								1					1
OSHA 10 General								1					1
OSHA Constr Ind Outreach Trng									2				2
OSHA Training & Certification		2						1			1		4
Paralegal Certificate											1		1
Patient Care - Home Track							1						1
Patient Care -Acute Care Track							1						1
Patient Care Tech - Acute Care									1				1
Patient Care Tech-Home Care		1						1					2
Patient Care Technician		1	1	1		1		1	1				6
Patient Care Technician (PCT)												1	1
Patient Care Technician Cert												1	1
Patient Confidentiality								1					1
Patient Navigator			1										1
Payroll,Inventory& Quickbooks2									1				1
Perioperative Nursing												1	1
Personal Care Attendant							1						1
Personal Computer				1									1
Personal Computers									1				1
Personal Trainer		1		1			1	1			1		5
Personal Trainer National Cert	1				1								2
Personal Trainer Nat'l Cert						1							1
Pharmacy Tech Assistant							1						1
Pharmacy Tech Certificate						2							2
Pharmacy Technician		1	1	1	1		1	1	1	1	1		9
Pharmacy Technician Assistant			1										1
Pharmacy Technician Cert												1	1
Phlebotomy			1			1		1					3
Phlebotomy & EKG Training	1												1
Phlebotomy for Nurses											1		1
Phlebotomy Technician					1		1					1	3
Phlebotomy Technician Cert												1	1

List of Community College Non-Credit Programs

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Community College Non-Credit Program:	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TxCC	Grand Total
Physical Assessment for RN's									1				1
Physical Security Studies							1						1
Physical Therapy Aide							1						1
Powerbuilder			1										1
Practical Dental Assistant						1							1
Precision Machining Phase 2					1								1
Precision Machining Phase I					1								1
Precision Manufacturing			1										1
PreManufac Regional Elective										1			1
Pre-Manufacturing										1			1
Pressure Flow&Temp Meas(HVAC)			1										1
Prin & Practices Real Estate				1	1								2
Prin&Practices of Real Estate						1	1						2
Principles & Pract of Real Est									1				1
Principles & Practices										1			1
Prof Bartending/SMART Cert												2	2
Prof Food & Beverage Server			1										1
PROFESSIONAL ADVANCEMENT	1												1
Professional Bartending	2			1			1	1	2				7
Professional Coder Certificate			1										1
Project Management		3					1	1					5
Property Management		1											1
Public Safety Dispatcher	1												1
Public Service Management				1									1
Public Speaking		1					1						2
Purchasing Management		1											1
Quality Control Inspection								1					1
Quality Control Inspector					1								1
Quick Books				1				1	2				4
Quickbooks							2				1		3
QuickBooks Microsoft Office										1			1
Radiology Technician								1					1
Reading, Writing, Comm Skills				1									1
Real Estate	1		1	1						1			4
Real Estate Appraisal		1											1

List of Community College Non-Credit Programs

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Community College Non-Credit Program:	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TxCC	Grand Total
Real Estate Appraisal I							1	1					2
Real Estate Appraisal II							1	1					2
Real Estate Brokerage		1											1
Real Estate Law		1			1								2
Real Estate Prin & Pract												1	1
Real Estate Princ. & Practices										1			1
Real Estate Professional Devel		1					1						2
Real Estate Sales		1											1
Receptionist										1			1
Resume Writing							1						1
Retail Sales & Customer Service							1	1					2
Retail Sales-Customer Service										2			2
Seasonal Gardening							1						1
Security Guard Certification												1	1
Security Officer		1					1	1	1			1	5
Selling Skills: The Basics											1		1
Senior Fitness Nat'l Cert						1							1
Sexual Assault Counselor Advoc		1											1
Sexual Harrassment Training											1		1
Shielded Metal Arc Pipe Weld								1					1
Shielded Metal Arc Welding								1					1
Shop Math I & II											1		1
Six Sigma Black Belt Training											1		1
Six Sigma Green Belt											1	1	2
Small Business Management		1											1
Small Business/Entreprenueral							1						1
Small Engine Repair			1										1
Small Engine Repair/Equip Maint								1					1
Social Media							1						1
Social Service Assistant		1											1
Software Training							1						1
Solar PV			1			1							2
Solid Works			1										1
Spanish for Workplace I		1											1
Speed Reading							1						1

List of Community College Non-Credit Programs

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Community College Non-Credit Program:	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TxCC	Grand Total
Sr Sustainability Professional												1	1
Step Forward 1			1										1
Step Forward 2			1										1
Sterile Supply Technician					1								1
Sterilization Technician	1												1
Supervising/Management		1		1						1			3
Supervision						1				1			2
Supervisor Skills										1			1
Supervisory Development Cert											1		1
Supervisory Skills Training			1						1				2
Supervisory/Management											1		1
Survival Spanish											1		1
Sustainable Building & Energy							1						1
Sustainable Building Advisor			1										1
Sustainable Design												2	2
Team Building		1							1				2
TEAS V				1									1
The Comptia Network +				1									1
Trainer Education								1					1
Transportation Carer Trainee			1										1
Travel Agent											1		1
TRAVEL CAREER	1												1
Travel Careers							1						1
Urban Farming & Landscaping		1											1
Valueing Diversity in Workplace											1		1
Valuing Diversity in Workplace		1											1
Veterinary Assistant	1				1		1				1	1	6
Veterinary Assistant Cert						1							1
Video Production								1					1
Visual Basic			1	1									2
Voice/Song							1						1
Water Management			1										1
Weatherization		1			1		1					1	4
Web Design		1		1			1			1			4
Web Design-Graphic Design								1					1

List of Community College Non-Credit Programs

Appendix S

Community College Non-Credit Program:													
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TxCC	Grand Total
Web Page Design							1				1		2
Webmaster											1	1	2
Website Powerbuilder			1										1
Wedding Planner								1					1
Welding GMAW, Advanced								1					1
Welding GTAW, Advanced								1					1
Welding I								1					1
Welding II								1					1
Welding SMAW, Basic								1					1
Welding SMAW,Advanced								1					1
Welding Technology Fundamental								1					1
Wellness & Fitness								1					1
Wine Tasting								1					1
Wine Tasting Certificate								1					1
Word Training			1		1								2
Workplace Basic Skills			1										1
Writing for Professionals			1										1
Writing Professional					1			1					2
Youth Mental Health First Aid				1									1
Grand Total	34	86	59	50	33	31	89	95	58	79	31	27	672

CSCU Transfer and Articulation Policy (TAP): Brief History

In the spring of 2012, the CSCU Board of Regents passed a Transfer and Articulation Policy (TAP) requiring the creation of seamless transfer pathways for students from the Community Colleges to the CSUs and COSC. That summer, faculty from all 17 CSCU campuses joined together to develop shared general education competencies that would provide the foundation for the transfer framework. The completed framework was then voted on by all CSCU institutions and approved by the BOR for implementation.

In the fall of 2014, two TAP co-managers (one from a community college; one from a CSU) were appointed to oversee the creation, implementation, and maintenance of disciplinary transfer degrees. Working closely with the Framework Implementation and Review Committee (or FIRC, with representations from all 17 campuses), the co-managers convened a series of disciplinary work groups (comprising faculty from the 17 campuses and with expertise in the field) to determine which courses prepare a community-college student to transfer to a four-year institution as a rising junior. The resulting transfer pathways (marketed as Transfer Tickets) provide a balance of general education courses, major program courses, and unrestricted elective courses. Once a disciplinary work group develops the pathway, it is reviewed by FIRC for compliance and then sent to each of the campuses for review, commentary, and possible endorsement by faculty's appropriate process. Once faculty determine the pathway meets TAP's goals, it is sent to the BOR for final approval and implementation.

At the same time the degree pathways were being designed, the co-managers also worked with experts from registration, advising, admissions, marketing, and other infrastructure offices to ensure each student experiences a smooth transfer.

When the first cohort of 433 Transfer Ticket students were admitted in fall 2016, they could choose among 10 disciplinary pathways: Biology, Chemistry, Communication, Criminology, English, Mathematics, Political Science, Psychology, Sociology, and Social Work. By fall 2017, enrollments had climbed to 2776, and 12 additional pathways were available: Art, Business, Computer Science, Early Childhood Teacher Credential, Exercise Science, French, German, History, Italian, Physics, Spanish, and Theater. For spring 2018, 3189 TAP students are enrolled across the 22 available Transfer Ticket pathway degrees.

Connecticut's TAP is distinguished from other states' transfer programs in two significant ways:

- All the content has been developed by faculty experts in the field. and
- It ensures smooth transfer from community colleges to CSUs/COSC by setting aside course-by-course transfer and providing a model for program-to-program transfer.

Overview Timeline for One College Consolidation: Academic Programs

Spring 2018	Common General Education proposal	Develop parameters for program consolidation	Finalize first round of programs and assemble work groups
Fall 2018	General Education to local governance General Education finalized	First round of program consolidation with membership from TAP work groups	Finalize second round of programs and assemble any work groups
Spring 2019		First round of programs to governance Begin second round of program consolidation	Finalize third round of programs and assemble work groups
Fall 2019	First round programs built in Banner/Degreeworks/ACALOG	Second round of programs to governance Begin third round of program consolidation Begin fourth and final round of programs	
Spring 2020	Second round programs built in Banner/Degreeworks/ACALOG <u>Summer 2020</u> Third round programs built in Banner/Degreeworks/ACALOG Fourth round programs built in Banner/Degreeworks/ACALOG	Third round of programs to governance Fourth and final round of programs to governance	
Fall 2020	Full Curriculum Implementation		

Summary of Responses from Accrediting Agencies

Question: What would be the impact of consolidation upon the accreditation of academic programs at the community colleges?

* * * * *

Accrediting Organization: Accreditation Commission for Education in Nursing (ACEN)

Response: The impact of the consolidation will depend on various factors to be assessed by ACEN through the substantive change process. A substantive change prospectus must be submitted to ACEN by the governing body to provide the organization with a clear picture of the new organizational structure particularly administrative oversight, instructional delivery, and resources available to the accredited programs.

Respondent: Ebony King, Director of Accreditation Services, ACEN

* * * * *

Accrediting Organization: Accreditation Council for Education in Nutrition and Dietetics (ACEND)

Response: Most likely the consolidation will not impact accreditation. The single program in the System accredited by ACEND must submit a substantive program change request for an administrative structure change prior to July 1, 2018 for ACEND approval.

Respondent: Mary Ann Taccona, Associate Executive Director – Education and Accreditation
ACEND

* * * * *

Accrediting Organization: Accreditation Council for Occupational Therapy Education (ACOTE)

Response: It would appear that the planned change would not have a significant impact on the program’s accreditation status. However, the affected program must notify ACOTE of the change as directed by its policy on minor program changes

Respondent: Sue Graves, Accreditation Program Manager, ACOTE

* * * * *

Accrediting Organization: American Veterinary Medical Association (AVMA)

Response: Each existing community college program will be required to submit a substantive change report to AVMA, describing the restructure and the associated impact upon each program’s continued ability to comply with AVMA’s accreditation standards.

Respondent: Rachel Valentine, Assistant Director, AVMA

* * * * *

Accrediting Organization: Commission on Accreditation in Physical Therapy Education (CAPTE)

Response: Any changes to a program’s administrative structure requires: (1) information regarding the proposed new structure and (2) information about the effect of the change on the program, if any.

Respondent: Michael Chevalier, PTA Program Specialist, CAPTE

* * * * *

Accrediting Organization: Commission on Accreditation of Allied Health Programs (CAAHEP)

Response: Most likely CAAHEP would treat the consolidation as a “Change of Ownership” and nothing more than notification would be required; dependent upon regional accreditation of the consolidated Community College of Connecticut – the organization’s first requirement for its accreditation of programs.

Respondent: Kathy Megivern, Executive Director, CAAHEP

* * * * *

Accrediting Organization: Commission on Dental Accreditation (CODA)

Response: The institutions must file a “Transfer of Sponsorship” report in a timely manner with assurances that meeting CODA standards have not been impaired. Accreditation would be contingent upon continued regional accreditation.

Respondent: Michelle Smith, Manager, Allied Dental Education, CODA

* * * * *

Accrediting Organization: Commission on Opticianry Accreditation (COA)

Response: Accreditation would be contingent upon the regional accreditation of the consolidated college.

Respondent: Debra White, Director of Accreditation, COA

* * * * *

Accrediting Organization: Council on Accreditation for Respiratory Care (CoARC)

Response: Organization foresees no issues with the consolidation.

Respondent: Thomas Smalling, Executive Director, CoARC

* * * * *

Accrediting Organization: Joint Review Committee on Education in Radiologic Technology (JRCERT)

Response: JRCERT considers the consolidation to be a change in ownership – a substantive change that requires Board approval prior to implementation. A change in accreditation status would only occur if the Board had concerns regarding the effects of the consolidation upon a program’s quality.

Respondent: Leslie Winter, CEO, JRCERT

* * * * *

Accrediting Organization: Medical Assisting Education Review Board (MAERB)

Response: As long as regional accreditation is maintained, the consolidation will have no bearing upon MAERB accreditation which occurs through CAAHEP.

Respondent: Jim Hardman, Assistant Director, MAERB

* * * * *

Accrediting Organization: National Addiction Studies Accreditation Commission

Response: It is not anticipated that the consolidation will affect accreditation status.

Respondent: Cynthia Moreno Tuohy, Executive Director, NAADAC

* * * * *

Accrediting Organization: National Association for the Education of Young Children (NAEYC)

Response: As each NAEYC accredited program submits its Annual Report or renewal Self-Report after the consolidation, the organization will update institutional names.

Respondent: Pamela Ehrenberg, Director of Accreditation Services, NAEYC

* * * * *

Accrediting Organization: National Association of Schools of Music (NASM)

Response: A substantive change document must be submitted prior to the consolidation in order for the organization to consider accreditation at the new institution.

Respondent: Kyle Dobbeck, Accreditation Assistant, Arts-Accredit

* * * * *

**Accrediting Organization: National Automotive Technicians Education Foundation
(NATEF)**

Response: Accreditation will be effective as long as the curriculum, facility and staff stay the same.

Respondent: Cynthia Portillo, NATEF

Emails from Accrediting Agencies

From: Rachel Valentine [<mailto:RValentine@avma.org>]
Sent: Tuesday, February 13, 2018 8:05 AM
To: Poole, Arthur <APoole@commnet.edu>
Cc: Laura Lien <LLien@avma.org>; Julie Horvath <JHorvath@avma.org>
Subject: RE: Accreditation Status

Hello Mr. Poole,

The AVMA Committee on Veterinary Technician Education and Activities (CVTEA) views each program independently in its accreditation decisions and assessment of compliance with accreditation standards so CVTEA accreditation does not apply to satellite programs or campuses. Historically, the Committee individually accredits veterinary technology programs within institutions that maintain programs at more than one campus or location and we don't see that what you are describing will be any different.

Each program will be required to submit a substantive change report to the CVTEA to describe the restructure and the associated impact on each program's continued ability to comply with accreditation standards. This type of change must be reported within 30 days of being instituted; however, staff would encourage each program to notify the Committee as soon as it is reasonable and feasible. Approval of substantive changes is at the discretion of the CVTEA based upon the information received. A site visit may be required to verify the reported substantive changes.

My colleague, Ms. Laura Lien, and I will make ourselves available for a telephone discussion if needed. I hope this information is helpful.

Sincerely,
Rachel

Rachel A. Valentine, RVT, BS
Assistant Director | Education & Research
American Veterinary Medical Association

o: 800.248.2862 ext. 6676 | rvalentine@avma.org
www.avma.org

This communication (and any information or material transmitted with this communication) is confidential and is not intended for public disclosure. If you have received it in error, please notify the sender by reply email and immediately delete it and any attachments without copying or further transmitting the same. Thank you.

From: Debbie White [<mailto:director@coaccreditation.com>]
Sent: Tuesday, February 13, 2018 6:51 PM
To: Poole, Arthur <APoole@commnet.edu>
Subject: RE: Accreditation Status

Arthur

Accept my apologies – this one fell in my multitude of emails.

Our main concern would be what accrediting agency the consolidated College will apply to and what the timeline is for that accreditation. As long as it is under an accreditor that is accepted by CHEA – everything should be ok.

Debra

Debra White, MEd, ABOM, FCLSA
Director of Accreditation
Commission on Opticianry Accreditation
director@coaccreditation.com

From: Kyle Dobbeck [<mailto:kdobbeck@arts-accredit.org>]
Sent: Wednesday, February 14, 2018 11:13 AM
To: Poole, Arthur <APoole@commnet.edu>
Subject: Re: Accreditation Status

Dear Director Poole,

Thank you for our phone conversation shared earlier this morning. I write to confirm details shared and to offer further assistance.

The conversation addressed the responsibility of all accredited institutional members of NASM to maintain compliance with applicable standards and to follow appropriate procedures. Information was also shared regarding the Association procedure for Substantive Change. Should you wish to reference further information regarding Substantive Change, it is available in the NASM *Handbook 2017-18*, which Includes current NASM standards and guidelines for accredited institutional membership (<https://nasm.arts-accredit.org/accreditation/standards-guidelines/handbook/>). Substantive Change is specifically described in the NASM *Handbook 2017-18*, Rules of Practice and Procedure, Part II, Article V.

[NASM Handbook - National Association of Schools of Music](#)

nasm.arts-accredit.org

Handbook and Any Current Addenda NASM Handbook 2017-18 (PDF file) Includes current NASM standards and guidelines for accredited institutional membership for degree ...

Please do not hesitate to contact me should additional questions or concerns arise.

With regards,
Kyle Dobbeck
Accreditation Assistant
11250 Roger Bacon Drive, Suite 21
Reston, VA 20190
Telephone (703) 437-0700, ext. 130
Facsimile (703) 437-6312
kdobbeck@arts-accredit.org
www.arts-accredit.org

From: Chevalier, Michael [<mailto:michaelchevalier@apta.org>]
Sent: Thursday, February 01, 2018 9:16 AM
To: Poole, Arthur <APoole@commnet.edu>
Subject: FW: Accreditation Status

Good morning Arthur,

Any changes to a programs administrative structure in which the program is housed, requires the following:

- 1) Information regarding the proposed new structure
- 2) Information about the effect of the change on the program, if any.

Does this answer your question?

Have a great day.

Mike

Michael Chevalier
PTA Program Specialist
1111 North Fairfax Street
Alexandria, VA 22314
Phone: 703-706-3385 or 1-800-999-2782, ext 3385
E-mail: michaelchevalier@apta.org

From: Cynthia Portillo [<mailto:cportillo@aseeducationfoundation.org>]
Sent: Wednesday, January 31, 2018 1:37 PM
To: Poole, Arthur <APoole@commnet.edu>
Subject: RE: NATEF - Contact Us

Arthur,

Thank you for your concern in the accreditation status of your community college. Accreditation will be effective as long as the curriculum, facility and staff stay the same. We will just need to be notified of the college name change and staff changes if there is any. Please let me know if you have further questions.

Cynthia

From: Ebony King [<mailto:EKing@acenursing.org>]
Sent: Wednesday, January 31, 2018 9:34 AM
To: Poole, Arthur <APoole@commnet.edu>
Cc: subchange <subchange@acenursing.org>
Subject: RE: Accreditation Status

Good afternoon Mr. Poole,

Thank you for your email. Currently the following colleges have accredited programs with the ACEN:

Governing Organization	Program
Capital Community College	Associate
Gateway Community College	Associate
Naugatuck Valley Community College	Associate
Northwest Connecticut Community College	Associate
Norwalk Community College	Associate
Three Rivers Community College	Associate

Please confirm which programs may be impacted by the merger. In addition, the impact of the merger on the ACEN accredited programs will depend on various factors which will be assessed through the substantive change process. The first requirement would be for each Governing organization to submit a substantive change prospectus for a change in ownership. The documents requested during this process will provide the ACEN with a clear picture of the organizational structure and key areas to include administrative oversight, instructional delivery, and resources available to the ACEN accredited program.

Please review [Policy #14 – Reporting Substantive Changes](#) in the ACEN Accreditation Manual for additional information regarding the submission requirements for a change in ownership.

Please do not hesitate to contact me if you have additional questions.

Ebony King
Director of Accreditation Services

3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
P. (404) 975-5000
F. (404) 975-5020
eking@acenursing.org

From: Jim Hardman [<mailto:JHardman@maerb.org>]
Sent: Thursday, February 01, 2018 11:34 AM
To: Poole, Arthur <APoole@commnet.edu>
Subject: reply to question about CAAHEP accreditation - CT schools

Dear Director Poole,

Thanks for your email and good question. As you may know, currently, there are 4 CAAHEP-accredited, publicly-sponsored medical assisting programs in Connecticut:

- ❑ Norwalk CC
- ❑ Northwestern CT CC
- ❑ Capital CC
- ❑ Quinebaug Valley CC

All four schools are institutionally-accredited with NEASC, the regional accreditor. As long as these schools continue to maintain their institutional accreditation with NEASC, the described changes won't have any bearing upon the CAAHEP-accreditation of these medical assisting programs.

Sincerely,

Jim Hardman
Assistant Director
MEDICAL ASSISTING EDUCATION REVIEW BOARD (MAERB)
Ph: 800-228-2262 | Fax: 312-635-3455 | www.maerb.org
jhardman@maerb.org

From: Tom Smalling [<mailto:tom@COARC.COM>]
Sent: Wednesday, January 31, 2018 1:13 PM
To: Poole, Arthur <APoole@commnet.edu>
Cc: Shelley Christensen <shelley@coarc.com>
Subject: Re: Accreditation Status

Arthur,

I see no issues with us. If there is a change in program location then we would need the appropriate documentation.

Best regards,

-Tom

Thomas Smalling, PhD, RRT, RPFT, RPSGT, FAARC
Executive Director
Commission on Accreditation for Respiratory Care
817-283-2835 ext. 101
631-912-7920 Direct
www.coarc.com

CoARC is recognized by the Council for Higher Education Accreditation (CHEA). www.chea.org.

From: ACEND [<mailto:ACEND@eatright.org>]
Sent: Wednesday, January 31, 2018 11:44 AM
To: Poole, Arthur <APoole@commnet.edu>
Subject: RE: Accreditation Status

Dear Arthur,

Thank you for contacting ACEND with your question. Most likely accreditation wouldn't be impacted, however, the dietetic technician program located at Gateway Community College will need to submit a substantive program change request for an administrative structure change to be approved by ACEND prior to July 1, 2018. Are the community colleges aware of this consolidation? If so, we can reach out to the director of the dietetic technician program to let her know that she will have to submit a substantive program change to ACEND.

Mary Ann

Mary Ann Taccona, MBA, RDN, LDN

Associate Executive Director, Education and Accreditation

Accreditation Council for Education in Nutrition and Dietetics (ACEND)

Academy of Nutrition and Dietetics

120 S. Riverside Plaza, Suite 2190, Chicago, Illinois 60606-6995

312-899-4727 or mtaccona@eatright.org

Visit our website: www.eatright.org/acend

From: Kathy Megivern [<mailto:megivern@caahep.org>]
Sent: Wednesday, January 31, 2018 8:24 AM
To: Poole, Arthur <APoole@commnet.edu>
Subject: Re: Accreditation Status

Yes, probably. But we will await word on the regional accreditation because that is our first requirement for accrediting our programs.
Thanks.

On Jan 31, 2018, at 7:13 AM, Poole, Arthur <APoole@commnet.edu> wrote:

Ms Megivern:

Thank you for your response. The current community colleges will cease to exist as independent entities – they will become campuses of the new consolidated college. We anticipate the new college receiving regional accreditation shortly after it is established – we are working with the regional accreditor to that end. The new college will have one chief executive officer and one chief academic officer. The new campuses will each have an associate dean of academic affairs but I cannot say whether or not the current deans will fill those positions. The academic programs will continue as before, will positive changes upon student services. From your response, it appears that the consolidation should be treated as a “Change of Ownership”.

Arthur Poole

From: Kathy Megivern [<mailto:megivern@caahep.org>]
Sent: Tuesday, January 30, 2018 1:21 PM
To: Poole, Arthur <APoole@commnet.edu>
Subject: RE: Accreditation Status

Mr. Poole,

We would need a lot more information about the changes before we could determine how to handle this. Will all of the campuses remain regionally accredited? Will current deans remain in place? We have accredited programs in four different professional areas on seven of your campuses and we would need to figure out how substantially impacted those programs will be. If the impact on specific programs will be minimal then we can treat it as a “Change of Ownership” and nothing more than notification would be required. But It’s possible that a Transfer of Sponsorship will be necessary for each campus if the changes are more substantial.

Please advise.

Sincerely,
Kathleen Megivern, JD
Executive Director, CAAHEP

From: Sue Graves [<mailto:sgraves@aota.org>]
Sent: Tuesday, February 13, 2018 12:05 PM

To: Poole, Arthur <APoole@commnet.edu>

Cc: Neil Harvison <nharvison@aota.org>; Barbara Ostrove <bostrove@aota.org>; Angelica Grigsby <AGRIGSBY@aota.org>

Subject: RE: Accreditation Status-Programs in CT

Your inquiry has been forwarded to me for response. It would appear that the change you are proposing would not have a significant impact on the program's accreditation status. However, the affected program or programs must notify ACOTE of the change as directed by [ACOTE Policy IV.B.1. Additions or Changes](#). Please let us know if you have any questions.

Sue Graves

Accreditation Program Manager, Technical Support

AOTA

(301) 652-6611 x2912 or (240) 752-1175 (direct)

sgraves@aota.org

From: NAEYC Higher Education [<mailto:highered@naeyc.org>]
Sent: Tuesday, February 13, 2018 4:19 PM
To: Poole, Arthur <APoole@commnet.edu>
Subject: Re: Form submission from: Contact NAEYC Higher Education

Thank you so much for reaching out; we had heard that this change may be on the horizon.

A list of accredited early childhood degree programs in Connecticut can be found at: <https://www.naeyc.org/accreditation/higher-ed/accredited-programs#C>

We'll anticipate that as each of these programs submit Annual Reports or renewal Self-Study Reports after the July 2019 consolidation, we'll update the institutional names at that point. Programs that typically submit reports on a March reporting cycle might submit a contact information update form in the second part of 2019 if it makes sense for all program names to change at the same time.

We look forward to supporting the Connecticut degree programs in this time of transition! Please feel free to reach out anytime we can be of assistance.

With all best wishes,
Pamela

Pamela M. Ehrenberg | *Director of Accreditation Services*

Higher Education Accreditation & Program Support

Phone: (800) 424-2460, ext. 8007
Fax: (202) 350-8799
Email: highered@naeyc.org

National Association for the Education of Young Children

1313 L Street NW, Suite 500, Washington DC 20005
NAEYC.org | Find us on [Facebook](#) and [Twitter](#)

From: Cynthia Moreno Tuohy [<mailto:cmorenotuohy@naadac.org>]
Sent: Monday, February 05, 2018 2:57 AM
To: Poole, Arthur <APoole@commnet.edu>
Subject: RE: Accreditation Status

Dear Mr. Poole - we don't anticipate that your consolidation status will not affect their status. I will be double checking that and connect back if any issues or questions.

Sincerely, Cynthia

Cynthia Moreno Tuohy, NCAC II, CDC III, SAP
Executive Director
NAADAC, the Association for Addiction Professionals
44 Canal Center Plaza, Ste 301, Alexandria, VA 22314
(P) 703.741.7686 x119 | (C) 301.755.4256 | (F) 703.741.7698
cynthia@naadac.org | www.naadac.org

From: Poole, Arthur
Sent: Thursday, February 08, 2018 7:20 AM
To: 'Leslie Winter' <lwinter@jrcert.org>
Cc: Gates, Jane <JGates@commnet.edu>
Subject: RE: Accreditation status

Leslie:

Thank you for your response to our inquiry. There currently nine academic programs accredited by JRCERT at five of our community colleges. We will compile a roster of program coordinators with contact information and forward it to you in a timely fashion.

Take Care,

Arthur

From: Leslie Winter [<mailto:lwinter@jrcert.org>]
Sent: Wednesday, February 07, 2018 3:13 PM
To: Poole, Arthur <APoole@commnet.edu>
Subject: Accreditation status

Hi Arthur,
My staff has forwarded your email to my attention. The JRCERT considers the consolidation of all the institutions, specifically, the institution that sponsor the radiography/radiation therapy program(s), a change in ownership. A change of ownership is consider a substantive and requires our Board approval prior to implementation. It would only effect the program's accreditation status if our Board had concerns if the new consolidation was effecting the quality of the program. If you would like to provide me with the contact information of the program(s), I would be more than happy to reach out to them to discuss how to proceed with the substantive change.

Best-
Leslie

Leslie F. Winter M.S., R.T.(R)
CEO
JRCERT

From: Smith, Michelle [<mailto:smithmi@ada.org>]
Sent: Tuesday, February 13, 2018 2:46 PM
To: Poole, Arthur <APoole@commnet.edu>
Subject: RE: Accreditation Status

Mr. Poole,

Please see the attached documentation for reporting Transfer of Sponsorship. Per our conversation this morning, the Community College of Connecticut will be a new college system with off-site programs at the Tunxis Community College and Manchester Community College. Currently, the Tunxis Community College sponsors a dental assisting and dental hygiene program. Manchester Community College currently sponsors a dental assisting program. If this change is to be reviewed at the Winter 2019 Commission meeting, please submit the request for Transfer of Sponsorship by December 1, 2018.

Please let me know if you have any questions.

Regards,
Michelle

Michelle Smith, RDH, MS smithmi@ada.org
Manager, Allied Dental Education
Commission on Dental Accreditation (CODA)
312.440.4660 office
312.587.5107 fax

**Connecticut State Colleges & Universities
Accreditation of Academic Programs**

CSCU Institution: Asnuntuck Community College	
Accredited Academic Program	Accrediting Agency (s)
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children
CSCU Institution: Capital Community College	
Accredited Academic Program	Accrediting Agency (s)
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children
Medical Assisting; A.S. Degree	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Nursing; A.S. Degree	Accreditation Commission for Education in Nursing // CT State Board of Examiners for Nursing
Paramedic Studies: Emergency Medical Services; A.S. Degree	CAAHEP
Radiologic Technology; A.S. Degree	Joint Review Committee on Education in Radiologic Technology
CSCU Institution: Gateway Community College	
Accredited Academic Program	Accrediting Agency (s)
Automotive Technology; A.A.S Degree	National Automotive Technicians' Education Foundation
Diagnostic Medical Sonography; A.S. Degree	Joint Review Committee on Education in Radiologic Technology (JRCERT) // Commission on Accreditation of Allied Health Education Programs
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children
Nuclear Medicine Technology; A.S. Degree	JRCERT
Nursing; A.S. Degree	Accreditation Commission for Education in Nursing
Nutrition and Dietetics; A.S. Degree	Accreditation Council for Education in Nutrition and Dietetics
Radiation Therapy; A.S. Degree	JRCERT
Radiography; A.S. Degree	JRCERT

CSCU Institution: Housatonic Community College	
Accredited Academic Program	Accrediting Agency (s)
Early Childhood Inclusive Education; A.S. Degree	National Association for the Education of Young Children
CSCU Institution: Manchester Community College	
Accredited Academic Program	Accrediting Agency (s)
Culinary Arts; A.S. Degree	American Culinary Federation
Dental Assistant; A.S. Degree	Commission on Dental Accreditation/ American Dental Association
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children
Music; A.A. Degree	National Association of Schools of Music (NASM)
Occupational Therapy Assistant; A.S. Degree	Accreditation Council for Occupational Therapy Education
Paralegal; A.S. Degree	American Bar Association
Radiation Therapy; A.S. Degree	Joint Review Committee on Education in Radiologic Technology (JRCERT)
Radiography; A.S. Degree	JRCERT
Respiratory Care; A.S. Degree	Committee on Accreditation for Respiratory Care
Surgical Technology; A.S. Degree	Commission on Accreditation of Allied Health Education Programs
CSCU Institution: Middlesex Community College	
Accredited Academic Program	Accrediting Agency
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children
Ophthalmic Design & Dispensing; A.S. Degree	Commission on Opticianry Accreditation
Radiography; A.S. Degree	Joint Review Committee on Education in Radiologic Technology
Veterinary Technology; A.S. Degree	American Veterinary Medical Association

CSCU Institution: Naugatuck Valley Community College	
Accredited Academic Program	Accrediting Agency
Automotive Technician; A.S. Degree	National Automotive Technicians Education Foundation
Drug and Alcohol Recovery Counselor; A.S. Degree	National Addiction Studies Accreditation Commission
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children
Electronic Engineering Technology; A.S. Degree	Accreditation Board for Engineering and Technology (ABET)
Horticulture; A.S. Degree	National Association of Landscape Professionals
Mechanical Engineering Technology; A.S. Degree	ABET
Nursing; A.S. Degree	Accreditation Commission for Education in Nursing
Physical Therapy Assistant; A.S. Degree	Commission on Accreditation in Physical Therapy Education
Radiologic Technology; A.S. Degree	Joint Review Committee on Education in Radiologic Technology
Respiratory Therapist; A.S. Degree	Committee on Accreditation for Respiratory Care
CSCU Institution: Northwestern Connecticut Community College	
Accredited Academic Program	Accrediting Agency
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children
Medical Assisting; A.S. Degree	Commission on Accreditation of Allied Health Education Programs
Nursing; A.S. Degree	Accreditation Commission for Education in Nursing
Veterinary Technology; A.S. Degree	American Veterinary Medical Association

CSCU Institution: Norwalk Community College (continued)	
Accredited Academic Program	Accrediting Agency (s)
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children
Legal Assistant; A.S. Degree	American Bar Association
Medical Assisting; Certificate	Commission on Accreditation of Allied Health Education Programs
Nursing; A.S. Degree	Accreditation Commission for Education in Nursing
Physical Therapy Assistant; A.S. Degree	Commission on Accreditation in Physical Therapy Education
Respiratory Care; A.S. Degree	Committee on Accreditation for Respiratory Care
Veterinary Technician; A.S. Degree	American Veterinary Medical Association
CSCU Institution: Quinebaug Valley Community College	
Accredited Academic Program	Accrediting Agency
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children
Medical Assisting; A.S. Degree	Medical Assisting Education Review Board
CSCU Institution: Three Rivers Community College	
Accredited Academic Program	Accrediting Agency
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children
Nursing; A.S. Degree	Accreditation Commission for Education in Nursing
CSCU Institution: Tunxis Community College	
Accredited Academic Program	Accrediting Agency (s)
Business Administration; A.S. Degree	Association to Advance Collegiate Schools of Business
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children
Dental Assisting; Certificate	Commission on Dental Accreditation/American Dental Association
Dental Hygiene; A.S. Degree	Commission on Dental Accreditation/American Dental Association

Grading System

All Community Colleges will use the same grading system as defined below:

Grade	Quality Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Effective Spring 2001, the calculation of the Grade Point Average (GPA) shall be to two decimal places truncated.

The letter grades shown above, with an additional designator, shall also be used for grades awarded to students in developmental courses. The current practice is that a # symbol shall be added immediately following the grade.

Posting of “F” Grades

The online grading process requires additional information whenever a grade of F is assigned. To record a failing grade, the instructor is asked to select one of the following codes:

- **F:** This grade is reserved for students who have, in the judgment of the instructor, completed assignments and/or course activities throughout the term sufficient to make a normal evaluation of academic performance possible, but who have failed to meet course objectives.
- **UF (unearned F):** This notation is awarded to students who were enrolled in a course, did not officially withdraw, but who failed to participate in course activities through the end of the term. It is used when, in the judgment of the instructor, completed assignments and/or course activities were insufficient to make normal evaluation of academic performance possible. Students who receive this notation will have reported on their behalf a “last date of participation” by the assigning faculty member. **When saved on the grade roster, this notation will immediately convert to a regular grade of F on the student’s transcript. It will be punitive and count in the GPA.**

The UF notation is used for internal reporting and will not appear on the student’s transcript.

In order to enter and save the UF grade notation, the instructor will be required to provide the last date of participation in the course.

A student is considered to have participated in a course if ANY of the following scenarios apply:

- The student submitted an academic assignment.
- The student submitted an exam.
- There is a documented record of the student participating in an interactive tutorial or computer-assisted instruction.
- There is a documented posting by the student showing the student's participation in an online study group that was assigned as part of the course.
- There is a documented posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters.
- There exists an e-mail from the student or other documentation showing that the student initiated contact with a faculty member to ask a question about the academic subject studied in the course.

Note: A **Blackboard login** (recorded as "Last Access" in the Blackboard Grade Center) is NOT a valid "last date of participation" in any course including courses offered entirely online through Distance Education.

Using the criteria listed above, the faculty member must assess whether or not the student participated in the course for a portion of the term.

If "yes", the UF notation must be entered with the date on which the most recent instance of participation occurred.

If "no", the UF notation must be entered using the date of the day prior to the term start date. For example, if the term begins on August 31, enter August 30.

In instances where the notation of UF is assigned, the college must be able to document the student's participation as recorded by the instructor via the use of any of the records listed above. Instructors are not expected to take extraordinary efforts to document participation, but should draw on the records they customarily use in evaluating course work, such as gradebook posting, participation in a group activity, test grades or any other means ordinarily used by the instructor to document student performance.

Administrative Transcript Notations – Letters other than A-F

AU - Audit

An administrative transcript notation for students auditing a course. This status will allow them to participate in class activities without being required to meet the examination requirements of the course. A student who wishes to change from credit to audit status must request this within the first four weeks of the course, using such forms and procedures as the college may prescribe. Students auditing a course may not change to credit status.

I - Incomplete

A temporary grade assigned by the faculty member when course work is missing and the student agrees to complete the requirements. The use and management of this grade is prescribed in Board of Trustees policy 3.5.1—Granting of an Incomplete, adopted July 23, 2001.

M - Maintaining Progress

An administrative transcript notation used for developmental courses only to indicate that the student is maintaining progress. It may be given to a student for a course only twice.

P - Pass

An administrative transcript notation for successful completion of courses taken on a pass/fail basis. Students failing will receive a grade of “F”.

R - No Grade

An optional administrative transcript notation for any situation where there is no grade reported by the instructor at the end of the traditional semester.

TR- Transfer

An administrative transcript notation in lieu of grades for courses accepted for credit from other colleges and universities.

W – Withdrawal

An administrative transcript notation used to indicate that a student is withdrawn from a course in accordance with the procedures prescribed by the college.

August 13, 2015

3.8 Satisfactory Progress

STATEMENT ON SATISFACTORY PROGRESS

1. The grading system employed by each college should accurately reflect the academic achievement of the student. In order to ensure appropriate use of state resources available for the education of its citizens, each college will develop procedures to monitor satisfactory progress through its warning, probation and suspension policy.
2. This policy shall be applicable to all students enrolled for developmental and/or credit courses, no matter the number of credits for which they are enrolled.
3. No course may be repeated for credit more than twice. The highest grade received will be used in calculating the student's academic average. This does not apply to those courses that are designed to be repeated for additional credit.
4. Satisfactory completion of fifty percent of the credits attempted (this phrase means actual continued enrollment beyond the add/drop period) will be the minimum standard for good standing.
5. Students who have completed 11 or fewer credits whose Cumulative Grade Point Average (CGPA) falls below 1.5 will be given a written warning. Students who have completed between 12 and 30 credits inclusive whose CGPA falls below 1.7, and those who have completed 31 or more credits whose CGPA falls below 2.0, will be given a written notice that they are placed on academic probation.
6. Students placed on academic probation will be required to take a reduced course load for one semester.
7. Students who, after being placed on academic probation for one semester and after taking a reduced course load, fail to attain the required CGPA as shown above will be notified in writing that they are suspended for one semester.
8. After the period of suspension, students may be reinstated, either as regular or probationary students, upon application to the college.
9. An appeals process will be established by each college, which provides for due process.
10. College procedures will be included in appropriate publications and communications.

(Adopted October 17, 1993; amended January 28, 2002; amended February 23, 2004; amended September 20, 2004; amended February 14, 2005)

Policy for Academic Honors for Community Colleges BOR Approved 3/21/2013**Policy for Academic Honors for Community Colleges**

- WHEREAS, the Deans of Students and the academic officers of the community colleges have unanimously recommended revision of the policy on honors, be it
- RESOLVED that the Community College Board of Trustees policy 3.21 Honors – Semester and Graduation is rescinded, and be it further
- RESOLVED that the policy for Honors – Semester and Graduation stand as below:

Honors - Semester and Graduation**Semester Honors**

1. Full-time students who are matriculated in a certificate or degree program and who successfully complete 12 or more credits of work in a semester with a grade point average of 3.4 or higher shall be recognized by having their names placed on a Dean's List.
2. Part-time students who are matriculated in a certificate or degree program are also eligible for such recognition when they have completed 12 or more credits of work with a cumulative grade point average of 3.4 or higher. They may be subsequently recognized at the completion of an additional 12 or more credits of work with a cumulative grade point average of 3.4 or higher, and at successive intervals of 12 credits.
3. A course Withdrawal or Incomplete shall make the student ineligible for Dean's List recognition that semester. Upon completion of the Incomplete, the student may be recognized retroactively.
4. Students who are in a probationary status are not eligible for Dean's List recognition, even if their cumulative grade point average might otherwise make them eligible.

Graduation Honors

Students with exemplary academic performance shall be recognized at graduation with the following designations, either in Latin or English, as the college may choose:

- Summa Cum Laude/Highest Honors for students with a 3.9 – 4.0 grade point average
- Magna Cum Laude/High Honors for students with a 3.7 – 3.89 grade point average
- Cum Laude/Honors for students with a 3.4 – 3.69 grade point average

Students with an Incomplete may become eligible retroactively for graduation honors upon completion of the course requirements, and recognition shall appear on the transcript, provided that the student has earned the required grade point average.

Grades received for developmental courses may be used to determine eligibility for semester honors. However, they cannot be used to determine eligibility for graduation honors.

BR # 14-111

1.12 Normalization of Credit Hours for Assoc. and Baccalaureate Degree Programs 14-111 2014-10-16

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

concerning

Policy to Normalize Credit Hours for Associate and Baccalaureate Degree Programs**October 16, 2014**

Whereas, the Board of Regents believes that public postsecondary education institutions must be concerned with issues and practices affecting access and affordability; and

Whereas, the Board of Regents' efforts to advance affordability could be enhanced by the institutions normalizing the credit required for completing an associate and baccalaureate degree; and

Whereas, the Board of Regents recognizes that normalizing associate and baccalaureate degree credit hours may significantly reduce the time to obtain a degree for many students; and

Whereas, the Board of Regents endorses a rigorous system-wide review of academic programs to be undertaken in collaboration between the institution's president and chief academic officer to determine if there are any excess credit requirements within their degree programs; now

Therefore, Be It Resolved that the Board of Regents authorizes and instructs the ConnSCU System President to require each President and Chief Academic Officer of a college offering an Associate and/or a Baccalaureate degree to:

- 1) Develop and implement a review process for each Associate and Baccalaureate degree program with the goal of normalizing the number of credits at 60 and 120 credit hours respectively without compromising accreditation and certification requirements. The review should also include the identification of institution and department policies that might contribute to excess credit hours required for graduation.
- 2) The campus excess credit hour review process should include a multi-year phased strategy that allows for sufficient time for the campus review committees to thoroughly consider excess credit hours.
- 3) Provide compelling rationale to maintain Associate and/or Baccalaureate degree programs with more than 60 or 120 credit hours following the completion of a campus-based review. In addition to accreditation requirements extenuating circumstances might include industry requests, labs and first year experience programs.
- 4) Campus appeal to continue offering Associate and Baccalaureate degree programs with more than 60 or 120 credits respectively will be presented to the System President and Provost. Upon consultation with the Academic and Student Affairs Committee a final recommendation will be offered and forwarded to the Board of Regents.
- 5) Effective with the Board of Regents approval of this policy all new program proposals are expected to meet the 60 or 120 credit objective unless there is substantiating rationale for additional credits.
- 6) Develop a communication process so that students understand the consequences of taking credits beyond those required for graduation, and

Be It Further Resolved that each affected campus will present its findings and recommendations to the System President and the Board of Regents for the initial set of academic programs with excess credit hours no later than completion of the fall semester, December 2016, and;

Be it Further Resolved that approved recommendations to normalize Associate and Baccalaureate degree programs to 60 and 120 credits be implemented, no later than with the entering freshmen class for fall 2017 or the entering class of students appropriate for the campus.

A True Copy:

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

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE**Item: Policy to Normalize Credit Hours for Associate and Baccalaureate Degree Programs****BACKGROUND**

In the past few years, there have been extensive studies on the topic of excess credits and efforts to normalize associate and baccalaureate degree credit hours. The studies include: Complete College America, *Wasting Time: Costs, Consequences, and Causes of Excess Credits and Time to Degree*; Georgetown University report *The High Price of Excess Credits: How New Approaches Could Help Students and Schools*; and the State University System of Florida, Office of Academic Programs Review; *Hours to Graduation: A National Survey of Credit Hours Required for Baccalaureate Degrees*. These studies have documented wide disparities in academic credits for degree completion. All three reports identified the importance for system and institutional leadership to begin a systemic review of degrees' credit requirements.

Many states including North Carolina, Florida, Texas, Louisiana, Virginia and Arizona have enacted legislation to regulate excess credit hours. Some states including Florida and Louisiana have eliminated state funding for excess credit hours. Georgia is exploring options to limit excess credit hours and encourage timely graduation.

The Lumina Foundation and the National Center for Higher Education Management Systems (NCHEMS) endorse the concept to reduce and eliminate excess credit hours. A Lumina report indicates "...the many reasons why students take excess credits and time to complete degree programs including change of majors, failing or withdrawing from courses, and working and attending school part-time. Other reasons have more to do with system, state or institutional policies, including degree requirements and transfer policies". A survey commissioned by Complete College America found that the number of credits required to complete a degree in many programs has increased over time. Among four-year degree programs, that trend has already begun to reverse itself, with many states and institutions pushing to return to the 120 credit norm. However, among two-year institutions the standard credit requirements still vary considerably. The Complete College America report goes on to state: "to improve completion and attainment rates, states, systems, and institutions can take action to make 120 credits the norm for a bachelor's degree and 60 credits the norm for an associate degree. There may be programs for which it makes sense to allow the requirements to exceed 120 or 60 credits, often because of accreditation, but the institutions should be required to make sound justification for those increased credit hours."

Reducing excess credit hours has the potential to provide multiple benefits to the student and the institution. These include:

1. Reducing excess credit hours may encourage timely graduation and allow students to enter the workforce more quickly, therefore increasing lifetime earning potential.
2. Reducing excess credit hours may reduce student cost.
3. Reducing excess credit hours may support increased collaboration between two and four year sector for the best practice for student transfer and articulation programs.
4. Reducing course sections that equate to excess credits may assist the institution to better manage classroom space.

Thus, it is appropriate for the Connecticut State College and University System and campus presidents and chief academic officers to consider the benefits to normalize associate degree programs to 60 credits and baccalaureate degree programs to 120 credits except in cases where accreditation requirements or other extenuating circumstances require additional credits for degree completion. The recent Board of Regents approved policy for Academic Program Review provides context to assist the campus with the process to review academic programs. It is incumbent upon each campus to develop a strategy to either review each academic program for excess credits within the normal academic program review cycle or independent of the cycle for academic program review.

The campus based review should also take into consideration Board of Regents Transfer and Articulation policy. Where it makes sense the community colleges and the universities should seek agreement on the general education core courses for the majority of degree programs.

The process to review academic credit hours and to consider normalizing the number of credits for an associate and/or baccalaureate degree is campus-based and campus managed. The process should not infringe upon faculty governance or institutional management of the degree program, content, and curriculum. All decisions on curriculum and course content remain within the campus decision-making authority.

RECOMMENDATION

It is recommended that the Board of Regents consider approving the resolution.

5/14/2014 – Academic Council

10/2/2014 – Academic and Student Affairs Committee

10/16/2014 – Board of Regents

Connecticut Board of Regents for Higher Education
Academic Program Review
Policy Guidelines

Introduction

The Board of Regents (BOR) grants accreditation to the institutions of the Connecticut State Colleges and Universities (CSCU) System and their academic programs; therein authorizing them to operate and confer higher education credentials. Aside from accrediting new programs, the BOR relies upon the regional accreditation agency – the New England Association of Schools and Colleges (NEASC) – to conduct periodic accrediting evaluations, subsequently adopting NEASC actions on the accreditation of CSCU institutions and their academic programs by formal resolution. Nevertheless, the BOR remains the “legally constituted body ultimately responsible” for the CSCU institutions’ quality and integrity, as noted by the NEASC *Standards for Accreditation* – (Organization and Governance, Standard 3.3).

Thus, it behooves the BOR to ensure that CSCU institutions demonstrate that they meet the *Standards for Accreditation* and comply with NEASC policies. Moreover, the BOR acknowledges that it is primarily through the evaluative processes and procedures of accreditation that institutions of higher education “*work toward improving their quality, increasing their effectiveness, and continually striving toward excellence*” – the aspirational goals the accreditation process is designed to achieve, as expressed in the Preamble of the *Standards for Accreditation*.

Additionally, state statutes require the BOR to establish policies to “maintain standards of quality” and to incorporate accountability measures in assessing the CSCU’s institutions’ progress toward meetings the eight goals stipulated therein. Among the accountability measures is the following: “*enhance student learning and promote academic excellence*”

The Academic Program Review (APR) Policy is the BOR’s chief instrument to express its firm commitment to academic quality, through which the institutions in the CSCU System document their pursuit of academic excellence. The BOR expects APR to be conducted by CSCU institutions in purposefully impactful manners. BOR specifically envisions an APR, whose chief component is the assessment of student learning outcomes, primarily as the principal, catalytic mechanism for assessing program quality and effectiveness, and providing information for the continuous quality improvement of teaching and learning.

Institutions of higher education conduct reviews of academic programs for a variety of purposes. In their own constructions, BOR expects CSCU institutions to establish policies, standards and procedures for the review of academic programs to be fully compliant with the NEASC *Standards for Accreditation* and the state’s accountability reporting. Managerially, APR is to be employed by CSCU institutions as a tool for quality control as well as quality assurance. The institutions’ annual reporting of APR procedures to BOR’s administrative arm presents the BOR with information that provides assurance of a program’s quality and ongoing efforts to improve. In structuring and conducting meaningful APR, CSCU institutions must focus upon validity (does a tool or approach actually measure what it purports to measure) and reliability (whether it provides a consistent measure) as well as its consequence – does it lead to improvement activities that produce positive change in the quality of teaching and learning.

The Policy Guidelines are established with the expressed purpose of stipulating clarifications and elaborations of the Academic Program Review Policy to ensure a systematic approach to achieving APR goals throughout the CSCU System that can be informatively summarized to the BOR for its consideration. In addition to deliberate policy mandates, guidance conveyed in the Policy Guidelines includes advisories – suggestive structures and practices that the CSCU institutions may elect to consider for implementation. The BOR acknowledges that the CSCU institutions are at various stages of development in purposeful undertaking APR at a comprehensive level; thus, these guidelines should be applied by the institutions per their respective needs and circumstances.

APR is defined in NEASC's *Standards for Accreditation – The Academic Program* as:

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

To advance its intention, the Policy Guidelines herein elaborates and clarifies the following elements delineated above in the NEASC *Standards*:

- a) faculty involvement
- b) review cycle
- c) external perspective
- d) culture of evidence
- e) institutional policies

Faculty Involvement

BOR's APR Policy encourages each CSCU institution's policies and procedures to indicate that the faculty has the "primary responsibility" for academic matters, including ARP, which is to be undertaken in accordance with the institution's own procedures that address its specific standards. The APR Policy Guidelines defines APR as a forward-looking, reflective product of the faculty and requires the faculty to play the major role in each phase of its development, implementation and evaluation. All faculty members within an academic program, including adjuncts, are to be clearly empowered to play significant roles during the various aspects of the APR process.

Clearly, faculty members are best positioned to critically, candidly analyze and evaluate curriculum and instruction, and to conduct assessments of student learning. Faculty members are the arbiters of curriculum and instruction, and in an explicit partnership with students they own learning outcomes. The high value to which the BOR accords faculty teaching roles directed toward the improvement of student learning cannot be overstated. Institutional leadership is responsible for ensuring that faculty members have the necessary professional development, staff support and guidance to become versant in assessment and other evaluative procedures of the APR process, as well as technological resources, to effectively implement evaluative procedures; for teaching, scholarship and service are their principal obligations. A number of organizations have undertaken initiatives to provide resources and otherwise to assist institutions in executing the APR process. Likewise, there are a number of technological tools for APR in the marketplace. Research has also identified and elaborated upon best practices. To ensure consistence and uniformity in its APR

reporting, CSCU institutions are advised to specify which frameworks and technologies program faculties might employ during their APR process.

The institution's administrators need to be mindful of their faculty's attitudes toward and abilities to undertake the APR in the manner prescribed by its policies, procedures and standards. Some faculties or individual members may have a strong tradition of valuing and conducting ARP and relish the opportunity to affect curriculum reform and pedagogy, and other elements of program improvement. At the other end of the spectrum, some faculties or individual members perceive the ARP as a threat, question the motives of administrators and react with active resistance. **NOTE: It is imperative that in their policies, process and procedures; CSCU institutions should explicitly inform faculty members that APR is never used to evaluate faculty members.** It is advised that administrators expect the institutionalization of its preferred practices for faculty involvement with APR to evolve over a period of time to achieve fruition; and that leadership exhibits patience while providing instructive information and guidance, for the systemic reform of APR that might be required is a learning process for everyone.

APR is an encompassing process that examines the capacity, processes and outcomes of a degree program in order to ascertain its quality and effectiveness and to facilitate its continuous quality improvement. An APR might include a wide range of examinations; for instance, BOR's APR Policy notes 16 areas in which program quality might be defined and evaluated. Institutional policy should specify the systemic processes and procedures, particularly its channels of communication and reporting formats, for its APR as an integral element of its oversight to assure the integrity and quality of academic programming. The varied roles of faculty, governance, institutional committees and departmental/divisional and central administrators in an institution's APR process should be clearly delineated.

Research indicates that faculty development potentially has demonstrative impact upon both teaching and student learning. Moreover, those faculty members self-motivated to improve show even larger impact. In some instances, faculty development produced a "spread effect" – wherein nonparticipants were shown to have benefitted, as well. Thus, it behooves CSCU institutions to afford their faculties' professional development opportunities relevant to the purposes of APR in order to build/further institutional capacities and to establish/further the institution's assessment culture. Mobilizing a program's faculty into a collegial learning community has been proven to be a highly effective means to conduct an APR. Therein, through workshops and free and open discussions, the faculty collaboratively builds understanding and consensus for an approach to set student learning outcomes, decide upon an assessment plans and tools and methods to collect and analyze assessment results, and determine what course of action to take to improve their teaching and student learning.

Review Cycle

BOR's APR Policy requires "all academic programs to undergo a comprehensive review" and states that "at a minimum, each degree and certificate granting program is subject to review at least once every seven-years." However, it is unlikely that **comprehensiveness** could be achieved through a one- or two-year perfunctory, "once-and-done" review process. As a perfunctory act, the APR is merely a superficial descriptive. As an impactful undertaking APR is a cycle of self-inquiry, review and improvement with a conscientious focus on inquiry, analysis and evaluation. Comprehensiveness, in this instance, requires several layers, explicit delineations of various inputs

and outputs, and multiple measures and evidentiary data for analysis and interpretation. It is advised that APR is structured as a cyclical, ongoing dynamic process with distinct yet integrated components and strategies, wherein understanding is cumulative and subject to continual examination and revision.

In adhering to the BOR's APR Policy regarding the program review cycle, the CSU institutions have a wide array of options, including requiring formal reviews more frequently. Mindful of NEASC and BOR timelines and the requirements of professional, disciplinary or specialized accreditation, an institutional review cycle should be consistent with its strategic planning and other efforts relevant to institutional effectiveness. The scheduling of individual program reviews should be scattered across a span of time in manners that allow for appropriate administrative and staff support as well as effectual administrative oversight. However, for an institution with a small number of academic programs, it might be advantageous to conduct all reviews simultaneously. Other institutions might find it beneficial to synchronously schedule APR for all programs within a particular academic unit, or a sub-set thereof. Given the NEASC five-year interval for the tandem of "comprehensive evaluation" and "interim reporting" for its accreditation process; CSU institutions might consider following that timeline, wherein each academic program is reviewed twice within a ten-year span.

Elements of a specific academic program's review might sequentially include a self-study, an external evaluation and a formal report to the institution. The formal APR report which includes an improvement plan, might be constructed over the course of a one-year timeline. Additionally, allowing sufficient time for programs to collect and analyze both quantitative and qualitative data, and for governance and administrative oversight must be taken under consideration when the program's review chronology is drafted or altered.

External Perspective

The Board of Regents' Academic Program Review Policy states:

The diverse degree programs offered throughout the System require that external advisory committees, external reviewers and/or campus based committees with discipline specific knowledge participate in the academic program review process.

The System's Office of Research & System Effectiveness in a communique to the Connecticut Planning Commission for Higher Education regarding academic quality measures noted that each of the System's institutions is accredited by NEASC, and observed that:

The question then becomes whether or not the college should seek additional national discipline accreditation, which is – like NEASC, a non-governmental, peer-based process. There are multiple factors which affect this decision. First, are students required to have graduated from a nationally-accredited program before sitting for the licensure exam, required for employment in the profession in that state? The answer depends on the discipline and regulations of the individual state. Second, are students better positioned for employment after passing the exam for the profession? The answer to this question is almost always yes, but again it may depend on supply and demand for the particular occupation in question. Third, are students better positioned to transfer to a baccalaureate institution having graduated with a degree from a nationally accredited program? The answer to this

question is almost always yes, but again it may depend on competition for slots at the receiving institution as well as whether the baccalaureate program is nationally accredited itself. Fourth, is national accreditation a sign of curriculum quality and currency? The answer is always yes. These national standards provide for value-added accountability.

It was additionally reported to the Planning Commission that most of the CSCU institutions have academic programs that meet the stringent standards of quality, externally mandated by specialized and professional organizations, and national accrediting bodies. In addition to the value-added to accountability reporting requirements; the at-arm's length, objective and expert critique by external reviewers of the strengths and weakness of academic programs credibly substantiates the level of the program's quality and serves as basic elements for a strategic improvement plan.

While the APR Policy affords CSCU institutions a number of options in guaranteeing an external perspective for the review process, it is advisable that those academic programs not currently affiliated with external accreditation reviews, but could avail themselves of such affiliations, are herein encouraged to explore such possibilities. Accreditation by reputable specialized, professional organizations and national accrediting bodies validates an academic program's quality and educational effectiveness by documenting that the program has met the accreditor's stringent standards.

Culture of Evidence

It is implied in the BOR APR policy but made explicit in these Guidelines that the measurable assessment of student learning outcomes is to be the major component of APR for CSCU academic programs, most importantly to purposefully establish foundations for improvements in the quality of teaching and learning. Research has demonstrated that substantial improvements in teaching and learning requires continuous assessment of evidence of improvement that become deeply embedded in institutional culture and curricular change.

The BOR's Assessment of Student Learning Policy states explicitly:

The Connecticut State Colleges and Universities will assess student learning in a manner consistent with NEASC Standards, standards of program-specific accreditors and groups and disciplinary expectations, with faculty having a leading role to develop and implement plans for the assessment of learning for educational improvement.

The mandated annual institutional reporting of student learning assessment by the Assessment Policy to the CSCU System Office is hereafter incorporated as a component of the annual APR monitoring process.

It is through the cyclical and iterative process and procedures through which academic programs select, collect and analyze credible and multiple evidence of students' aggregated gains in learning that cultures of evidence are established and maintained. Functional cultures of data-based evidence inform decision-making within academic programs and elsewhere in the institution. An array of assessment strategies have been substantiated as viable demonstrations of students' transformative learning as a direct result of work within an academic program. These instruments include: departmental tests, standardized tests, rubrics, portfolios, final papers, and capstone projects.

It is strongly advised that CSCU institutions build a campus-wide culture of evidence and commitment to continuous quality improvement through their strategic planning process. Such plans should require each academic program to undertake a continuous, reflective and evaluative self-study; collaboratively incorporating institutional resources, including institutional research, assessment and planning, into an integrative infrastructure where it is feasible. Elements of such a continuous self-study might include curriculum alignment activities including curriculum mapping, scaffolding and assignment design. These front-end curricular procedural tools and the associated approach promotes collegiality, purposeful deliberation and learning among a program's faculty and within the institution as a whole among faculty, staff and administrators.

Additionally, it is advised that academic programs establish systematic processes for gathering evidence of students' progression toward their respective learning outcomes. Evidence-gathering and the subsequent analysis should be ongoing, sustainable and integrated into the work routines of faculty and supportive administrators and staff. An academic program might designate curriculum-embedded assessments, major assignments, mid-terms and finals as intervals for course level assessments of specific student learning outcomes, as determined by its curriculum mapping process. It is through collegial conversations about curricula, instruction and assessment that a program's engaged faculty creates the catalyst for changing the educational experience of students to enhance their learning.

Since maintaining regional accreditation is a major objective of CSCU institutions' strategic planning, it is suggested that the NEASC goals and standards for the academic program, student learning and educational effectiveness be incorporated into the requirements for the programs' ongoing self-study. For example, each annual programmatic self-study should report on the:

- results of assessment activities,
- analysis of assessments,
- plans to improve including any curriculum change based upon results and analysis, and
- a formative evaluation of the impact of previously established improvement plans

Each annual self-study should also contain a declaration by the faculty regarding the program's educational effectiveness – the extent to which program's students are demonstrating satisfactory levels of academic achievement and that its graduates demonstrate cognitive and affective achievement at levels appropriate for the credentials the program awards. The cyclical self-study should culminate with the formal institutional Self-Study to be presented for the NEASC peer review process, synthesizing individual course evaluations, annual program evaluations and the other elements of the program's evaluative procedures.

The NEASC *Self-Study Guide* would be an excellent resource to frame the cyclical self-study of individual academic programs. Moreover, thorough completion of the NEASC "Statement on Student Achievement and Success Data Forms" would comprise an explicit assessment of student learning outcomes. In fact, the System's annual monitoring process of institutional implementation of APR requires summation of the NEASC E-Series Forms - specifically Option E1: Part A., items (2) and (4) - as a quality assurance mechanism.

In addition to student assessment data, program faculty should explore research on the efficacy of "high-impact practices on student outcomes" when they craft their improvement plans. The Association of American Colleges & Universities (AAC&U) has identified a number of teaching and learning practices that have been widely tested and have been shown to be beneficial for college

students from varied backgrounds. As noted by AAC&U, these practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.

It should be clear to all involved that APR and assessments are organizational learning processes and that trial and error are expected, normal functions therein. These processes, properly undertaken, evolve and operationally become more efficient over time. APR and assessments should not be conducted to fulfill pre-conceived prophecies or long-held beliefs but as documentations of: (1) goals/objectives set, (2) information/data collected, (3) information/data analyzed and (4) gleaned from the analysis; specific, insightful and actionable plans for improvement advocated and subsequently implemented, if approved.

Institutional Policy

As a managerial tool, APR is the responsibility of the institution's chief academic officer (CAO) who ensures the APR effectually fulfills its institutional directive to inform the institution's strategic planning, program development, budgetary decision-making and whatever other administrative facets that are mandated by its policies. In monitoring the institutions' implementation of their respective APR, BOR's System Office employs its APR summative reporting requirement as a mechanism for assurance of quality and evidence that results of the assessment process are utilized for curricular improvement and the enhancement of learning.

The CSCU System's monitoring of institutions' APR requires their CAOs to submit an annual, End-of-Year (EOY) Report –“Quality Assurance Monitoring of Credential Programs”– presenting those academic programs whose reviews were completed during that academic year, summarizing the following key review elements:

- Name of Academic Program
- Means of Review
- Status of External (Accreditation) Status, if applicable
- Action Recommendations of Internal Review
- Assessment of Student Learning Outcomes
- Program Outputs (Credentials Awarded)
- Other Measures of Outcomes (Productivity)

Accordingly, the BOR's APR Policy mandates that institutional APR structures satisfactorily address these elements. The APR EOY is due to the System Office at the end of August. To allow sufficient time for the CAO to review a program's formal APR report, to decide upon its acceptance or rejection, and to summarize the report within the System's EOY template; it is suggested that the program report is due in June.

The BOR requires each CSCU institution to review its policies, procedures and standards regarding academic program review and to make any necessary changes to be fully compliant with all relevant NEASC **Accreditation Standards** presented in Standard Four: The Academic Program. To promote institutional understanding and clarity regarding the various components of its policies, procedures and standards for academic program review, administrators should construct and present protocols, definitions, illustrations and templates, accordingly. An internal website housing such terms and relevant communications would be an invaluable resource. Institutional policies, procedures, standards and structures must not be contrary to those of the BOR and NEASC.

While there is no consensus regarding a singular definition and measurement of its quality, there is general agreement about the desired outcomes of higher education. That accord typically includes acquiring both broad learning and specialized knowledge; developing intellectual and practical skills; developing a sense of personal and social responsibility; and integrating and applying learning.

For CSCU institutions, that general agreement is prescribed in NEASC's *Standards for Accreditation* – The Academic Program. Therein it is stated:

Students completing an undergraduate or graduate degree program demonstrate collegiate-level skills in English language. (Standard 4.11)

The *Standards for Accreditation* (Standard 4.15) also stipulate that “graduates demonstrate competence in written and oral communication in English.” Additionally, graduates also demonstrate competence in:

- The ability for scientific, quantitative reasoning, and critical analysis and logical thinking
- The capacity for continuing learning, including the skills of information literacy
- Knowledge and understanding of scientific, historical, and social phenomena
- Knowledge and appreciation of the aesthetic and ethical dimensions of mankind

Thus, these 11 competencies constitute the institution-wide core competencies – the educational foundation of knowledge, skills, habits of mind and values for each CSCU institution – that which their cohesive general education curricula are to address in preparing students for further studies.

Additionally, per *Standards for Accreditation* – The Academic Program (Standard 4.19):

For programs designed to provide professional training, an effective relationship exists between curricular content or competencies and effective practice in the field of specialization. Graduates demonstrate an in-depth understanding of an area of knowledge or practice, its principal information resources, and its interrelatedness with other areas.

Herein, the BOR mandates that each CSCU institution construct **Institutional Standards**, aligned with and supportive of each of the 11 competencies for its general education curriculum. Additionally, each of the institutions' academic programs are advised to fashion **Institutional Standards** at the programmatic level, specifically applicable to the program's curriculum. In both instances, **Institutional Standards** should include: (1) **Programs Outcomes** – broad, observable and measurable goal statements of what the institution expects of its graduates and (2) **Student Learning Outcomes** – specific observable and measurable objectives of what students know, think, or are able to do as a direct result of their experiences within the academic program's learning opportunities. Moreover, if applicable, the general education competencies are to be integrated into the curricula of academic majors – areas of specialized study. Competencies are to be developed, reinforced, practiced and synthesized through general education curriculum and advanced to higher levels of proficiency through the instruction of academic programs (majors, where applicable).

The **Institutional Standards** are the framework for institutional evaluation and improvement. It is within **Institutional Standards** that CSCU institutions and faculties should define their expectant aspirations of quality - what the institution desires to be able to say about what its

graduates know and can do. Undoubtedly, institutions utilize multiple, direct and indirect measures to determine the extent to which their learning goals and objectives are achieved, with each measuring tool or strategy serving as a *yardstick* or standard.

Clearly quality is an elusive, philosophical concept - a subjective, value-laden term. Nevertheless, practicality demands that educational and managerial decisions, as well as accreditation and accountability judgements must be made; preferably based upon previously established criteria for outputs that utilize reliable and valid assessments. It is at and above a specific point along the continuum of each yardstick that is deemed to be indicative of quality in student achievement. For example, an academic program determines that the licensure pass rate achieved by its graduates to be an indicator of the program's quality. Would a simple majority pass rate suffice? Or would a more ambitious rate of 75 percent be a more appropriate benchmark?

Institutional Standards regarding the quality of academic programs should evolve over time and their formulation should take student characterizations into consideration. CSCU institutions should be mindful of the fact that the determinants of student learning are not solely limited to an institution's structures, instructions and resources. Other impactful factors such as family support, financial status, college preparedness and student motivation and engagement, are largely beyond an institution's control. Accordingly, special care should be given in linking student performance to an institution's educational effectiveness. Standard Eight: Education Effectiveness in NEASC's *Standards for Accreditation* is an appropriate guide for the drafting of aspirational quality.

It is instructive for institutions formulating or revising robust **Student Learning Outcomes** for professional and technical degree programs to review the competencies or standards advocated by relevant professional organizations and/or licensing/credentialing bodies. It is also informative to note that the System's Transfer and Articulation Program has developed competency outcomes and goals for general education skills that are adaptable by the CSCU institutions in fashioning their **Programs Outcomes** and **Student Learning Outcomes**.

While assessment of general education curriculum is not mentioned in the BOR APR Policy, it is mandated in the BOR Policy that established the Transfer and Articulation Program:

The alignment of general education requirements must be competency driven and include outcome assessments for continuing review.

A glossary of the terms in this policy provision is presented below to advance common understanding and compliance with the requirement that institutional reviews document students' demonstration of the general education competencies:

Alignment: common configuration(s) for systematic arrangement(s), which in this context includes identifying and coordinating elements of teaching and learning, particularly specific competencies and their dimensions, student learning outcomes and assessment methodologies within a CSCU institution or across the System as a whole; for categorical summary reporting to the BOR.

General Education: broadly defined as an integrated learning experiences structured across subject disciplines to provide the set of skills and knowledge needed to function in society; NEASC prescribes a program that "ensures adequate breadth for all degree-seeking students by showing a balanced regard for what are traditionally referred to as the arts and humanities, the sciences including mathematics, and the social sciences... offerings that focus on the subject matter and

methodologies of these three primary domains of knowledge as well as on their relationships to one another.”

General Education Requirements: per the prescriptions presented in the NEASC *Standards for Accreditation* – Standard Four: The Academic Program, 4.14 through 4.18.

Competency-driven: an approach to curriculum development that stresses a competency-driven framework including competency identification, curriculum development, and performance measurement; grounded in the competencies defined in the TAP Framework which echoes those prescribed in the NEASC general education requirements.

Outcome Assessments: CSCU institutions must undertake, on an on-going basis, multiple assessments of student learning outcomes, at the course and academic program levels, to ascertain the extent to which students acquire and are able to demonstrate the knowledge skills prescribed in the respective competency.

Continuing Review: in compliance with the BOR Academic Program Review Policy, each of the 11 general education competencies should be assessed at least once during a seven-year cycle.

Closing Remarks

It was noted earlier in this presentation that teaching, scholarship and service are the principal obligations of faculties at institutions of higher education. This Policy Guidelines does not intend to suggest that APR should be added as a fourth capacity; but it does advocate that the three realms of responsibility be more appropriately defined. Reputable assessment and evaluation would certainly qualify as research. Substantiating actions that would likely improve program quality and effectiveness should clearly be deemed service to the institution. And most assuredly, revising curriculum and enhancing pedagogy that improves the breadth and quality of student learning is the pinnacle of teaching.

NOTE: While these guidelines does not prescribe any particular methodology for the assessment of student learning outcomes; it does acknowledge the currency of *VALUE* rubrics. Research has shown that reliable scoring of student performance assessments can be enhanced by the use of rubrics and that rubrics have the potential of improving instruction and/or promoting learning. Also, the reliability and validity of rubrics are enhanced when scoring faculty members receive professional development in curriculum mapping, assignment design and calibration/norming. Several CSCU institutions have participated in the Multi-State Collaborative, a three-year national demonstration on the use of AAC&U’s *VALUE* essential learning rubrics applied to students’ authentic work to determine how well learning outcomes are achieved. NEASC has favorably recognized CSCU institutions’ participation in MSC and their use of the initiative’s results for program and curricular improvements.

Community College Student Demographic Data

Appendix CC

Fall 2014 Headcount Enrollment by Age Group for Connecticut Community Colleges

Sector / Institution	<18		18-19		20-21		22-24		25-29		30-34		35-39		40-49		50-64		≥65		Age Unknown		Grand Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Community Colleges	2,465	4.5%	12,630	22.9%	9,686	17.6%	8,796	15.9%	7,692	13.9%	4,251	7.7%	2,899	5.3%	3,873	7.0%	2,124	3.9%	723	1.3%	15	0.0%	55,154	100.0%
Asnuntuck	141	8.8%	384	24.0%	284	17.7%	220	13.7%	187	11.7%	97	6.1%	72	4.5%	117	7.3%	83	5.2%	18	1.1%	-	0.0%	1,603	100.0%
Capital	171	4.2%	515	12.6%	291	7.1%	708	17.4%	732	18.0%	494	12.1%	374	9.2%	447	11.0%	38	0.9%	305	7.5%	-	0.0%	4,075	100.0%
Gateway	503	6.1%	1,752	21.4%	1,399	17.1%	1,258	15.3%	1,153	14.1%	666	8.1%	425	5.2%	615	7.5%	378	4.6%	51	0.6%	-	0.0%	8,200	100.0%
Housatonic	144	2.7%	1,019	19.3%	964	18.2%	942	17.8%	783	14.8%	429	8.1%	296	5.6%	417	7.9%	239	4.5%	53	1.0%	-	0.0%	5,286	100.0%
Manchester	258	3.5%	2,022	27.7%	1,532	21.0%	1,135	15.5%	917	12.6%	451	6.2%	286	3.9%	380	5.2%	273	3.7%	46	0.6%	-	0.0%	7,300	100.0%
Middlesex	113	3.8%	715	23.8%	538	17.9%	477	15.9%	403	13.4%	207	6.9%	137	4.6%	233	7.8%	150	5.0%	32	1.1%	-	0.0%	3,005	100.0%
Naugatuck Valley	284	4.0%	1,824	25.7%	1,339	18.9%	1,152	16.2%	956	13.5%	485	6.8%	343	4.8%	459	6.5%	232	3.3%	28	0.4%	-	0.0%	7,102	100.0%
Northwestern Connecticut	182	11.3%	315	19.5%	263	16.3%	199	12.3%	163	10.1%	83	5.1%	78	4.8%	115	7.1%	94	5.8%	122	7.6%	-	0.0%	1,614	100.0%
Norwalk	236	3.7%	1,416	22.3%	1,217	19.1%	1,119	17.6%	935	14.7%	488	7.7%	294	4.6%	371	5.8%	262	4.1%	25	0.4%	-	0.0%	6,363	100.0%
Quinebaug Valley	82	4.4%	464	24.6%	322	17.1%	247	13.1%	267	14.2%	143	7.6%	118	6.3%	146	7.8%	71	3.8%	8	0.4%	15	0.8%	1,883	100.0%
Three Rivers	200	4.4%	1,077	23.8%	700	15.5%	629	13.9%	656	14.5%	424	9.4%	277	6.1%	360	7.9%	187	4.1%	20	0.4%	-	0.0%	4,530	100.0%
Tunxis	151	3.6%	1,127	26.9%	837	20.0%	710	16.9%	540	12.9%	284	6.8%	199	4.7%	213	5.1%	117	2.8%	15	0.4%	-	0.0%	4,193	100.0%

Students exclusively auditing courses are not included in these counts

Data Source: IPEDS Data Center

Headcount by Age was an optional report for F2014 thus data for WCSU and NVCC comes from their respective IR Offices

Prepared by the CT Board of Regents Office of Policy and Research, June 15, 2015

	Fall 2017 Enrollment (Headcount) by Race/Ethnicity																		Community Colleges	
	American Indian or Alaskan Native		Asian		African American or Black		Hispanic or Latino		Native Hawaiian or other Pacific Islander		White		Two or more races		Non-Resident Alien		Race/ Ethnicity Unknown			
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Community Colleges	108	0.2%	1888	3.8%	8615	17.4%	12527	25.4%	74	0.1%	22962	46.5%	1236	2.5%	262	0.5%	1705	3.5%	49377	100%
Asnuntuck	5	0.3%	47	2.5%	336	18.0%	238	12.7%	3	0.2%	1160	62.0%	49	2.6%	.	.	32	1.7%	1870	100%
Capital	5	0.2%	156	4.8%	1153	35.1%	971	29.6%	4	0.1%	655	20.0%	70	2.1%	1	0.0%	267	8.1%	3282	100%
Gateway	11	0.2%	282	4.0%	1740	24.8%	1811	25.8%	9	0.1%	2731	38.9%	194	2.8%	63	0.9%	174	2.5%	7015	100%
Housatonic	8	0.2%	150	2.9%	1610	31.3%	1714	33.4%	7	0.1%	1477	28.7%	88	1.7%	13	0.3%	71	1.4%	5138	100%
Manchester	13	0.2%	329	5.2%	1113	17.6%	1305	20.6%	4	0.1%	3113	49.2%	142	2.2%	5	0.1%	297	4.7%	6321	100%
Middlesex	3	0.1%	88	3.3%	248	9.3%	516	19.3%	2	0.1%	1685	62.9%	76	2.8%	.	.	61	2.3%	2679	100%
Naugatuck Valley	14	0.2%	197	3.1%	683	10.7%	1945	30.5%	16	0.3%	3079	48.3%	155	2.4%	22	0.3%	262	4.1%	6373	100%
Northwestern CT	2	0.2%	29	2.2%	26	2.0%	117	9.0%	3	0.2%	1045	80.7%	24	1.9%	.	.	49	3.8%	1295	100%
Norwalk	8	0.1%	245	4.2%	979	16.8%	2149	36.8%	8	0.1%	2006	34.4%	96	1.6%	128	2.2%	217	3.7%	5836	100%
Quinebaug Valley	7	0.5%	27	1.8%	53	3.5%	235	15.4%	4	0.3%	1123	73.7%	34	2.2%	2	0.1%	39	2.6%	1524	100%
Three Rivers	28	0.7%	181	4.3%	352	8.4%	694	16.6%	10	0.2%	2588	61.8%	213	5.1%	10	0.2%	111	2.7%	4187	100%
Tunxis	4	0.1%	157	4.1%	322	8.3%	832	21.6%	4	0.1%	2300	59.6%	95	2.5%	18	0.5%	125	3.2%	3857	100%

Community College Student Demographic Data

Appendix CC

Connecticut Community Colleges Fall Headcount Enrollment by Gender

		Community Colleges																									
		Asnuntuck		Capital		Gateway		Housatonic		Manchester		Middlesex		Naugatuck Valley		Northwestern CT		Norwalk		Quinebaug Valley		Three Rivers		Tunxis		Total	
Year	Gender	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2010	Male	817	44.5%	1,310	29.0%	2,931	40.0%	2,336	37.7%	3,552	47.1%	1,241	42.0%	3,099	43.1%	569	31.1%	2,737	40.6%	778	34.0%	2,180	42.2%	1,988	42.6%	23,538	40.4%
	Female	1,019	55.5%	3,208	71.0%	4,397	60.0%	3,861	62.3%	3,988	52.9%	1,711	58.0%	4,096	56.9%	1,263	68.9%	4,003	59.4%	1,510	66.0%	2,981	57.8%	2,678	57.4%	34,715	59.6%
	Total	1,836		4,518		7,328		6,197		7,540		2,952		7,195		1,832		6,740		2,288		5,161		4,666		58,253	
2011	Male	775	45.9%	1,334	29.6%	2,945	40.6%	2,216	37.1%	3,525	47.0%	1,174	40.8%	3,145	42.7%	557	32.7%	2,758	40.5%	707	33.7%	2,174	42.2%	2,050	43.2%	23,360	40.5%
	Female	912	54.1%	3,178	70.4%	4,316	59.4%	3,759	62.9%	3,974	53.0%	1,702	59.2%	4,216	57.3%	1,144	67.3%	4,049	59.5%	1,394	66.3%	2,980	57.8%	2,690	56.8%	34,314	59.5%
	Total	1,687		4,512		7,261		5,975		7,499		2,876		7,361		1,701		6,807		2,101		5,154		4,740		57,674	
2012	Male	771	46.1%	1,289	29.1%	3,230	40.5%	2,275	37.4%	3,639	47.3%	1,254	42.8%	3,089	41.6%	491	34.5%	2,817	41.4%	765	36.7%	2,059	41.3%	2,024	42.8%	23,703	40.7%
	Female	902	53.9%	3,136	70.9%	4,746	59.5%	3,802	62.6%	4,053	52.7%	1,679	57.2%	4,330	58.4%	932	65.5%	3,993	58.6%	1,321	63.3%	2,921	58.7%	2,710	57.2%	34,525	59.3%
	Total	1,673		4,425		7,976		6,077		7,692		2,933		7,419		1,423		6,810		2,086		4,980		4,734		58,228	
2013	Male	819	47.8%	1,229	29.5%	3,409	41.6%	2,231	38.4%	3,564	47.1%	1,271	43.8%	3,059	41.9%	535	34.5%	2,782	42.4%	745	38.6%	1,944	40.9%	1,989	43.7%	23,577	41.4%
	Female	896	52.2%	2,939	70.5%	4,777	58.4%	3,582	61.6%	4,007	52.9%	1,629	56.2%	4,235	58.1%	1,014	65.5%	3,774	57.6%	1,184	61.4%	2,805	59.1%	2,558	56.3%	33,400	58.6%
	Total	1,715		4,168		8,186		5,813		7,571		2,900		7,294		1,549		6,556		1,929		4,749		4,547		56,977	
2014	Male	765	47.7%	1,229	30.2%	3,411	41.6%	2,066	39.1%	3,434	47.0%	3,434	66.1%	3,024	42.6%	505	31.3%	2,712	42.6%	734	39.0%	1,867	41.2%	1,832	43.7%	25,013	43.6%
	Female	838	52.3%	2,846	69.8%	4,789	58.4%	3,220	60.9%	3,866	53.0%	1,762	33.9%	4,078	57.4%	1,109	68.7%	3,652	57.4%	1,149	61.0%	2,663	58.8%	2,361	56.3%	32,333	56.4%
	Total	1,603		4,075		8,200		5,286		7,300		5,196		7,102		1,614		6,364		1,883		4,530		4,193		57,346	

Data Source: IPEDS Data Center
 Prepared by the CT Board of Regents Office of Policy and Research, June 15, 2015

CSCU | Students First

An Introduction to CSCU and Guided Pathways



What Do Guided Pathways Mean for Connecticut?

Connecticut State Colleges and Universities (CSCU) is committed to using guided pathways to improve student retention and completion. This work is a central part of the CSCU Students First initiative, and it builds on a variety of system efforts, including the Transfer and Articulation Policy (TAP) and Math Pathways.

Guided pathways are academic and career pathways that provide structure, mileposts, and clear outcomes for each student’s college experience. Each pathway is based on a program of study that is aligned with specific employment goals and/or additional education.

Guided pathways include detailed academic plans and incorporate a range of evidence-based supports. The pathways approach is geared toward helping more students efficiently complete credentials, transfer, and attain jobs with value in the labor market.

Because guided pathways touch on every aspect of the student experience, implementing this approach typically requires broad-scale institutional and system change. The work is challenging, and it includes planning, implementation, and evaluation.

Why Guided Pathways?

Educators know what types of changes can help college students complete degrees—and do so more quickly and at a lower cost. Students are more likely to earn credentials if they:

- Choose a program and develop an academic plan early in their college experience;
- Have a clear road map of the courses they need for their credential; and
- Receive guidance and support to help them stay on track.

Several states and systems have seen guided pathways lead to measurable results. For example, since 2012, the Tennessee Board of Regents has been working with its 13 community colleges and five regional universities to implement pathways practices. The state has seen dramatic improvements in terms of both early momentum (students accumulating college credits and passing gateway courses in their first year) and completion rates.

Pathways Lead to Dramatic Improvements in Tennessee Community Colleges

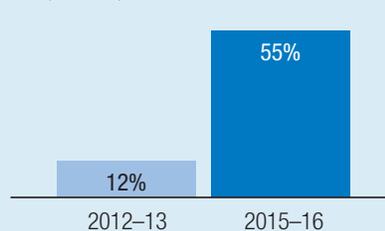
More Freshmen Meet Course Thresholds

Percentage of incoming community college freshmen passing at least nine semester credits (roughly three courses) in their program of study



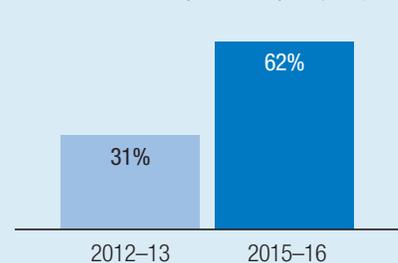
More Students Pass College-Level Math

Percentage of new community college students passing a college-level math course in their first year



Pass Rate for College-Level English Doubles

Pass rate for college-level English (Comp 101)



Higher Graduation Rates

42%

Increase in three-year graduation rate from 2013 to 2016 (based on the three years prior to each year)

INCLUDING

88%

Increase among underrepresented minority students

Why the Scale of Adoption Tool?

In 2017–18, CSCU will focus on institutional self-assessment via the Community College Research Center’s Guided Pathways Scale of Adoption Self-Assessment tool. Colleges across the country use the tool to better understand what it takes to implement guided pathways, document how they currently approach key aspects of the student experience, and plan for improvements.

Colleges new to guided pathways say the Scale of Adoption tool helps them understand how the guided pathways initiative differs from other reforms. Colleges that already have intensive work underway use the tool to document their progress in implementing guided pathways.

The CSCU Student Success Center and Guided Pathways Task Force

The CSCU Student Success Center, an established part of the CSCU system office, is one of 14 such centers nationwide. The Center fosters a collaborative process in which faculty, staff, students, and administrators work together to develop a culture of academic and personal success for CSCU students. The Center uses guided pathways as a framework for these efforts.

CSCU and the Center are undertaking a multiyear, collaborative guided pathways initiative that is committed to student success and equity in equal measure. All of the guided pathways work focuses on helping more students complete programs—and helping them do so more quickly.

The Center has assembled a Guided Pathways Task Force (GPTF) that includes CSCU faculty, staff, and administrators with diverse perspectives and skills. The Center and the GPTF will oversee the CSCU guided pathways initiative. As a member of the national Student Success Center Network, the CSCU Center will receive technical assistance from Jobs for the Future, which manages the network, as well as other leading national organizations focused on student success, such as the Community College Research Center and the National Center for Inquiry & Improvement.

CSCU Guided Pathways Timeline

Academic year 2017–18 is the first year of the guided pathways initiative. It will focus on institutional self-assessment. Current plans include the following:

August 9, 2017: Student Success Center Convening

Focus: College Completion and Guided Pathways

August to October 2017: Creation of Guided Pathways Working Groups (GPWGs)

Task: All 17 CSCU institutions create GPWGs to lead Scale of Adoption tool campus assessments

November 1, 2017: Student Success Center Convening

Focus: Guided Pathways and Scale of Adoption Tool

November 2017 to Mid-March 2018: Completing the Scale of Adoption Tool

Tasks:

- Campus GPWGs complete the Scale of Adoption tool
- GPTF meets with individual GPWGs to review completed tools

April 6, 2018: Student Success Center Convening

Focus: CSCU Guided Pathways Institutional Self-Assessment Summary and Next Steps

Members of the CSCU Guided Pathways Task Force

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Three Rivers Community College (Norwich)

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Asnuntuck Community College (Enfield)

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Director of Marketing and Public Relations
Naugatuck Valley Community College
(Waterbury)

Heidi Zenie

Program Coordinator of Exercise Science, Program Coordinator of Sport and Leisure Management
Three Rivers Community College (Norwich)



Faculty Categories by College

Appendix EE

Count of Empl Rcd# Row Labels	Column Labels												Grand Total
	Asnuntuck CC	Capital CC	Gateway CC	Housatonic CC	Manchester CC	Middlesex CC	Naugatuck CC	Northwestern CC	Norwalk CC	Quinebaug CC	Three Rivers CC	Tunxis CC	
Assoc Prof	5	14	21	17	15	12	20	4	10	4	9	8	139
ASST Prof	4	21	10	17	19	7	12	9	11	3	5	4	122
FT Lecturer	2	1	3	1	1	1	2		2		14	3	30
Instructor	2	1	7	14	9		6	2	4	2	3	1	51
Professor	11	26	61	31	56	24	58	13	65	18	37	42	442
PT Lecturer	171	195	455	295	404	176	402	94	394	117	259	286	3248
Grand Total	195	258	557	375	504	220	500	122	486	144	327	344	4032

Academic Advising and Student Support Redesign Timeline

Support Architecture Subcommittee of the CSCU Guided Pathways Task Force

Timeline and Tasks

Evidence collection and Identification of local and national best practices

- Complete Scale of Adoption Assessment at each campus (January 2018-May 2018)
- Establish working plan with national partners (March 2018-April 2018)
- Deploy advising survey to each campus (March 2018)
- Collect national data on advising and student support redesign to demonstrate student retention and Return On Investment (ROI) (Spring 2018-Spring 2019)
- Engage subgroup members in discussion on campus resources and structure, technology needs, and feasibility of implementation. (Spring 2018)
- Engage subgroup members in discussion on three essential advising practices (Spring 2018)
 1. Mandatory academic plans
 2. Monitor student progress
 3. Provide appropriate interventions and support at critical times

1. Spring 2018- Fall 2018: Mandatory Academic Plans

- A. Work with GPTF subgroups and teams to establish a model that ensures that every student establishes an academic plan.
 - Explore components of academic plan.
 - Explore parameters and mechanisms for completion of the academic plan.
 - Explore use of default plans prior to the student establishing an official plan.
 - Identify technology needed to create, house and share plans across campuses.
 - Explore role of First Year Seminar (FYS) in academic plan creation.
- B. Collect campus feedback on all proposals utilizing existing system-wide structures.

2. Fall 2018 – Spring 2019: Monitor Student Progress

- A. Work with GPTF subgroup and teams to establish a model in which academic plan progress is monitored for every student.
 - Define monitoring including parameters and accountability for faculty and staff.
 - Define "off plan" and appropriate interventions.
 - Explore parameters for periodic check-in to ensure alignment between career goals and the academic plan.
 - Explore early alert system for reporting students needing additional academic and other student supports.
 - Identify technology to support monitoring including dashboard, non-cognitive assessments and other critical metrics to triage student groups.

- Analyze the college's ability to scale practices based on current human resources and recommend appropriate staffing levels.
- B. Collect campus feedback on all proposals utilizing existing system-wide structures.

3. Fall 2018 – Spring 2019: Provide Appropriate Interventions & Support at Critical Times

- A. Work with GPTF subgroups and teams to establish a model that ensures that every student has access to appropriate intervention and support.
- Explore parameters which trigger intervention.
 - Identify technology to support interventions.
 - Explore strategies for potential interventions in areas such as academic, personal, behavioral/mental health, basic needs, financial and career.
 - Explore coaching and non-discipline specific models for academic support.
 - Explore ways to align tutoring services and resource allocation with critical and gateway courses identified by faculty in program mapping process.
 - Explore peer to peer support models.
 - Identify best practices for non-profit and community-based organization partnerships.
 - Analyze the college's ability to scale practices based on current human resources and recommend appropriate staffing levels.
- B. Collect campus feedback on all proposals utilizing existing system-wide structures.

Approval Process & Implementation

- Prioritize practices for approval based on projected student impact and resource availability (Spring 2018-Fall 2020)
 - Work with the Academic and Student Affairs Consolidation Committee and other relevant groups in establishing the model as needed.
 - Submit proposed policy and practice recommendations to the Guided Pathways Task Force as needed.
 - Submit proposed policy and practice recommendations to the College Consolidation Implementation Committee as needed.
 - Policy and practice recommendations will be sent to other campus leadership as needed.
- Work closely with regional and campus leadership to further define implementation timeline (Spring 2018-Fall 2020)

New College Positions with Estimated Salary and Fringe Benefits

Appendix GG

Community College of Connecticut

CENTRAL INSTITUTIONAL LEVEL

Additional Costs of New Positions & Transferred Positions

PRELIMINARY

Cross to Categories

Vice Chancellor's Office

Vice Chancellor/CEO	President's Office
Admin Asst to Vice Chancellor	President's Office
Regional Presidents	President's Office
Institutional CFO	Finance
Finance Banner Support Staff	Finance
IT Banner Support Staff (reporting to SO CIO)	Information Technology
Security Officer	Public Safety
Accounting Staff	Finance
Budget Officers (Regional reporting also)	Finance
IR Staff	Institutional Research
Human Resources Staff (reporting to SO HR Vice President)	Human Resources/Payroll
CCC Facilities Project Manager (reports to SO)	Facilities/Maintenance
Payroll Staff devoted to CCC Payroll	Human Resources/Payroll
Grant Writing Office	Grants
Admin/Clerical Support	President's Office

CCC Enrollment Management

Vice President Enrollment Management	Administrative Services
Director of Financial Aid	Administrative Services
Assistant Director Financial Aid	Administrative Services
Director of Marketing & PR	Marketing
Webmaster	Marketing
Financial Aid Support Staff	Administrative Services

CCC Academic & Student Affairs Office

CCC Provost, Chief Academic & Student Affairs Officer	Academic Affairs
Admin Asst to Provost	Academic Affairs
Executive Director of Retention & Completion (Student Success)	Student Affairs
CCC Registrar	Academic Affairs

Community College of Connecticut - New Positions

CAMPUSES

Additional Costs of New Positions & Transferred Positions

PRELIMINARY

Cross to Categories

Campus Vice President

Campus Vice President	Administrative Services
Administrative Support	Administrative Services
Dir. Comm. Relations, Grants & Development	Foundation/Dev/Inst'l Adv

Business Services

Assoc. Dean of Campus Operations	Administrative Services
Bursar	Finance
Purchasing/Financial Support	Finance

Academic Affairs

Dean of Academic Affairs or Dean of Academic & Student Affairs	Academic Affairs
Associate Academic Deans (replacing Div. Dir/Dept Chairs)	Academic Affairs
Assoc. Dean Cont. Educ/Workforce Dev	Continuing Education

Student Affairs

Dean of Students Affairs or Assoc. Dean of Student Affairs	Student Affairs
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Enrollment Services (Registrar, Fin. Aid & Admissions)

Director Enrollment Management	Student Affairs
Asst. Director Enrollment Management	Student Affairs
Marketing Lead	Marketing
Graphics Specialist	Marketing
Enrollment Specialists	Student Affairs

New College Positions with Estimated Salary and Fringe Benefits

Appendix GG

Community College of Connecticut

CENTRAL INSTITUTIONAL LEVEL

**Additional Costs of New Positions & Transferred Positions
PRELIMINARY**

OF POSITIONS AND COSTS ARE NEUTRAL TO COLLEGES

	New Positions	Institutional New			# OF POSITIONS AND COSTS ARE NEUTRAL TO COLLEGES			
		Salaries	Fringe Benefits	Total	Transferred Positions	Transfer From Colleges (Cost Neutral)		
			75%			Salaries	Fringe Benefits	Total
			75%					
Vice Chancellor's Office								
Vice Chancellor/CEO	1	250,000	187,500	437,500				
Admin Asst to Vice Chancellor	1	55,000	41,250	96,250				
Regional Presidents	3	585,000	438,750	1,023,750				
Institutional CFO	1	175,000	131,250	306,250				
Finance Banner Support Staff					8			
IT Banner Support Staff (reporting to SO CIO)					41			
Security Officer	1	150,000	112,500	262,500				
Accounting Staff	2	100,000	75,000	175,000				
Budget Officers (Regional reporting also)	3	300,000	225,000	525,000				
IR Staff	11	825,000	618,750	1,443,750				
Human Resources Staff (reporting to SO HR Vice President)	38	1,900,000	1,425,000	3,325,000				
CCC Facilities Project Manager (reports to SO)	1	80,000	60,000	140,000				
Payroll Staff devoted to CCC Payroll	10	500,000	375,000	875,000				
Grant Writing Office					4	300,000	225,000	525,000
Admin/Clerical Support	2	80,000	60,000	140,000				
CCC Enrollment Management								
Vice President Enrollment Management	1	150,000	112,500	262,500				
Director of Financial Aid					1			
Assistant Director Financial Aid					1			
Director of Marketing & PR	1	75,000	56,250	131,250				
Webmaster	1	75,000	56,250	131,250				
Financial Aid Support Staff					5	351,000	263,250	614,250
CCC Academic & Student Affairs Office								
CCC Provost, Chief Academic & Student Affairs Officer	1	175,000	131,250	306,250				
Admin Asst to Provost	1	60,000	45,000	105,000				
Executive Director of Retention & Completion (Student Success)					1			
CCC Registrar	1	80,000	60,000	140,000				
TOTAL INSTITUTIONAL MANAGEMENT GROUP	80	5,615,000	4,211,250	9,826,250	61	651,000	488,250	1,139,250

New College Positions with Estimated Salary and Fringe Benefits

Appendix GG

Community College of Connecticut - New Positions
SMALL CAMPUS

ACC, NWCC, QVCC

OF POSITIONS AND COSTS ARE NEUTRAL TO COLLEGES

Additional Costs of New Positions & Transferred Positions PRELIMINARY	New Positions	Small Campus			Transferred Positions	Already Exists (Retitled Positions)		
		Salaries	Fringe Benefits	Total		Salaries	Fringe Benefits	Total
			75%				75%	
Campus Vice President								
Campus Vice President	1	150,000	112,500	262,500				
Administrative Support	2	90,000	67,500	157,500				
Dir. Comm. Relations, Grants & Development	1	60,000	45,000	105,000				
Business Services								
Assoc. Dean of Campus Operations	1	90,000	67,500	157,500				
Bursar	1	65,000	48,750	113,750				
Purchasing/Financial Support	1	60,000	45,000	105,000				
Academic Affairs								
Dean of Academic & Student Affairs					1	100,000	75,000	175,000
Associate Academic Deans (replacing Div. Dir/Dept Chairs)					2	170,000	127,500	297,500
Assoc. Dean Cont. Educ/Workforce Dev					0*			
Student Affairs								
Assoc. Dean Student Affairs					1	80,000	60,000	140,000
Enrollment Services (Registrar, Fin. Aid & Admissions)								
Director Enrollment Management					1	70,000	52,500	122,500
Asst. Director Enrollment Management					1	65,000	48,750	113,750
Marketing Lead	1	65,000	48,750	113,750				
Graphics Specialist	1	50,000	37,500	87,500				
Enrollment Specialists					2	70,000	52,500	122,500
TOTAL NEW POSITIONS SMALL CAMPUS	9	630,000	472,500	1,102,500	8	555,000	416,250	971,250

* Will be shared with Large campus

New College Positions with Estimated Salary and Fringe Benefits

Appendix GG

Community College of Connecticut - New Positions
MEDIUM CAMPUS

CCC, TRCC, TXCC, MXCC

Additional Costs of New Positions & Transferred Positions
PRELIMINARY

OF POSITIONS AND COSTS ARE NEUTRAL TO COLLEGES

	New Positions	Medium Campus			Tranferred Positions	Already Exists (Retitled Positions)		
		Salaries	Fringe Benefits	Total		Salaries	Fringe Benefits	Total
Campus Vice President			75%				75%	
Campus Vice President	1	161,250	120,938	282,188				
Administrative Support	2	100,000	75,000	175,000				
Dir. Comm. Relations, Grants & Development	1	64,500	48,375	112,875				
Business Services								
Assoc. Dean of Campus Operations	1	96,750	72,563	169,313				
Bursar	1	75,000	56,250	131,250				
Purchasing/Financial Support	1	64,500	48,375	112,875				
Academic Affairs								
Dean of Academic & Student Affairs					1	107,500	80,625	188,125
Associate Academic Deans (replacing Div. Dir/Dept Chairs)					3	274,125	205,594	479,719
Assoc. Dean Cont. Educ/Workforce Dev					0*			
Student Affairs								
Assoc. Dean of Student Affairs					1	86,000	64,500	150,500
Enrollment Services (Registrar, Fin. Aid & Admissions)								
Director Enrollment Management					1	75,250	56,438	131,688
Asst. Director Enrollment Management					1	69,875	52,406	122,281
Marketing Lead	1	37,625	28,219	65,844				
Graphics Specialist	1	53,750	40,313	94,063				
Enrollment Specialists					4	150,500	112,875	263,375
TOTAL NEW POSITIONS MEDIUM CAMPUS	9	653,375	490,031	1,143,406	11	763,250	572,438	1,335,688

* Will be shared with Large campus

New College Positions with Estimated Salary and Fringe Benefits

Appendix GG

Community College of Connecticut - New Positions

GWCC, HOCC, MCC, NVCC, NKCC

LARGE CAMPUS

Additional Costs of New Positions & Transferred Positions

OF POSITIONS AND COSTS ARE NEUTRAL TO COLLEGES

PRELIMINARY

	New Positions	LARGE Campus			Tranferred Positions	Already Exists (Retitled Positions)		
		Salaries	Fringe Benefits	Total		Salaries	Fringe Benefits	Total
Campus Vice President			75%				75%	
Campus Vice President	1	173,344	130,008	303,352				
Administrative Support	2	100,000	75,000	175,000				
Dir. Comm. Relations, Grants & Development	1	69,338	52,003	121,341				
Business Services								
Assoc. Dean of Campus Operations	1	104,006	78,005	182,011				
Bursar	1	85,000	63,750	148,750				
Purchasing/Financial Support	1	69,338	52,003	121,341				
Academic Affairs								
Dean of Academic Affairs					1	138,388	48,980	187,368
Associate Academic Deans (replacing Div. Dir/Dept Chairs					4	392,913	294,684	687,597
Assoc. Dean Cont. Educ/Workforce Dev					1	92,450	69,338	161,788
Student Affairs								
Dean of Students Affairs					1	130,000	97,500	227,500
Enrollment Services (Registrar, Fin. Aid & Admissions)								
Director Enrollment Management					1	80,894	60,670	141,564
Asst. Director Enrollment Management					1	75,116	56,337	131,452
Marketing Lead	1	40,447	30,335	70,782				
Graphics Specialist	2	115,563	86,672	202,234				
Enrollment Specialists					5	202,234	151,676	353,910
TOTAL NEW POSITIONS LARGE CAMPUS	10	757,034	567,776	1,324,810	14	1,111,994	779,185	1,891,179

**CONNECTICUT COMMUNITY COLLEGES - 5 YEAR PROJECTIONS
IF NO ACTIONS ARE TAKEN**

Updated 3-8-18

	FY18						
	FY17 Final	Projection	FY19 Est	FY20 Est	FY21 Est	FY22 Est	Comments
State Funding General Fund	157,410,403	143,839,222	143,793,547	151,702,192	160,045,813	160,045,813	(1)
State Fringe Benefits	118,750,872	115,761,014	118,617,361	125,141,316	132,024,089	132,024,089	(2)
State Funding Operating Funds	8,483,500	8,374,525	8,374,525	8,374,525	8,374,525	8,374,525	(3)
Tuition and Fees	175,416,703	179,066,265	181,304,593	183,570,901	185,865,537	188,188,856	(4)
Other	6,335,695	5,759,080	5,759,080	5,759,080	5,759,080	5,759,080	(5)
Total Revenue	466,397,173	452,800,106	457,849,107	474,548,014	492,069,043	494,392,363	
Salaries and Wages	244,185,554	240,085,158	249,585,158	260,674,842	275,011,958	275,011,958	(6)
Fringe Benefits	142,831,938	146,603,555	150,268,644	158,533,419	167,252,757	167,252,757	(7)
Institutional Aid & Waivers	22,317,347	23,599,437	23,894,430	24,193,110	24,495,524	24,801,718	(8)
Other	47,519,731	49,874,556	49,874,556	49,874,556	49,874,556	49,874,556	(9)
Total Expenses	456,854,570	460,162,706	473,622,788	493,275,927	516,634,796	516,940,990	
Net Results	9,542,603	(7,362,600)	(15,773,681)	(18,727,913)	(24,565,752)	(22,548,627)	(10)
Unrestricted Reserves	45,730,000	38,367,400	22,593,719	3,865,806	(20,699,947)	(43,248,574)	(11)

- (1) The fiscal year 2019 state funding is set by the Governor's mid term report. Historically, the state increases General Funds to accommodate the agreed-upon pay increase. The state negotiates pay increases for all state employee unions in aggregate (State Employee Bargaining Agent Coalition , or "SEBAC"), therefore we have assumed that fiscal year 2020 and forward will go up at the agreed-upon rates included in salaries and wages. We believe that the state will also reimburse 1/2 of the one-time payments for fiscal year 2019 (salary assumptions below).
- (2) The state reimburses the colleges for the cost of fringe benefits associated with those employees who are compensated through the general funding. The college pays for the remainder of fringe benefit costs from operating funds (generally tuition and fee revenues). We assume the same % going forward as provided in fiscal year 2018 projections.
- (3) The state provides operating funds for development education and outcomes based projects which do not carry fringe benefit reimbursement. The Governor's mid term report is flat from fiscal year 2018 to 2019; we assume flat thereafter
- (4) Assumes tuition and fee rate increase 2.5% and enrollment decline 1.25% (net 1.25%)
Assume flat funding (developmental education & outcomes based funding)
- (5) Other net Revenue is kept flat.
- (6) SEBAC negotiations concluded in late FY 2017; the contract was ratified by the Legislature in early FY 2018, and includes:
 - a. A three year wage freeze, beginning in fiscal year 2017 (in arrears)
 - b. A \$2,000 one-time payment to each full time member, prorated for part time members, in fiscal year 2019. We've estimated this cost to the colleges at \$7 million in fiscal year 2019.
 - c. 5.5% increases in fiscal years 2020 and 2021; the agreement expires on June 30, 2021
 - d. Layoff protection which expires on June 30, 2021.
 - e. "Longevity" payments totaling \$2.5 million were deferred from fiscal year 2018 to fiscal year 2019. This does not get included in base pay.
 We have assumed no increases in salaries and wages in fiscal year 2022.
- (7) Fringe Benefits are assumed at historic rates; SEBAC mitigates the annual rate increases by providing for some minor reductions in benefits, so assume flat rate.
- (8) Institutional Aid & Waivers vary with tuition.
- (9) Other expenses are held flat.
- (10) Net results are negative beginning in fiscal year 2018 and get worse each year thereafter.
- (11) The 12 community colleges in aggregate run through unrestricted reserves by fiscal year 2021.

**CONNECTICUT COMMUNITY COLLEGES - 5 YEAR PROJECTIONS
LAYERING IN STUDENTS FIRST -**

3/8/2018

	FY17 Final	FY18 Projection	FY19	FY20	FY21	FY22	Comments
State Funding	157,410,403	143,839,222	143,793,547	151,702,192	160,045,813	160,045,813	
State Fringe Benefits	118,750,872	115,761,014	118,617,361	125,141,316	132,024,089	132,024,089	
State Funding Operating Funds	8,483,500	8,374,525	8,374,525	8,374,525	8,374,525	8,374,525	
Tuition and Fees	175,416,703	179,066,265	181,304,593	183,570,901	185,865,537	188,188,856	
Other	6,335,695	5,759,080	5,759,080	5,759,080	5,759,080	5,759,080	
Total Revenue	466,397,173	452,800,106	457,849,107	474,548,014	492,069,043	494,392,363	
Salaries and Wages	244,185,554	240,085,158	249,585,158	260,674,842	275,011,958	275,011,958	
Fringe Benefits	142,831,938	146,603,555	150,268,644	158,533,419	167,252,757	167,252,757	
IMPLEMENTATION COSTS			1,068,148	783,932	110,500	100,500	(1)
SAVINGS			(2,520,233)	(11,532,561)	(14,052,794)	(24,801,255)	(2)
Institutional Aid & Waivers	22,317,347	23,599,437	23,894,430	24,193,110	24,495,524	24,801,718	
Other	47,519,731	49,874,556	49,874,556	49,874,556	49,874,556	49,874,556	
Total Expenses	456,854,570	460,162,706	472,170,702	482,527,298	502,692,502	492,240,234	
Net Results	9,542,603	(7,362,600)	(14,321,596)	(7,979,284)	(10,623,458)	2,152,128	(3)
Unrestricted Reserves	45,730,000	38,367,400	24,045,804	16,066,520	5,443,062	7,595,190	(4)

- (1) Implementation costs are factored in beginning fiscal year 2019; some remain permanent ongoing costs of the new College.
- (2) The final annualized run rate of \$24.8 million includes the calculated net savings from departments consolidated/centralized and the \$1.5 million holding place for the academic administration streamlining which is not yet quantified.
- (3) The model thus far continues to project losses through fiscal year 2021, but at a lesser rate.
- (4) Although unrestricted reserves are reduced, they do not go negative under the period analyzed.

Current State, Future State and Net Savings FY17

Appendix II

Community College of Connecticut
Consolidation Recap

FY17 \$ Amounts Including Fringe Benefits

PRELIMINARY DRAFT

<u>Current State \$</u>		<u>Future State \$</u>				<u>Savings Current State to Future State</u>
	<u>Campuses</u>	<u>Department/Positions</u>	<u>Campuses</u>	<u>Institution</u>	<u>Total</u>	<u>Change \$</u>
Academic Affairs	44,904,384	Academic Affairs	44,270,118	551,250	44,821,368	83,016
Administrative Services	8,815,827	Administrative Services	7,856,473	262,500	8,118,973	696,854
Advanced Manufacturing	2,828,688	Advanced Manufacturing	2,828,688	-	2,828,688	-
Comm and Econ Dev	574,913	Comm and Econ Dev	574,913	-	574,913	-
Continuing Education	7,615,632	Continuing Education	6,651,044	-	6,651,044	964,589
Center for New Media	200,623	Center for New Media	200,623	-	200,623	-
Danbury Campus	564,220	Danbury Campus	564,220	-	564,220	-
Facilities/Maintenance	17,460,641	Facilities/Maintenance	15,743,480	140,000	15,883,480	1,577,161
Finance	11,098,332	Finance	2,983,203	1,006,250	3,989,453	7,108,879
Foundation/Dev/Inst'l Adv	2,683,349	Foundation/Dev/Inst'l Adv	4,056,552	-	4,056,552	(1,373,203)
Grants	160,411	Grants	160,411	-	160,411	-
Human Resources/Payroll	7,543,694	Human Resources/Payroll	164,229	4,200,000	4,364,229	3,179,465
Information Technology	14,350,378	Information Technology	10,157,363	-	10,157,363	4,193,014
Institutional Research	2,660,013	Institutional Research	-	1,443,750	1,443,750	1,216,263
Marketing	4,203,095	Marketing	2,127,202	262,500	2,389,702	1,813,393
President's Office	6,249,782	President's Office	638,750	1,697,500	2,336,250	3,913,532
Public Safety	5,119,073	Public Safety	5,119,073	262,500	5,381,573	(262,500)
Student Affairs	42,359,306	Student Affairs	42,168,512	-	42,168,512	190,794
Total	179,392,360	Total	146,264,855	9,826,250	156,091,105	23,301,255

<u>Current State FTE</u>		<u>Future State FTE</u>				<u>Change FTE</u>
	<u>Campuses</u>	<u>Department/Positions</u>	<u>Campuses</u>	<u>Central</u>	<u>Total</u>	
Academic Affairs	432.0	Academic Affairs	426.9	3.0	429.9	2.1
Administrative Services	64.1	Administrative Services	48.0	1.0	49.0	15.1
Advanced Manufacturing	28.3	Advanced Manufacturing	28.3	-	28.3	-
Comm and Econ Dev	5.8	Comm and Econ Dev	5.8	-	5.8	-
Continuing Education	76.4	Continuing Education	70.2	-	70.2	6.2
Center for New Media	2.5	Center for New Media	2.5	-	2.5	-
Danbury Campus	5.9	Danbury Campus	5.9	-	5.9	-
Facilities/Maintenance	182.4	Facilities/Maintenance	167.8	1.0	168.8	13.7
Finance	85.5	Finance	24.0	6.0	30.0	55.5
Foundation/Dev/Inst'l Adv	24.4	Foundation/Dev/Inst'l Adv	36.4	-	36.4	(12.0)
Grants	3.0	Grants	3.0	-	3.0	-
Human Resources/Payroll	57.8	Human Resources/Payroll	1.0	48.0	49.0	8.8
Information Technology	114.1	Information Technology	85.3	-	85.3	28.8
Institutional Research	22.8	Institutional Research	-	11.0	11.0	11.8
Marketing	36.2	Marketing	23.3	2.0	25.3	10.8
President's Office	34.5	President's Office	7.0	7.0	14.0	20.5
Public Safety	38.9	Public Safety	38.9	1.0	39.9	(1.0)
Student Affairs	374.8	Student Affairs	372.5	-	372.5	2.3
Total	1,589.4	Total	1,346.7	80.0	1,426.7	162.7

**CONNECTICUT COMMUNITY COLLEGE CONSOLIDATION
RECONCILIATION OF PROJECTED SAVINGS**

	<u>Totals</u>	<u>Notes</u>
From College Consolidation Savings through 3-5-18	23,301,255	1
Academic Administration Estimated Savings	<u>1,500,000</u>	2
Subtotal Savings after FY18	24,801,255	3
Savings Already Realized FY17	<u>2,520,233</u>	4
New Projected Total	<u><u>27,321,488</u></u>	5

- 1 \$23.3 million is the total net projected savings from the departments that have been restructured as of 3-5-18; numbers are updated as changes are made in strategy or adjustments are identified. This total was \$23.7 million at the last iteration on 12-6-17.
- 2 \$1.5 million was established as a holding place for the proposed reorganization of Academic Affairs Administration. This is a proposal to eliminate layers of department chairs and division directors and utilize the new Associate Deans to fulfill those obligations. The Associate Deans have already been budgeted as a cost of the new structure, but the savings from eliminating the positions is not yet quantified.
- 3 \$24.8 million represents the total incremental savings projected as of 3-5-18
- 4 Students First was begun in FY17 when the most current full year payroll data available was FY16. In order to tie the most current numbers to the estimated savings of \$28 million provided to the Board, we have backed in savings already realized in FY17. The \$2.5 million reflected herein pertains only to those areas that are included in this consolidation, i.e. it doesn't include any changes in faculty.
- 5 The \$27.7 million total consolidation savings reported in 12-6-17 is now \$27.3 million after updates described in 1. above.

**CONNECTICUT COMMUNITY COLLEGE CONSOLIDATION
Annualized of Savings for Projections**

	<u>Annual Savings</u>			<u>Cumulative</u>	<u>Comments</u>
	<u>Incremental</u>	<u>Management Confidential</u>	<u>Total</u>		
FY17					FY17 is completed; actual savings reflected
FY18					FY18 is a projection; savings reflected
FY19	2,520,233		2,520,233	2,520,233	Assumed attrition rate = FY17 attrition
FY20	2,520,233	6,492,095	9,012,328	11,532,561	Students First goes live 7-1-19
FY21	2,520,233		2,520,233	14,052,794	
FY22	10,748,461		10,748,461	24,801,255	Total Incremental remaining

One-time Implementation Costs

Appendix LL

**CONNECTICUT STATE COLLEGES & UNIVERSITIES
STUDENTS FIRST COLLEGE CONSOLIDATION
ESTIMATED IMPLEMENTATION COSTS**

<u>DESCRIPTION</u>	<u>NOTES</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Faculty Release	1	-	-	-	-	-
Academic Consolidation Co-Chairs	2	79,269	214,221	142,814	-	-
Guided Pathways Staff	3	-	-	-	-	-
Search for New Position(s)	4	-	90,000	-	-	-
Position Descriptions	5	9,000	-	-	-	-
Travel/Training	6	10,000	79,927	56,618	10,000	-
Curriculog/Acalog Software	7	-	-	-	-	-
System Support	8	-	192,000	192,000	-	-
Facilities Costs	9	-	150,000	150,000	100,000	100,000
Online Content Design	10	-	192,000	192,000	-	-
Web Design	11	-	150,000	50,000	-	-
Printing	12	-	-	500	500	500
Signage	13	-	-	-	-	-
TOTAL		<u>98,269</u>	<u>1,068,148</u>	<u>783,932</u>	<u>110,500</u>	<u>100,500</u>

NOTES

General	Fiscal Year 2018 is for information only when projecting forward; costs are already contemplated in the fiscal year 2018 projections.
1	The majority of college faculty members teach 12 credits and are released from 3 credits with Additional Responsibilities (AR) pay. Directions to the Deans of Academic Affairs was to have participating faculty substitute this curricula work for the already-provided additional adjunct hires will be required. This process is consistent with the TAP implementation.
2	We have one full-time and one part-time co-chairs to manage the changes required in curriculum.
3	Guided Pathways is a critical, integral part of the consolidation. However, this is not an incremental cost of implementation as the system has already begun the program and will continue it irrespective of the consolidation.
4	Only the new college President will utilize an outside search firm, in accordance with our Board policies. All other positions will utilize internal search procedures.
5	\$9,000 was provided to assist in creating new position descriptions; refining and creating additional position descriptions is being handled internally.
6	\$10,000 for fiscal years 2018 through 2021 will be incurred for Guided Pathways and Student Success additional travel for the implementation. The faculty travel was calculated using the number of expected meetings, the number of participating faculty members by location, and mileage to and from the System Office.
7	This software will be important to support the curricula and catalogue changes required. As this will be paid for using bond funds, there is no incremental operating costs.
8	System support will be required to assist in updating our system software. This presumes either one full-time or two part-time support staff.
9	Incremental facilities costs are expected to be nominal. The new college leadership will be located in their own facility, or a separate floor of the system facility. Either way, the state does not charge rent or cost of maintenance, cleaning or security to state agencies or quasi-agencies. The costs here are to cover utilities, copier rentals, and other incidentals.
10	Consolidation of on-line content will be required to assist in aligning the campuses. This presumes either one full-time or two part-time support staff.
11	Will utilize a service to help with the new College website design. The College organization will include a central Web Master and graphics design employees at each campus for web maintenance and local requirements (e.g. event promotions).
12	Printing costs are nominal, but may include new business cards or other miscellaneous requirements. Letterhead is typically designed as a template and printed locally.
13	New signage will be required when the current colleges become campuses of the new College; such purchases are supported by bond funds.

Data Warehouse Project Timeline

Appendix MM

Outcomes - Tasks - Subtasks	Task Owner	Start Date	Target Completion Date	Notes
On-time delivery of the 1st iteration of Decision Support system for the CSCU system	Executive Sponsors		Summer 2020	This line primarily highlights that the Executive Sponsors have a role to play in ensuring the project reaches completion
Continue with the planning, development, implementation and full deployment of a CSCU Decision Support System that includes common data standards, a data warehouse and business intelligence interface.	IR Director, CIO	1/22/2018	Summer 2020	The start date is pegged to the utilization of the term "Decision Support System" to convey the work to be done.
Obtain Board Resolution to develop Decision Support System (DSS)	Provost Gates	1/30/2018	Summer 2018	A draft Board Resolution was been provided to Provost Gates
Identify Executive Sponsor(s)	President Ojakian		Summer 2018	
Identify available resources (staff & funding)	Executive Sponsors		Fall 2018	
Select CSCU DSS Project Team	Executive Sponsors		Fall 2018	
Determine desired total scope of work and how the work will be grouped/staged. This must involve conversation between	DSS Project Team		Late Fall 2018	We will likely need the support of a vendor to develop an accurate project plan and timeline.
Establish contract with expert vendor(s) for design/develop/implementation of DSS. (+6m for RFP)	Executive Sponsors		Late Fall 2018	If an RFP is needed, then add 6 months, and bump out all subsequent tasks accordingly
Establish governance structure for engaging CC, CSU & COSC institution stakeholders in data standardization effort and to	Executive Sponsors		Winter 2018	
Establish project plan and timeline	DSS Project Team		Spring 2019	All subsequent benchmarks rely on the development of this plan
Develop common data standards with mapping between all source systems (CC, CSU & COSC)	DSS Project Team		Fall 2019	Estimated
Implement 1st reporting cube & user interface			Summer 2020	

State Code of Ethics for Public Officials

http://www.ct.gov/ethics/lib/ethics/guides/2016/public_officials_and_state_employees_guide_rev_2016.pdf

Codes of Conduct for Regents Employees and Volunteers

<http://www.ct.edu/files/policies/4.10%20Code%20of%20Conduct%20for%20RegentsEmployeesVolunteers.pdf>

Student Code of Conduct

<http://www.ct.edu/files/policies/5.1%20StudentCodeofConduct.pdf>

Financial Aid Policy, Philosophy, and Code of Conduct for CSCU Community Colleges -

<http://www.ct.edu/files/policies/5.9%20Financial%20Aid%20Policy%20Philosophy%20Code%20of%20Conduct%20Community%20Colleges.pdf>

Family Educational Rights and Privacy Act https://www.ecfr.gov/cgi-bin/text-idx?SID=6cf6a13718d882722093bb967c9cf6ao&tpl=/ecfrbrowse/Title34/34cfr99_main_02.tpl

General Statutes §§ 1-79 to 1-90a

https://www.cga.ct.gov/current/pub/chap_010.htm#sec_1-79

State Human Rights and Opportunities, Conn. Gen. Stat 46a-51 through 46a-125

https://www.cga.ct.gov/current/pub/title_46a.htm

State Freedom of Information Act,

<http://www.ct.gov/foi/cwp/view.asp?a=4163&Q=507660>

State Record Retention and Disposition

<https://ctstatelibrary.org/publicrecords/state>

Connecticut Executive Order No. 16, issued by Governor John G. Rowland on August 4, 1999 <http://www.ct.gov/opm/lib/opm/olr/wpv/exc16.pdf>

BOR Affirmative Action Policy Statements

<http://www.ct.edu/files/policies/4.5%20Affirmative%20Action%20Policy%20Statement.pdf>

BOR Consensual Relationships Policy

<http://www.ct.edu/files/policies/4.3%20Consensual%20Relationships%20Policy.pdf>

BOR Ethics Statement

<http://www.ct.edu/files/policies/4.7%20Ethics%20Statement.pdf>

BOR Family Educational Rights and Privacy Act Notice and Directory Information Policy

<http://www.ct.edu/files/policies/2.2%20FERPA%20and%20Directory%20Info.pdf>

BOR Human Resources Policy Manual

<http://www.ct.edu/files/policies/4.8%20HR%20Policies%20for%20Mgmt%20Conf%20Employees.pdf>

BOR IT Acceptable Use Policy

<http://www.ct.edu/files/policies/5.3.a%20Acceptable%20Use%20IT-001.pdf>

BOR Nepotism in Employment Policy

<http://www.ct.edu/files/policies/4.6%20Nepotism%20in%20Employment.pdf>

BOR Faculty Consulting and Research Policy

<http://www.ct.edu/files/policies/4.4%20Faculty%20Consulting%20&%20Research.pdf>



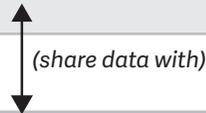
Community College Websites: Shared Look & Feel

Centralized system data at ct.edu, centralized templates used by campuses

Centralized Database



- Master Course List / Availability
- Master Course Description
- Master Program List
- Single Application Info
- Master Financial Aid Documents
- Master Inquiry Info



Centralized Onboarding at ct.edu

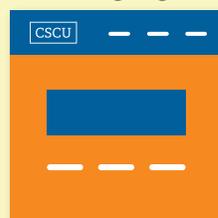
Academic Programs



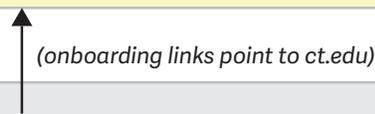
Online Application



Landing Pages

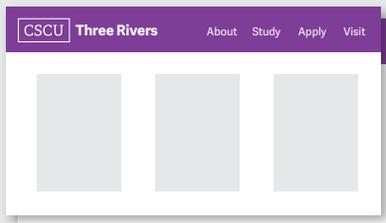
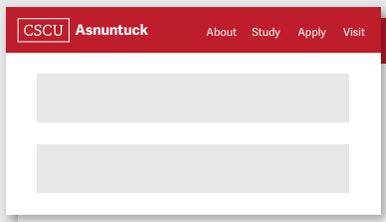


Financial Aid



Community College Websites

Built from templates with consistent navigation & general content



Project Activities and Timeline for Community College Website

1. Empanel a web re-design steering committee consisting of 4-5 current campus web managers, campus Marketing directors, and a CSCU System Office Lead. It will be this committee's responsibility to
 - Develop and gain consensus on the overall direction from CSCU leadership, and from individual campus administrators, marketing directors and web managers
 - Develop a project design and implementation plan, to include key tasks, pacing items, milestones and associated dates
 - Validate the plan at the CSCU and campus leadership levels
 - Kick off the process
2. Completing the redesign will require a focused effort by the steering committee (and others). A list of the key tasks associated with this project have already been identified, and this list provides the higher-level roadmap. (The steering committee may identify additional tasks as necessary when they are underway, with an eye toward developing the optimal path to completion.)
 - Perform Data/Content Audit of the current ct.edu site and all existing community college sites, and determine the purpose(s) served
 - Analyze the current content to identify data that is being shared across many sites in the current environment (CSCU portal and current community college web sites)
 - Analyze data/content to determine what data can or should be shared in the new ct.edu web environment
 - Assign data and content that represent common elements to the centralized database for inclusion in the CSCU home page
 - Identify content that is unique to each campus
3. Following the identification of data identified as shared data (assigned to the ct.edu portal) and unique data (individual campus portals), the next step will be to segment the shared from the unique campus content:
 - Aggregate the content that is to be managed centrally
 - Aggregate the content that is to be managed at the individual campus level
 - Ensure that neither the process nor the outcome of data separation will negatively impact students' ability to locate and access content in the new environment
 - Ensure that centralization of content represents a true benefit to the students in terms of the access and ease of locating desired information
4. Design and develop the overall data hierarchy and architecture. This effort will result in the design of the data and user flows:
 - Define CSCU web site and online experience goals
 - Develop content hierarchy based on defined goals

- Develop navigational structure of ct.edu sites (wireframes)
 - Design navigational structure of local campus web sites (wireframes)
 - Create online pathways for
 - Current students
 - Prospective students
5. Develop Content Management Design—Software and hosting:
- Research and select backend software option based on system needs and goals for students and campus management
 - Research and select hosting options
6. Undertake User Experience and Interface Design and Backend Development—Design and development:
- Develop design templates based on data hierarchy
 - Test and finalize interface with focus group consisting of target audience members
 - Design and develop backend content management system
 - Create page segments for campuses to add and/or update
 - Create development servers for testing and managing draft content
7. System Testing and Implementation:
- Launch developer site to community to add and/or update
 - “Soft launch” new site to internal audience
 - Launch new sites to public



Community College Websites: Shared Look & Feel

Centralized system data at ct.edu, centralized templates used by campuses

Step 1: Data/Content Audit

What content exists and what purpose does it serve

- analyze what content is currently shared
- analyze data/content that can be shared
- determine what data/content will need DB for sharing
- determine content unique to each campus

Timeframe: 3-4 weeks
Resources: 3 full-time analysts

Step 2: Data/Content Separation

Shared Content vs Unique Campus Content

- determine what content can be managed centrally
- determine what content needs to be managed by individual campuses
- determine how will this separation effect students' ability to locate content
- ensure central placement of content benefit students

Timeframe: 3-4 weeks
Resources: 3 full-time analysts, IT resource

Step 3: Data Heirarchy & Architecture

Designing data & user flows

- define website/online goals
- develop content heirarchy based on goals
- design navigational structure of campus sites (wireframes)
- design nav structure of main site (wireframes)
- create online pathways for current & prospective students

Timeframe: 6-8 weeks
Resources: 3 full-time designers/developer, IT resource

Step 4: Content Management Design

Software & Hosting

- Research and select backend software option
- Research and select hosting options

Timeframe: 2-3 weeks
Resources: 3 full-time designers/developers, software fees, hosting fees

Step 5: UI/UX & Backend Dev.

Design & Development

- Develop design templates based on data heirarchy
- Test & finalize interface with target audience members
- Design and develop backend CMS
- Create page segments for campuses personalized content
- Create dev servers for testing/managing draft content

Timeframe: 8-10 weeks
Resources: 3 full-time designers/developers, IT resource, software

Step 6: Testing & Implementation

- Launch dev site to community to update/add campus specific content
- Soft launch new site to internal audience member for final testing
- Launch new sites to public

Timeframe: 3-4 weeks
Resources: 3 full-time designers/developers, software

Step 7: Maintenance

- Upkeep with site content additions/edits
- Maintenance of quality of content (text, links, contacts)
- Software security patches and updates
- Analytic tracking tools and reports
- Creation and maintenance of online marketing pages and tools (landing pages)
- SEO refinement and maintenance
- Testing & updating of site functionality across browsers/devices

Timeframe: Ongoing
Resources: 3 full-time designers/developers, designated campus content managers

CCC Website Project Timeline

