



Thank you distinguished Chairs, Ranking Members, and members of the committee, for taking the time today to be here and to talk with us about the important work that the Board of Regents and the Connecticut State Colleges and Universities system are doing.

My name is Greg Gray, and I am President of the Board of Regents for Higher Education, the governing body of the state's 12 community colleges, four state universities, and Charter Oak State College, the state's only fully-online public college.

I am here today with Liz Caswell, our chief of staff, Erika Steiner, our CFO, Dr. Elsa Nunez, President of Eastern Connecticut State University, Dr. Wilfredo Nieves, President of Capital Community College, Dr. Ted Yungclas, our principal academic officer, and Kyle Thomas, our legislative program manager, who will help ensure we answer all of your questions comprehensively.

For more than 160 years, Connecticut's state colleges and universities have played a critical role in our educational landscape, providing accessibility to lifelong learning, driving our regional economy, and ensuring higher education remains accessible and affordable to Connecticut residents.

Established by statute in 2011, the Board of Regents for Higher Education is charged with governing the state's colleges and universities system to the benefit of our more than 120,000 full and part time, credit and non-credit students.

Supporting Connecticut's unwavering commitment to progress, innovation, and workforce development, the 17 institutions that make up the Connecticut State Colleges and Universities system provide a rigorous education and prepare students to be strong competitors in the global marketplace.

Ninety-six percent of CSCU students are state residents, the system awards more than 15,500 degrees and certificates annually, and 80% of our graduates remain in Connecticut to work and live. We are an important part of the state's economy and not only complement, but amplify the state's ongoing initiatives to attract new business and industry.

Today I want to discuss some of the work we have done over the past year, and talk about our vision for moving forward as a system and as an asset to the State of Connecticut.

The Board of Regents system office is developing a strong team. I am pleased to report that in the seven months I have been here, we have hired a provost, Michael Gargano, who will be joining us in March; we have a new CFO, and we have a search underway for a CIO. I am confident that this new leadership team, under the direction of new

Board Chairman Nick Donofrio, will be of great benefit to our system and in service to our 120,000 students, as well as helping us achieve the Board's five strategic goals: a successful first year, improving student success, maximizing affordability and sustainability, cultivating innovation and economic growth, and ensuring equity.

These goals serve as the foundation of Transform CSCU 2020, an ambitious proposal designed to improve student experience and degree completion, expand academic and workforce training programs, and build stronger partnerships with the state's manufacturers and business community.

Transform CSCU 2020 will unite the 17 CSCU institutions as one coordinated system that better serves students and ensures that Connecticut's system of higher education remains accessible, affordable, and accountable. For example, we want students at any one of our institutions to be able to register for courses at every one of our institutions. Their credits should transfer, and their degree pathway should not be interrupted by courses that are closed due to capacity. System-building helps us address these challenges and lend our collective resources to the benefit of all of our students.

Building on the strength of current programs, Transform CSCU will attract and retain students through innovative new efforts, expand online learning, and better align coursework with the strongest industry growth sectors as identified by the Department of Economic and Community Development and the Connecticut Department of Labor.

We are undertaking an ambitious effort to bolster enrollment and will soon launch *Go Back to Get Ahead*, a program designed to get people back into the classroom to complete their degrees by offering tuition and fee incentives to students that have achieved some college credit but, for whatever reason, did not complete their academic program. We also plan to reach out to veterans and online learners with the goal of enrolling 100,000 full-and part-time students over the next few years.

During the State of the State address, and again at a press conference at Manchester Community College, the Governor put down a marker on investment in Connecticut's college and university system. Transform CSCU 2020 includes \$120 million in new investments. It will help us move our infrastructure, technology, and academic programs forward, and ensure we are providing our students with a world-class education that is accessible and affordable.

You have heard me use the term "accessible and affordable" several times now. It is critical that students have higher education and workforce training available to them, and, to that end, the BOR is doing everything we can to keep tuition and fees down.

Just last week I announced my recommendation to the Finance Committee of the Board of Regents that we cap any increase in tuition and fees at two percent. I would like to be even more ambitious and recommend we extend this rate increase out two more years, but right now we are focused on next year, bolstering enrollment and making sure college is within reach for Connecticut students. Two percent equates to an increase in tuition of about 90 dollars per year for a full time university student, about two dollars and eighty cents per credit hour for a community college student, and about five dollars per credit hour for a student at Charter Oak State College.

Certainly this proposal will require schools to make every effort to reduce costs, and they are running on very thin margins already. But it is a priority for us to buck the national trend of pricing college out of reach, and with your support we can do that.

Transform CSCU includes \$60 million in new operating funds and \$60 million in new capital. Further, this plan allows us to immediately access \$14.5 million in capital funding if approved by the Bond Commission later this month. The plan will allow us to take an ambitious tack on bolstering enrollment, rebuilding our infrastructure, uniting our institutions as one interdependent system, and ensuring Connecticut's system of higher education remains accessible and affordable.

Our mission of affordability is highlighted in our work to improve credit transfer and course articulation, and offer rigorous, high-quality academic programs that seamlessly transfer from community colleges to four-year institutions upon completion of associate's degrees. It remains our goal to complete 20 courses of study this year. Development of seamless transfer is an intensive effort, involving one faculty member at each institution for each major, but I am confident that these faculty committees will work hard to make this very important goal a reality.

Postsecondary education is now necessary to the state's overall competitiveness and individual earning potential. Over the next decade, high school censuses nationwide are expected to drop 1.8 percent annually. By 2024, that 18 percent drop in the total pool of high school students makes it critical to regional business and industry that Connecticut's system of higher education has an innovative enrollment plan to reach older students, working adults, returning veterans, and distance learners. With a goal to enroll 100,000 full- and part-time credit students, up from 92,000, within the next several years, the Board of Regents will examine new strategies to attract and retain students.

Transform CSCU outlines plans to bolster enrollment at institutions across the state by focusing on several key demographics. With strategies to reach adults who have not yet completed a degree and returning military personnel who can articulate military experience into academic credit, the system will add more "non-traditional" students — learners who will also bring a great deal of experience into the classroom. Additionally, through a stronger credit transfer system and a new scholarship program, community college students will be better prepared to meet degree requirements and incentivized to transfer to a four-year institution within the state system.

Enrollment is also expected to benefit by the expansion and system-wide integration of online learning. Charter Oak State College, Connecticut's only fully-online public institution, has been an important part of the state's higher education landscape for 40 years. Building on that strong history and expertise in distance learning, Transform CSCU will better integrate online college programming to benefit students across the entire system. Imagine a course registration system that allows a student at one of our schools to instantly register for a class at another one of our schools, including Charter Oak, if their preferred course is unavailable. That type of integration is a goal in this plan.

In addition, expanding the system's early college programs will reach more students while they are still in high school — ensuring they have the appropriate academic foundation for college coursework, giving them experience with college-level

academics, and issuing credits they can use to meet higher education degree requirements. Early college will reduce developmental education costs and may help bolster enrollment by supporting students who might not otherwise be on a college track, and the program makes obtaining a degree or certificate more affordable.

It is our goal to retain talented associate degree students, and make our four-year institutions more attractive schools in which these students can attain Bachelor's degrees. Without state funds, we are committing to establishing a Regents' Scholarship program, to provide grants to some of the 1400 students that complete a two-year degree, and would otherwise transfer out of our system, and often times leave the state. Beginning very soon, we will pursue private and philanthropic dollars to build an endowment that makes this goal a reality, without additional state funding.

As we look beyond first year plan goals, Transform CSCU would also build on the signature teacher preparation programs underway at the universities. In collaboration with the State Department of Education, Connecticut's four universities would expand and strengthen teacher training, offer longer-term professional development to new teachers, and ensure teachers are well-prepared to shape the next generation of young minds. This stronger teacher training will help the state narrow the achievement gap, reduce instances of developmental education, and better prepare students for their academic careers.

At the state's 12 community colleges, a focus on the five fast-growing career clusters will better prepare students for careers in their chosen fields. Data by the Connecticut Department of Labor and the Department of Economic and Community Development identifies insurance and financial services, allied health, advanced manufacturing, tourism and hospitality, and information technology as growth industries in need of a talented workforce. The community colleges are uniquely positioned to react rapidly to these workforce demands, expand existing coursework, and successfully prepare students or retrain current workers to respond to industry needs.

These academic plans are critical to student success and economic development moving forward, and building a coordinated academic master plan system-wide is a major first challenge of our incoming Provost working together with faculty and staff of each of our 17 institutions. This work will inform a coordinated facilities master plan, so that we can ensure that our investments in new and updated spaces move hand in hand with our academic goals.

I would like to now update you on some of our ongoing activities.

In response to Public Act 12-40, Connecticut Community Colleges have begun new pilot programs in English and math that will address the need for developmental education and better serve students who need additional preparation for or support in college level coursework. A total of 136 innovative pilots in developmental English and math were offered in Fall 2013, designed to offer intensive support to those who need it, and a little extra help to students, while they take a 100-level course, who are just shy of full-readiness for college coursework. These programs are designed to give students the tools they need while simultaneously moving students who are able toward their degrees. We look forward to sharing the positive pilot results soon.

In addition, our institutions began work to identify system-wide placement criteria for incoming students. The Board of Regents hosted a Multiple Measures summit just two weeks ago for the purpose of bringing together national experts, faculty, staff, and administrators who are directly involved with the management and implementation of student assessment measures. The objective was to determine state wide options for assessing the knowledge of incoming college students so that more of them are properly placed into appropriate introductory coursework, without reliance on one Accuplacer test result.

The Board of Regents has utilized support through the Jobs Bill, in the amount of \$17.8 million in state bonds, to create three new advanced manufacturing centers at Housatonic Community College in Bridgeport, Naugatuck Valley Community College in Waterbury, and Quinebaug Valley Community College in Danielson. Year one: 318 students enrolled, 225 graduated and 199 employed.

The new advanced manufacturing centers provide education and training in high need manufacturing occupations. In order to offer this program to a more diverse population the Advanced Manufacturing Centers work together with their local workforce investment boards, unemployment, and veterans affairs offices.

As we move into the second year of the program, 323 students are currently enrolled. In Phase II, Quinebaug Valley will begin construction on a new Advanced Manufacturing Center. Housatonic and Naugatuck Valley will continue to work with industry to strengthen the current programs, to better address regional industry needs, thus providing additional employment opportunities to the manufacturing students. The BOR will provide shortly an annual report of Phase I of the Advanced Manufacturing Center's Initiative.

We are partnered with Maguire Associates, a higher education consulting firm with expertise in enrollment management areas such as financial aid, recruitment, retention, and marketing and communications, to construct an enrollment management strategy for the system. This collaborative effort between the seventeen institutions, the system office, and Maguire Associates is an 18 month initiative, which concludes later this year. The final report, due in June, will synthesize data collected from surveys with prospective and current students, alumni, faculty, and staff, interviews with key influencers in Connecticut higher education, quantitative enrollment analysis, and insights on marketing and communications to offer recommendations on how our intuitions may increase enrollment, thereby bolstering educational attainment in the State of Connecticut.

Another important project underway is the campus security study. Our four state universities have dedicated police forces on campus to provide safety and security to students, faculty, and staff. There is a need, however, to assess our resources and develop a system-wide plan for campus security, particularly at the community college level.

To this end, the BOR contracted Elert & Associates to provide safety assessment and security consulting services for the 12 Community Colleges. To date, Elert has completed the data collection and site visits for four community colleges; some follow up data collection may be required, but all data collection and site visits are scheduled to

conclude at the end of this month. Elert's contract calls for the delivery of assessment reports, which will include information about Clery Act compliance as well as a comprehensive assessment of any threats and vulnerabilities on each campus. In addition, Elert is in the process of collecting benchmarking data from peer institutions. These reports, which are scheduled for completion by the end of March, will prioritize recommendations around campus safety and security.

We are also expecting the release of a salary and classification study in May. The Board of Regents engaged the Sibson Company, an employee benefits consulting firm, to conduct a classification and compensation study in connection with our management and confidential employees, which number approximately three hundred across the 17 CSCU campuses and the system office.

At the time of the merger (and continuing to date), these management and confidential titles were assigned to four different classification and compensation programs – the first being managed by the former Community College System, the second by the former Connecticut State University System, the third by Charter Oak State College, and the fourth by the Department of Higher Education.

Developing a unified program in which there exists a common salary schedule, a common rating mechanism for job evaluation, and a common format for job descriptions is a critical part of merging three systems into one.

Our human resources staff has collected job descriptions, salary schedules, and other data from all CSCU campuses and the Central Office and supplied them to Sibson, which is in the process of cataloging and analyzing the information.

Achieving the Dream, Inc. (ATD) and Jobs for the Future (JFF) announced a new opportunity for states and community colleges to advance their goals for Science, Technology, Engineering and Math (STEM) education and employment through STEM Regional Collaboratives. The opportunity is open to state lead organizations in the Postsecondary State Policy Network who collaborate with an Achieving the Dream College within their state. Norwalk Community College submitted the grant as the CT Community College pilot, and will now work with the Board of Regents on strategies to strengthen high-demand, middle-skill STEM pathways across the state. Dr. David Levinson, President of Norwalk Community College, was initially supposed to be here today, but is now in Orlando for the announcement. Norwalk is one of only three schools in the country to be included in this program.

Of course, all of these activities pale in comparison to the daily teaching and learning taking place on our campuses. Before I ask for your questions, I just want to leave you with this. The reason our universities and colleges work is because of our faculty and staff. Despite limited resources and increasing pressure, they are doing a phenomenal job educating our students and supporting them as they move into their careers. We have an ambitious legislative agenda, but all of us, the Board of Regents, the system offices, our presidents, campus leaders, and the people in this building agree that our priority is providing our students with the highest quality education that prepares them for a strong future.

Thank you.

BOR - CONNECTICUT STATE COLLEGES & UNIVERSITIES

Summary of 2015 Budget Initiatives

Contents

January 31, 2014

**Description of Our Strategic Plan, "Transforming the Connecticut
State College & University System"**

Bond Support Description - Strategic Initiatives Down Payment

Operating Fund Support Description

Productivity, Cost Savings and Enrollment Enhancing Initiatives

BOR - CONNECTICUT STATE COLLEGES & UNIVERSITIES

Transforming the Connecticut State College & University System

January 31, 2014

CONNSCU: ACCESSIBLE, AFFORDABLE, ACCOUNTABLE

Supporting the state's commitment to education, innovation, and workforce development, the 17 institutions that make up the Connecticut State Colleges and Universities system (ConnSCU) provide rigorous postsecondary education to more than 120,000 full- and part-time students, preparing them to be strong competitors in the global marketplace and providing a comprehensive talent pool to the state's employers.

Governed by the Board of Regents for Higher Education (BOR), ConnSCU institutions play a vital role in shaping the state's workforce. Ninety-six percent of ConnSCU students are state residents, the system awards more than 15,500 degrees and certificates annually, and 80 percent of graduates opt to stay in Connecticut to work and live, which strongly positions ConnSCU institutions as statewide economic drivers and major contributors to the workforce pipeline.

STRATEGIC PLANNING

Building a world-class system of higher education in Connecticut requires commitment, investment, and strong strategic planning. The Board of Regents set forth five goals that serve as the foundation of the system's strategic plan:

- **A successful first year:** Increase the number of students who successfully complete a first year of college.
- **Improve student success:** Graduate more students with the skills to achieve life/career goals.
- **Maximize affordability and sustainability:** Strengthen access to higher education by making attendance affordable and our institutions financially sustainable.
- **Cultivate innovation and economic growth:** Create educational environments that cultivate innovation and prepare students for successful careers in a fast-changing world.
- **Ensure equity:** Eliminate achievement disparities among ethnic/racial, economic, and gender groups.

The strategic plan will improve the student experience by uniting the 17 ConnSCU institutions as one interdependent system, strengthen online learning capacity, and better aligning coursework with the strongest industry growth sectors. It will also:

- increase enrollment
- expand early college programs
- improve articulation and credit transfer
- expand advanced manufacturing program
- build more high-tech classrooms
- develop an academic master plan
- address system-wide deferred maintenance
- streamline core administrative functions like financial aid, admissions, and registration

OUR VISION

Connecticut will have a high-quality, accessible, and affordable post-secondary education that enables students to achieve their life and career goals and make Connecticut a place of engaged, globally competitive communities.

BOR - CONNECTICUT STATE COLLEGES & UNIVERSITIES
Strategic Plan Bonded Funding
A First Year Downpayment of Funding for Strategic Initiatives
January 31, 2014

The Governor proposes that Transform CSCU 2020 subsume, extend and augment the current CSUS 2020 capital investment program to allow the BOR to begin making system-wide investments at all of its higher education institutions.

	<u>Existing Authorizations</u>	<u>Transform CSCU 2020</u>	<u>Total Bonded Funds</u>
Smart Classrooms/Equipment/Technology	13.5	26.0	39.5
Advanced Manufacturing		2.0	2.0
IT Infrastructure	0.5	20.0	20.5
Master Planning - Academics & Facilities	0.5	3.0	3.5
Deferred Maintenance		29.0	29.0
TOTAL	<u>14.5</u>	<u>80.0</u>	<u>94.5</u>

Includes bonds from Community College funding that have been brought into the 2020 program.

<p>Smart Classrooms/Equipment/Technology - Improve the student learning experience by modernizing classroom technology and improving connectivity between institutions and other partners. Include technical support and training capacity. Upgrade equipment and technology as necessary to remain current with student needs.</p>
<p>Advanced Manufacturing - Support a DECD/DOL identified growth area by expanding successful statewide advanced manufacturing programs at four community colleges. Increase capacity and enrollment for new students and incumbent worker training. Includes facility for Asnuntuck, training, materials costs, new faculty, and elevating the role of a state leader in manufacturing training.</p>
<p>IT infrastructure - Upgrade current IT system to improve student experience and contain costs. Centralize admissions, financial aid, registrar and institutional research functions, create one-stop, system-wide course registration and guided pathways degree progress management. Operational costs include ongoing staff support and training. Assumes Bonds are available to support software implementation.</p>
<p>Master Planning - Academics & Facilities - Planning will initiate aggregation of our academic programs, new programs, and develop initial plan for facilities Master Plan.</p>
<p>Deferred Maintenance - Fund all systemwide deferred maintenance and reduce the maintenance backlog.</p>

BOR - CONNECTICUT STATE COLLEGES & UNIVERSITIES
Strategic and Tuition Operating Fund Support
A First Year Downpayment of Funding for Strategic Initiatives
 January 31, 2014

The Governor's proposed transfer of \$60 million to a new system-wide operating fund will support key initiatives in FY2015 and FY2016.

	<u>FY2015</u>	<u>FY2016</u>	<u>Total</u>
Operations & Tuition Support	24.2	8.0	32.2
Strategic			
Go Back to Get Ahead	13.5	6.9	20.4
Early College	2.5		2.5
Transfer & Articulation Program	0.9		0.9
Developmental Education	4.0		4.0
TOTAL	<u>45.1</u>	<u>14.9</u>	<u>60.0</u>

Operations & Tuition - Streamline operations, contain tuition increases over several years.
Go Back to Get Ahead - Establish incentives to reach students who began, but did not complete, the coursework required for a degree.
Early College - Expand early college programs in all community colleges to reach high school students who might otherwise think college is out of reach. Reduces the cost of college and gives students experience with college-level coursework.
Transfer & Articulation Program - Ensure the seamless transfer of credits and fidelity of courses between system schools.
Developmental Education - Implementation for PA 12-40

BOARD OF REGENTS - CONNECTICUT STATE COLLEGES & UNIVERSITIES

Productivity, Cost Saving, and Enrollment Enhancing Initiatives

January 31, 2014

In order to achieve our goals, we recognize the need to be as efficient and cost effective as possible, while ensuring that we are accessible and affordable to the current and future students of the Connecticut State Colleges & Universities. In addition to **reducing costs**, **increasing our enrollment** is the most desirable way to, among other things, utilize our educational assets to their optimal level and generate revenue. Below are some of the initiatives underway to meet these goals:

Strengthening and Modernizing IT Infrastructure – Develop a consolidated infrastructure to streamline operational activities and identify opportunities for central and shared services to **reduce costs** in “back room” activities and processes, such as:

- Purchasing
- IT management
- Financial aid

Expand online course delivery to bolster enrollment of distance learners.

Industry Clusters – Establish industry clusters at community colleges based on data provided by the Department of Economic and Community Development and the Department of Labor to help **boost enrollment**, as well as align our workforce mission with high-growth industry sectors will better prepare our students for jobs and allow us to reach more “non-traditional” students—workers seeking retraining or people switching careers.

Go Back to Get Ahead – Designed to bring students back into the system, Go Back to Get Ahead will offer credit incentives to **increase enrollment** among students who did not complete degrees.

Centers of Excellence – Establish a Center of Excellence at each of the four state universities to create a signature program area. While all of the universities would continue to offer broad curriculum, the Center of Excellence would further raise the university’s visibility, attract corporate partners, and provide a wide range of coursework for traditional students and incumbent workers seeking professional development.

Veterans Outreach – Make higher education more accessible to returning military and veterans by offering academic credit for skills training received in service, which is both socially conscience and a **boost to enrollment**.

Academic Review - We intend to rationalize our academic offerings throughout our System of institutions. This will enable us to deliver our academic offerings effectively, target the most needed curriculum and educational pursuits, and **reduce the cost** of under-attended courses.

Best Practices – Through best practices and lean reviews, expand **cost effective procedures** already employed to all 17 institutions. For example:

- Energy savings
- Coordination of all international programs

- Contract terms and conditions congruity
- Paperless systems
- Standardized reports and data collection

Obtaining Grants/Seek Partnerships – Continue efforts to seek and obtain grants to help **defray costs** and fund important initiatives. Increase corporate partnerships and their contributions to one-time funds and recurring expenses (centers and institutes).

CSCU

Becoming a World-Class System
of Higher Education



CONNECTICUT STATE
COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

CSCU

The Connecticut State College & University System

For over 160 years, Connecticut's state colleges & universities have played a critical role in our educational landscape, preparing students to succeed, providing accessibility to lifelong learning, and ensuring a talent pool for state employers.

- Over 120,000 full and part-time, credit and non-credit students
- 96% of students are Connecticut residents
- 80% of students remain in Connecticut to work and live



CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

CSCU

Connecticut's System of Higher Education

Governed by the Board of Regents for Higher Education, CSCU is comprised of four state universities, 12 community colleges, and the state's only public online college.

2,900 Degrees & Certificates

1,200 degree programs, and 1,700 certificate programs

121,000 Students¹

Full & part-time, credit & non-credit

11,462 Employees

Over 6,000 faculty, and over 5,000 counselors and staff

(1) Data source for 2012-13 and community college is the 12 month unduplicated headcount enrollment for both credit and non-credit obtained from SWRXF22. Prior years can be found at the IPEDS Data Center, 1993-94 to 2011-12



CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

CSCU

In Connecticut's Communities

Connecticut state colleges & universities are uniquely positioned to meet student needs and workforce demand



CONNECTICUT STATE
COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

CSCU

Educating the Workforce

With high school censuses expected to drop 1.8% annually for the next 10 years, CSCU must develop an innovative enrollment plan to keep up with future workforce demand. New initiatives reach:

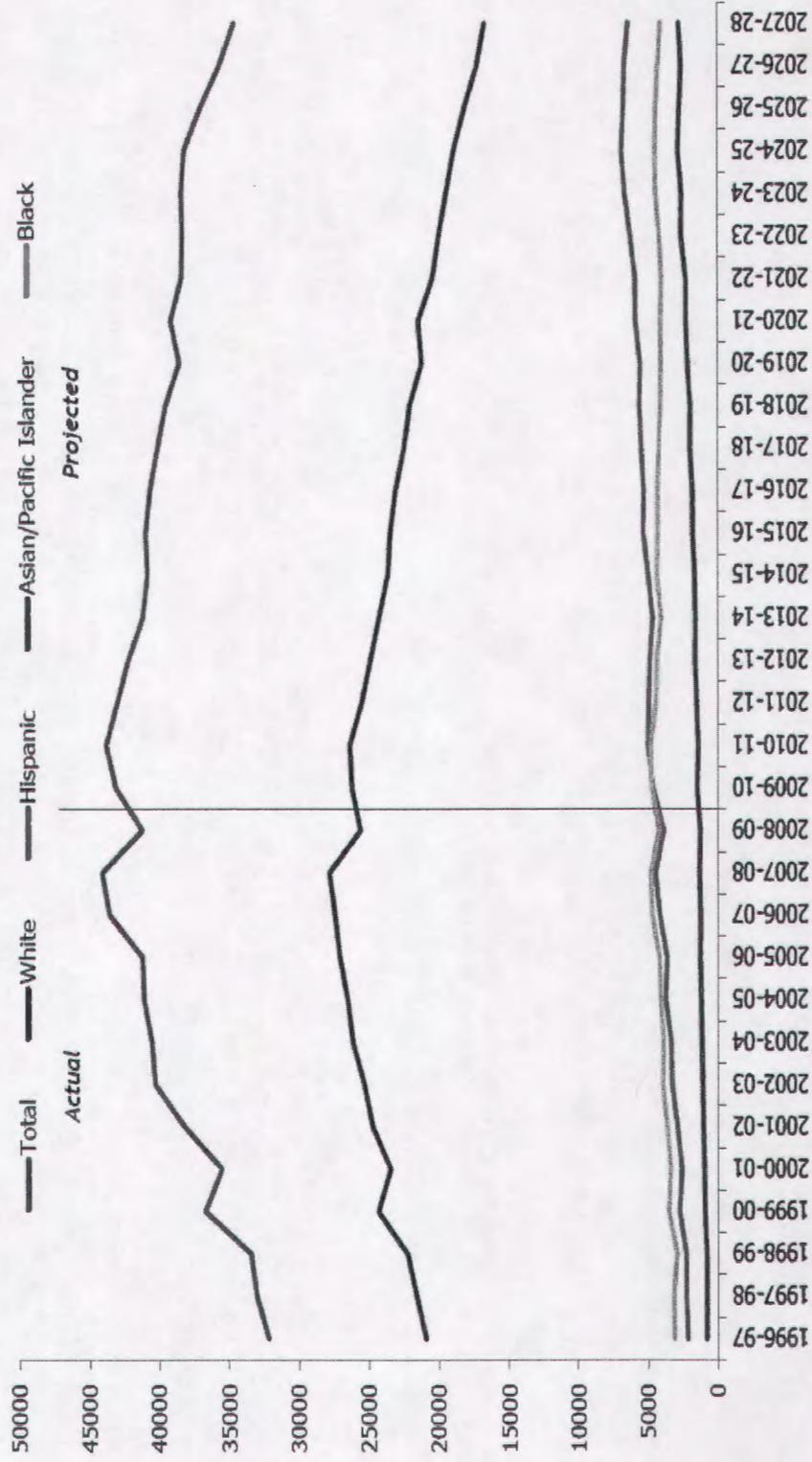
- Working students
- Returning military and veterans
- Distance learners
- High school students
- Professionals seeking to build skills

**By 2020, 70% of
Connecticut's jobs will
require postsecondary
education**

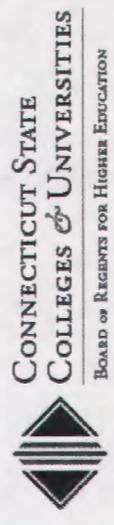


CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut's Declining High School Graduates

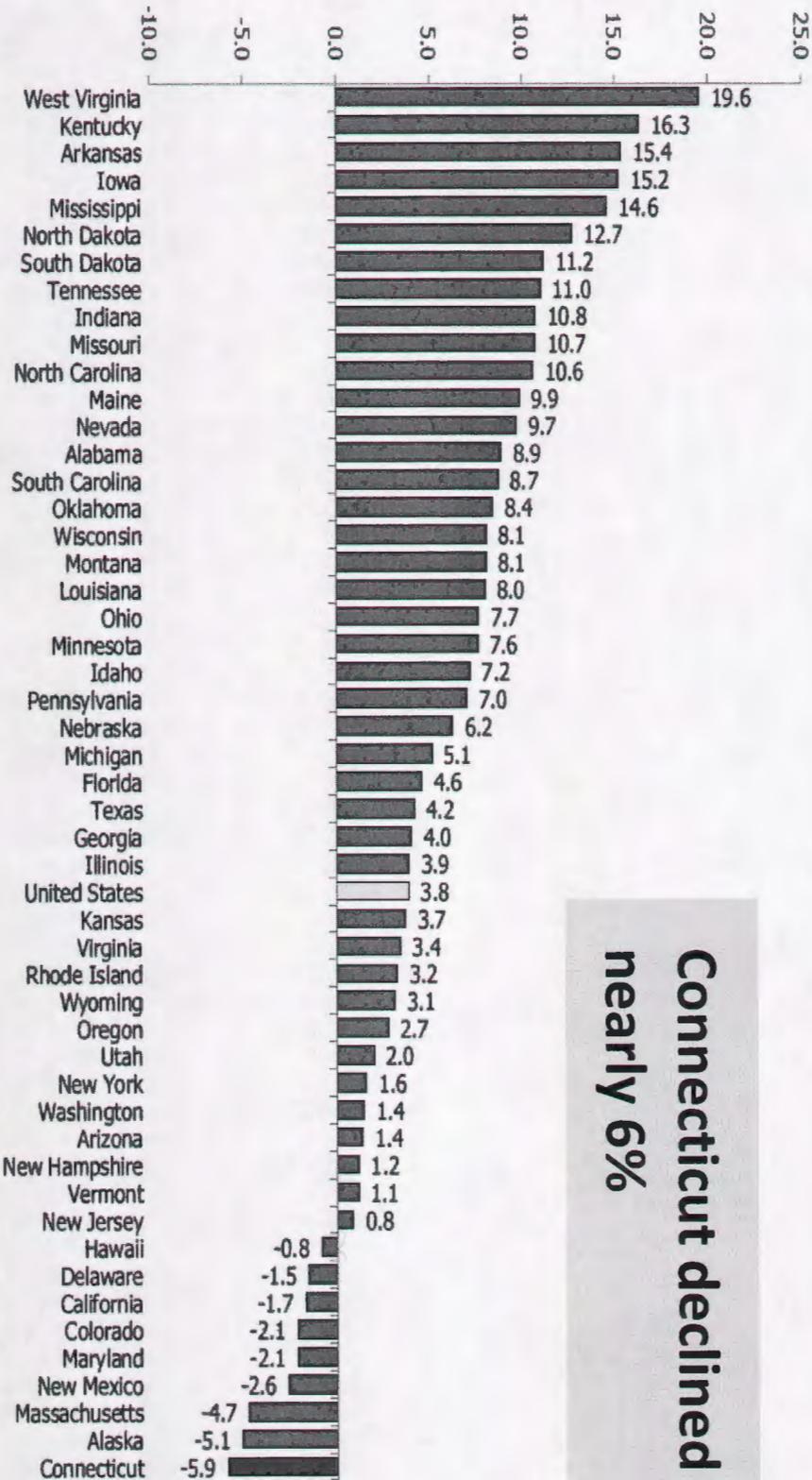


NCHEMS, *The Context for Education Policymaking in Connecticut*, 2013



Change in College Attainment from 2000 to 2011

(Age 25 to 64)



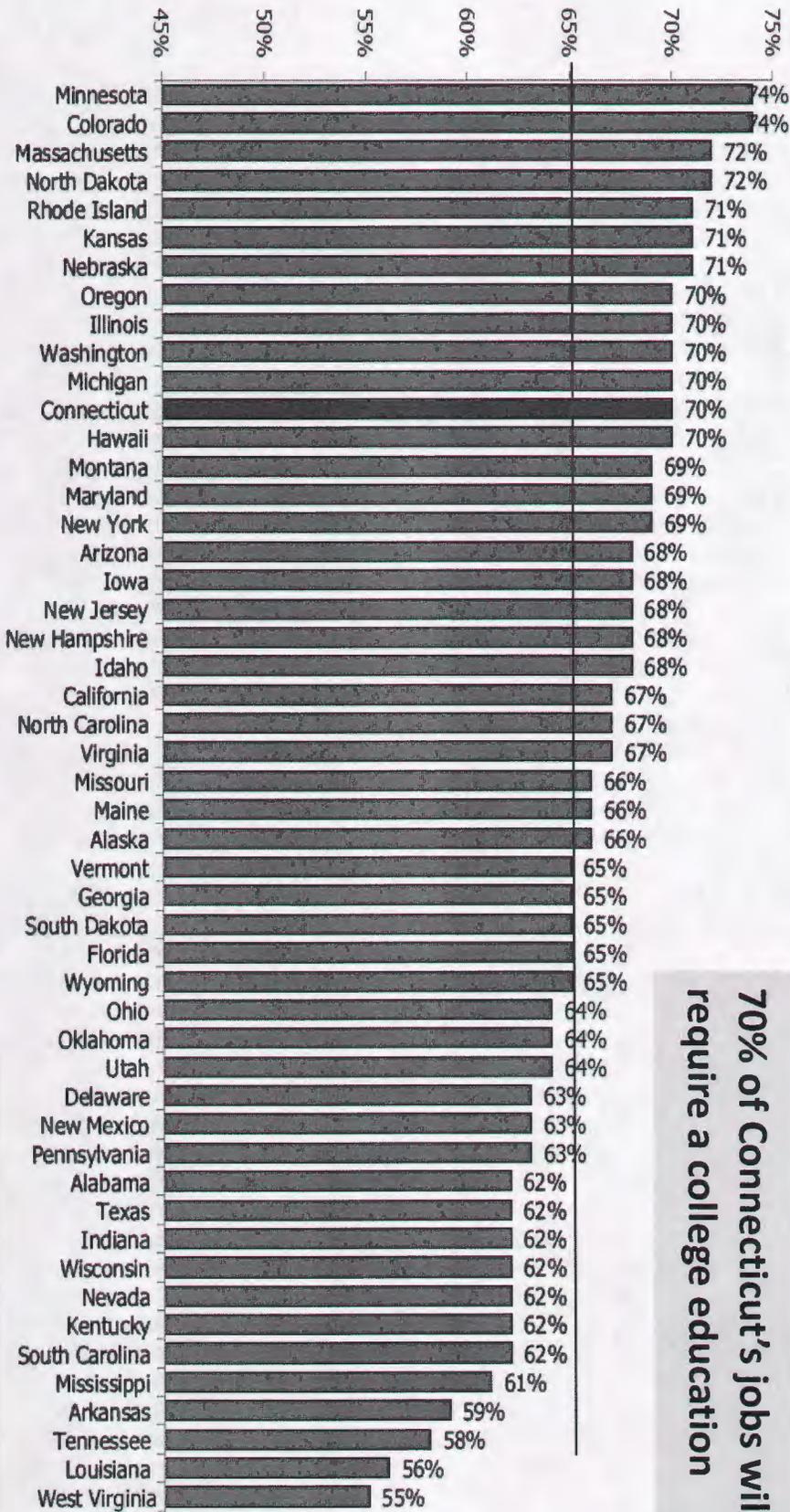
**Connecticut declined
nearly 6%**

NCHEMS, *The Context for Education Policymaking in Connecticut*, 2013



CONNECTICUT STATE
COLLEGES & UNIVERSITIES
Board of Regents for Higher Education

Percentage of Jobs in 2020 that Will Require a Postsecondary Education, by State



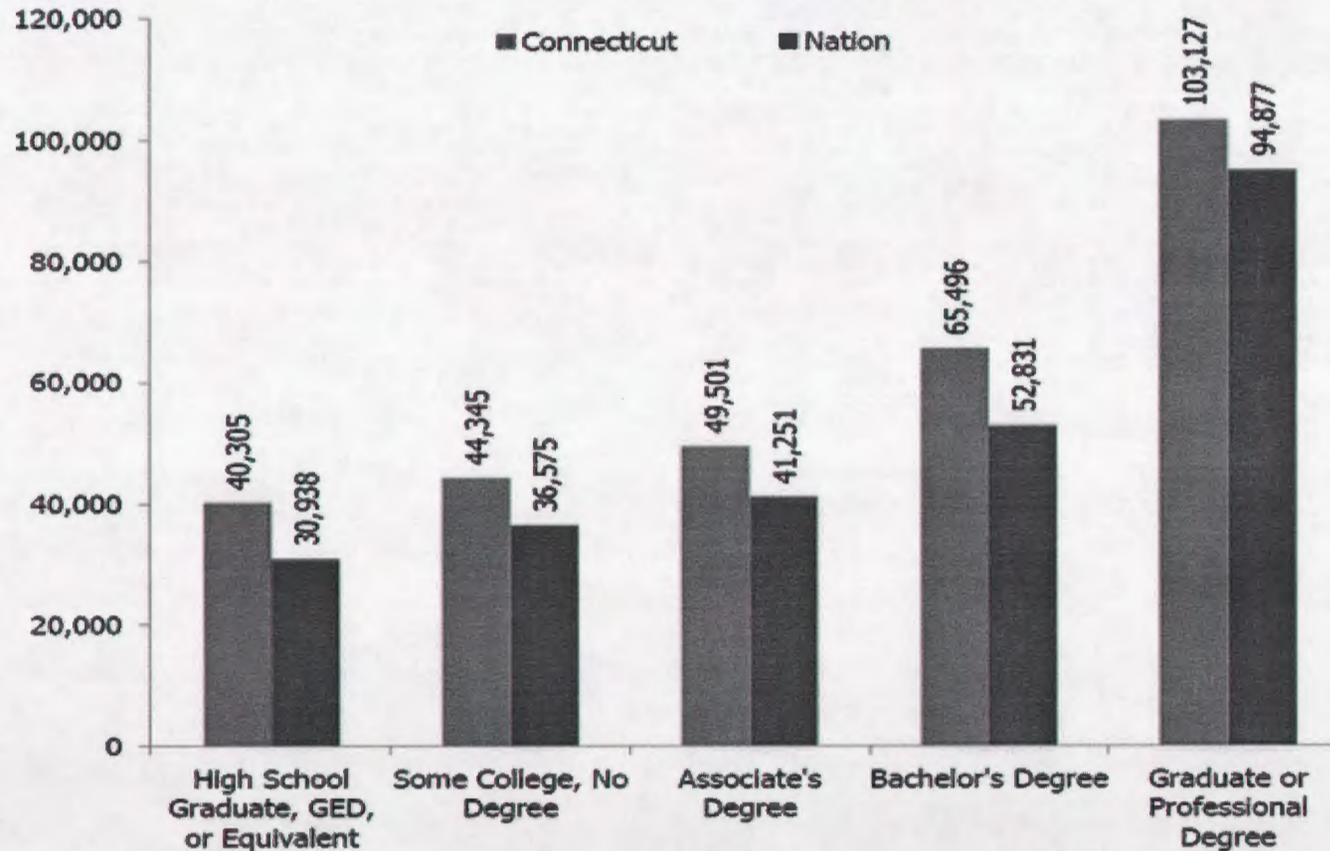
70% of Connecticut's jobs will require a college education

NCHEMS, *The Context for Education Policymaking in Connecticut*, 2013



CONNECTICUT STATE
COLLEGES & UNIVERSITIES
Board of Regents for Higher Education

Median Annual Wages for Workers (Age 25 to 64)



NCHEMS, *The Context for Education Policymaking in Connecticut*, 2013



CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Board of Regents' Strategic Goals

A successful first year

More students will complete a first year of college.

Improve student success

Graduate more students with the skills to achieve life/career goals.

Maximize affordability and sustainability

Making attendance affordable and our institutions financially sustainable.

Cultivate innovation and economic growth

Create academic environments that cultivate innovation and prepare students to succeed in the 21st century job market.

Ensure equity

Eliminate achievement disparities among ethnic/racial, economic, and gender groups.

- ✓ Accessible
- ✓ Affordable
- ✓ Accountable



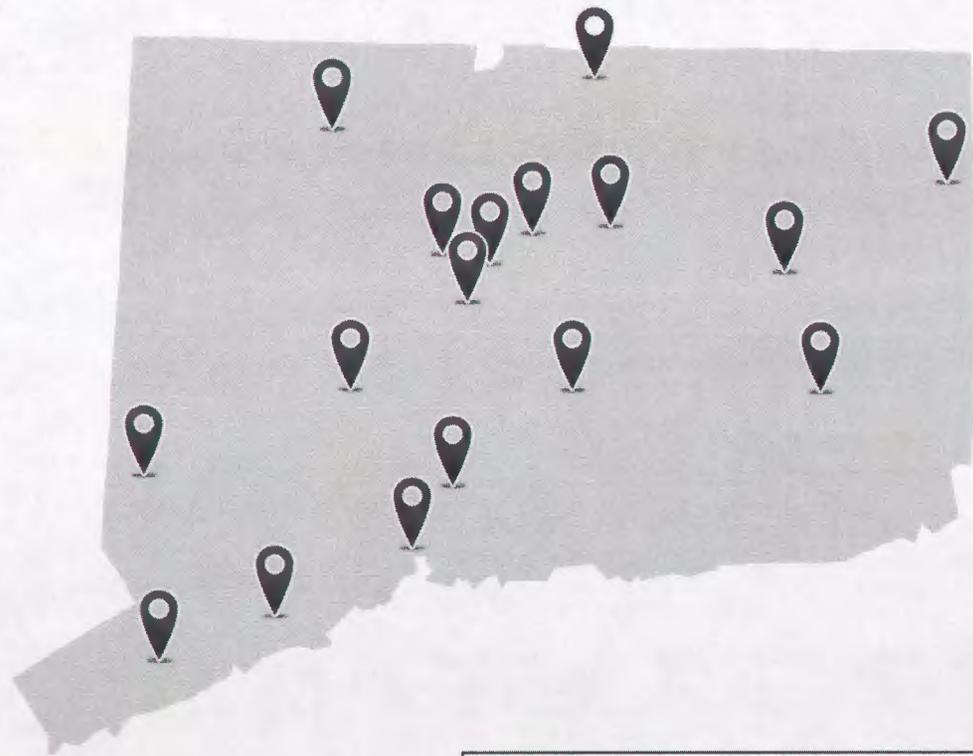
CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Transform CSCU 2020

Uniting 17 Institutions to Improve Student Experience

Connecticut State College & University System

- Asnuntuck Community College
- Capital Community College
- Central Connecticut State University
- Charter Oak State College Online
- Eastern Connecticut State University
- Gateway Community College
- Housatonic Community College
- Manchester Community College
- Middlesex Community College
- Naugatuck Valley Community College
- Northwestern CT Community College
- Norwalk Community College
- Quinebaug Valley Community College
- Southern Connecticut State University
- Three Rivers Community College
- Tunxis Community College
- Western Connecticut State University



CONNECTICUT STATE
COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

One System to Serve Connecticut

Transform CSCU 2020 will unite the 12 community colleges, four state universities, and Charter Oak State College as one interdependent system that will improve student experience:

- Create a single application
- Establish a common academic calendar
- Build strong partnerships with business to give students access to internships, externships, and career networking
- Make it easier to navigate core administrative functions
- Build opportunity for system-wide course registration and degree pathway management
- Develop a system-wide academic/facilities master plan to strategically map out program expansion



CONNECTICUT STATE
COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

Keeping Higher Education Within Reach

Making College Accessible & Affordable

Transform CSCU 2020 will:

- Establish a long-term tuition model to help students plan for the cost of college
- Provide seamless credit transfer within system schools to improve affordability and reduce time to degree
- Improve student retention and increase enrollment rates
- Expand early college programs to reduce remediation and decrease time to degree
- Build high-tech smart classrooms to facilitate learning



CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Transform CSCU 2020

On Campus & Online

Expand Online Education

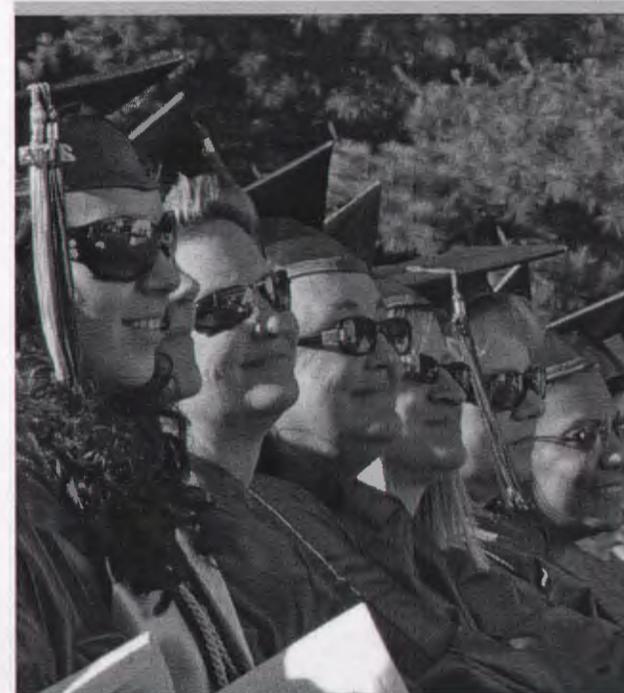
- Reach more distance learners
- Provide flexibility for working students
- Offer CSCU students more course options

Go Back to Get Ahead

Serves residents seeking to complete degrees by offering college credits at no cost to students

Reaching Non-Traditional Students

- Returning military personnel and veterans
- Working adults seeking degree completion
- Professionals bolstering skills
- High school students



CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

12 Community Colleges

Training Tomorrow's Workforce

Aligning workforce development with the fastest-growing career clusters will better prepare students for careers—and retrain current workers to respond to industry need.

Transform CSCU will expand advanced manufacturing programs to increase student capacity and incumbent worker training programs.

It will also fund a system-wide academic/facilities master plan to strategically map out program expansion.



CONNECTICUT STATE
COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

Four State Universities

Building on a Strong Academic Foundation

Transform CSCU 2020 will strengthen our state universities and build on our strong teacher preparation programs. More support for new teachers will help the state narrow the achievement gap, reduce the need for remedial education, and better prepare students for their academic careers.

Increased investment in our state universities will:

- Improve the student learning environment
- Increase graduation rates
- Improve student retention
- Streamline operations



CONNECTICUT STATE
COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

The Future of CSCU and Connecticut

Transform CSCU 2020 will build on rigorous academic programs and upgrade the CSCU system to the benefit of students and the statewide economy.

- Ensure the strongest academic outcomes
- Make it easier for students to transfer credits and navigate system school resources
- Strengthen partnerships between CSCU and business and industry
- Identify efficiencies that save taxpayer and tuition dollars
- Ensure CSCU is a strong partner in the state's ongoing economic revitalization efforts



CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION