

# CSCU

August 28 Presentation  
Appropriations and Higher Education Committees



CONNECTICUT STATE  
COLLEGES & UNIVERSITIES  
BOARD OF REGENTS FOR HIGHER EDUCATION

# Order of Presentation

- Developmental Education – Dr. Elsa Nunez and Dr. David Levinson
- Early College – Robin Golden
- Go Back to Get Ahead – Dr. Shirley Adams and Lori Pendleton
- Transform CSCU 2020 – Pres. Gregory Gray



# Developmental Education

- Colleges will offer three levels of developmental education: transitional, intensive and embedded coursework in Math and English during the 2014-2015 academic year.
- Third-Party Evaluation of developmental education pilot projects from 2013 data was conducted by CWEALF. Results will be available during Fall 2014. Adjustments based upon data and outcomes will be made for Spring 2015.



# Transitional Strategies

The 12 Connecticut Community Colleges and Adult Education Programs conducted meetings to develop and enhance collaborative partnerships. Transitional Math, English and support services will be provided to students who test below Intensive-Level developmental education through multiple measures.

Each community college in partnership with local adult education providers will offer short-term boot camps and semester-long courses in remedial Math and English at no cost to students.



# Transitional Strategies include:

- Transitional Program Coordinators serve as liaisons for students between the colleges and adult education programs
- Goal: At the conclusion of transitional strategies courses students will move into Intensive, Embedded or college-level courses
- Workforce readiness options for students who do not test at intensive level or higher after two attempts in transitional strategies level



# Transitional Strategies components:

- Counselors/Advisors/Case Managers track progress, address at-risk students and guide students to wrap-around support services to help address barriers to academic success both in and outside the classroom
- Co-teaching models incorporate community college faculty and adult educator expertise to fully meet student needs
- Professional one-to-one, group and peer tutoring



## Transitional Strategies components (cont.)

- Cohort groups/learning communities and peer mentoring provide additional student-level support
- Technology tools add just-in-time learning options and reinforcement as well as practical experience with computers
- Co-enrolling students in First-Year Experience/College Success courses to assist students with time management, study skills, research, career exploration and financial aid information while simultaneously earning college credits





# Questions?



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# The Importance of Early College

## *Alignment of K-12, College and the Workforce to:*

- Eliminate the need for remediation of high school graduates.
- Make college attainable and affordable for **all** students.
- Create robust pathways to prepare students for employment and to meet workforce needs for growth industries.
- Provide nexus for coordination of youth aspects of gubernatorial and legislative priorities.

CT Core  
Standards and  
Student  
Success Plans

PA 12-40

College and  
Career  
Readiness  
P-20

Coordination of  
CSCU and  
Technical High  
Schools

CETC Statewide  
Plan

Advanced  
Manufacturing  
Centers

Transform  
CSCU 2020

Planning  
Commission for  
Higher  
Education



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# The Early College Steering Committee

In order to achieve this alignment, President Gray and Commissioner Pryor created a joint task force in November 2013. Members of this task force include representatives from the BOR and SDE, CEA, AFT, Technical High School System, Community Colleges, State Universities, high schools and businesses.

This task force, now referred to as a Steering Committee: Developed an inventory of existing Early College programs, the attributes necessary for excellent Early College programs, and identified four of the most successful Early College Models for replication.



# 4 Early College Models with Proven Success

High School/College Partnerships to Address College Readiness

High School/College Partnerships to Provide Broad Access to College Credit Bearing Experiences (Dual Enrollment)

Comprehensive College K-12 Partnerships to Build Robust Career Pathways

Cohort/School Wide Programs to Support Robust Career Pathways



# Dual Enrollment Programs

- Provide training and NACEP membership to support all development efforts
- NACEP Conference attendance
- Efforts to have all 12 Community colleges achieve NACEP accreditation by 2016
- Effective programs can provide the foundation for other early college programs

Three Rivers  
Community College  
Fall 2013  
% of Students taking  
only College Level  
Courses  
70% from CCP  
47% non-CCP

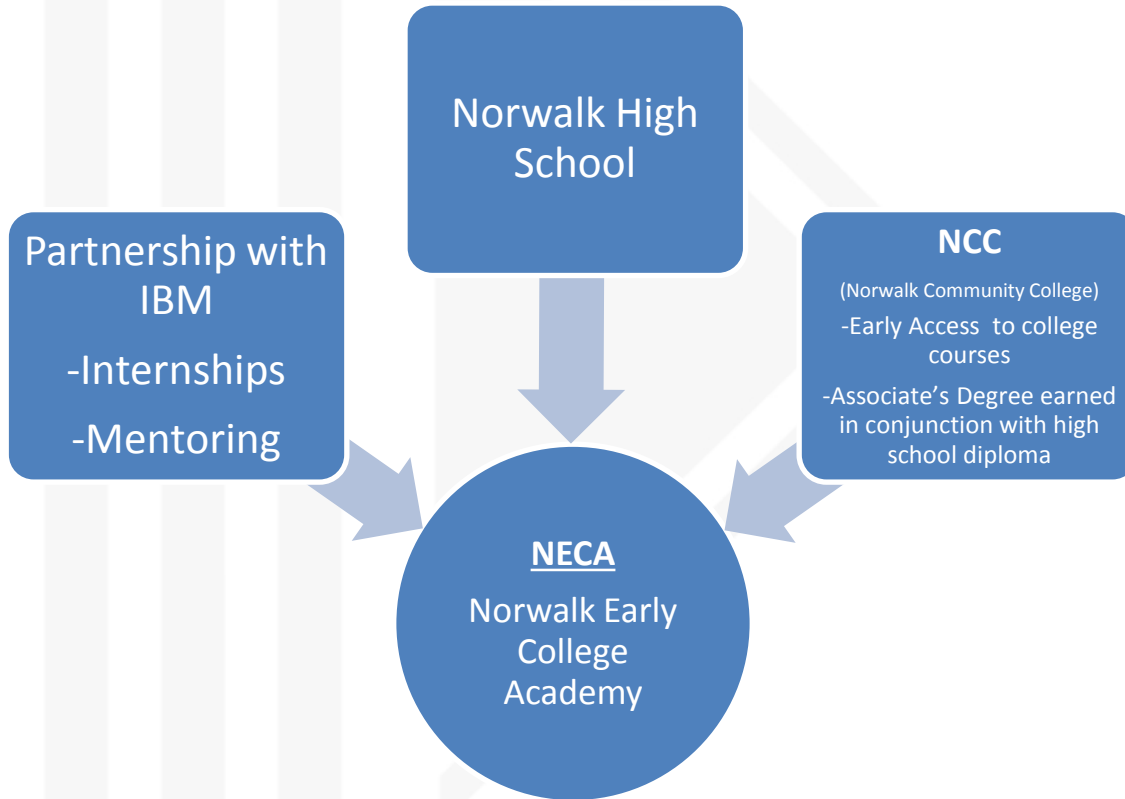
## Dual Enrollment Data

Manchester  
Community College  
Fall 2011  
% of Students  
Returning Fall 2012  
82% from CCP  
63% non-CCP



# P-Tech Model Program

(Pathways in Technology Early College High School)



## Looking Ahead:

- ✓ Plans to create 2-3 additional P-Tech Model Programs by 2015.
- ✓ Partnerships with CT growth industries- e.g., advanced manufacturing and technology.



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In order to ensure student success and economic health, we must find a sustainable funding structure aligned with Early College efforts.





# Questions?



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# Go Back to Get Ahead: Educating Connecticut's Workforce

- ✓ Goal: 1200-1500 CT Residents 2014-15 school year
- ✓ Need to complete their AA or BA degree
- ✓ Out 18 months
- ✓ 12 credits earned, no college debt, not on probation





# Launch Process

- ✓ Charter Oak assigned to manage process
- ✓ Marketing campaign developed
- ✓ CRM purchased for all 17 colleges
- ✓ Meetings held with key stakeholders at each college
- ✓ Budget developed - \$6 million total/ \$1.5m in operating expenses
- ✓ GBTGA staff hired
- ✓ Mailing lists developed
- ✓ Program launched on June 2

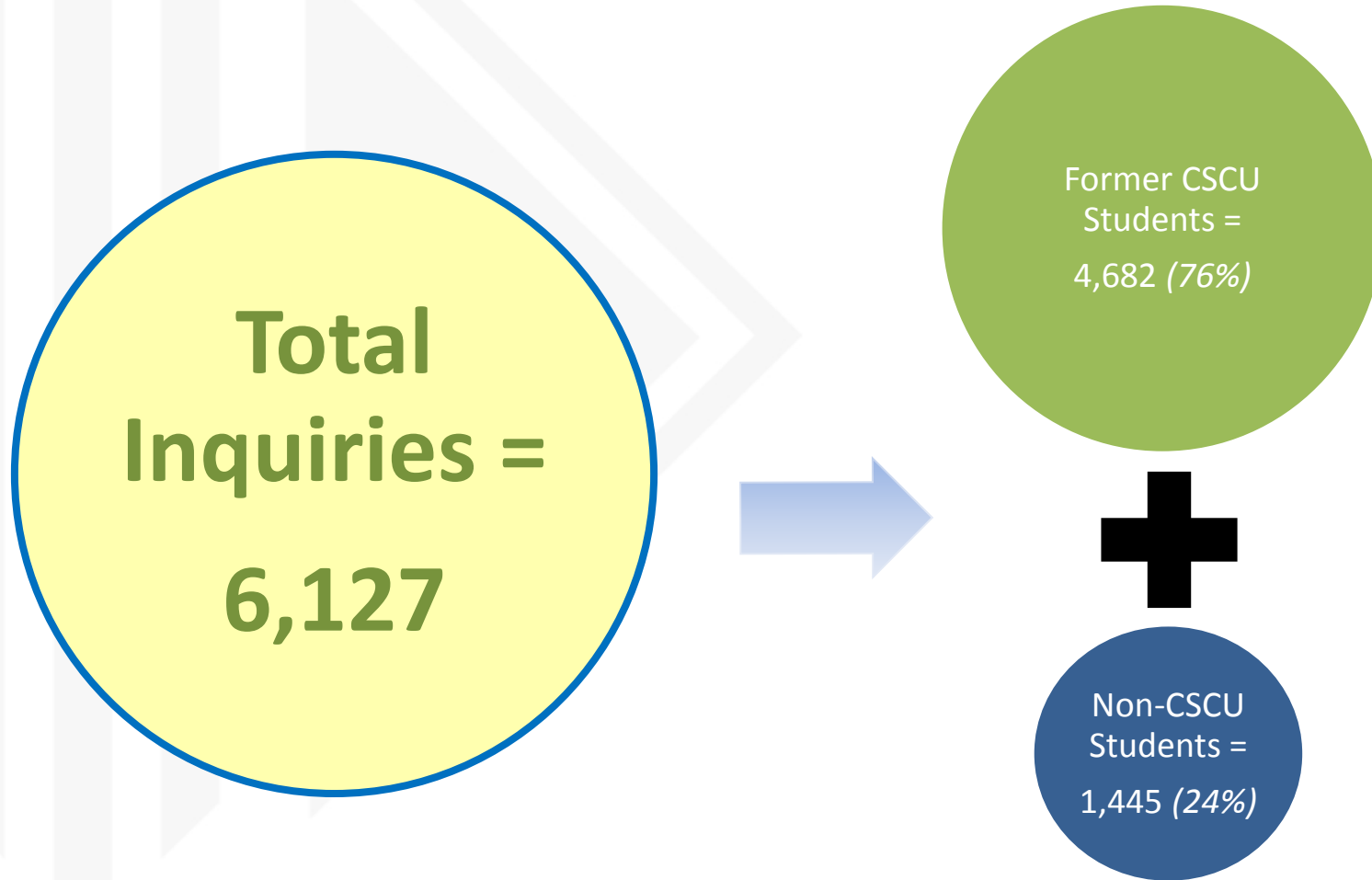


# Marketing Tactics

- ✓ Branding/logo design/ language established
- ✓ Letter of Invitation to known contacts drafted and mailed
- ✓ Website creation-mobile device friendly, links to all institutions
- ✓ Radio campaign 7 weeks – 6/2-7/27, 11 stations statewide
- ✓ Online advertising-Google, Yahoo!, Courant.com, Facebook
- ✓ Social Media usage – Facebook, Twitter accounts created
- ✓ Community Outreach – WIBs & DOL
- ✓ Public Relations
- ✓ Collateral – Brochure, Postcard mailing to non-responders
- ✓ System Outreach
- ✓ Evaluation & Metrics

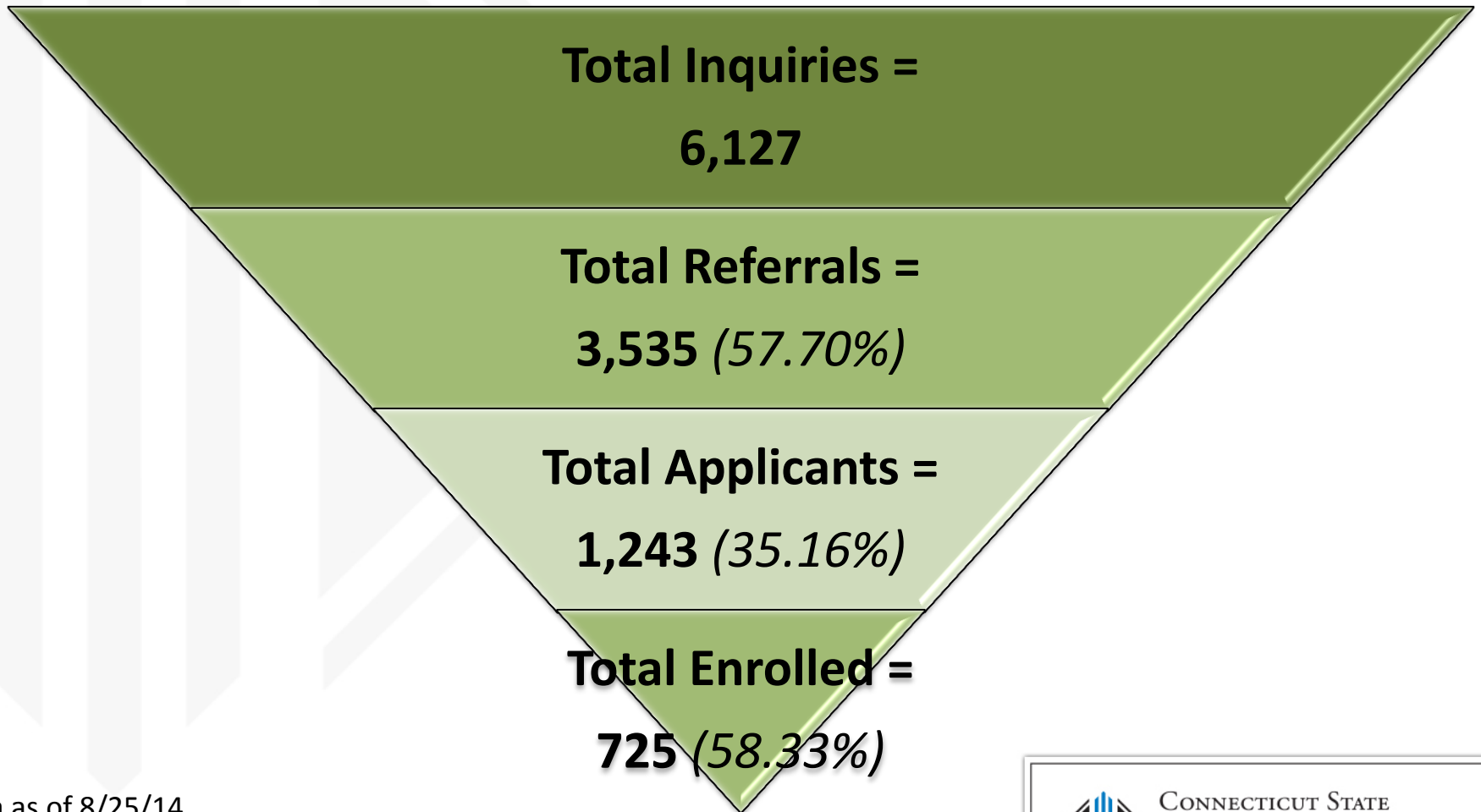


# Connecticut Market Share



Data as of 8/25/14

# Enrollment Funnel



Data as of 8/25/14

Fall 2014

# Projections

Yield Projection	Current # of Referrals	Yield # Registered
10%	3,535	354
15%	3,535	530
20%	3,535	707
21%	3,535	752
25%	3,535	884
28%	3,535	990
30%	3,535	1,060
35%	3,535	1,237

← Current Enrollment

← Fall 2014 Projection

Spring 2015

Yield Projection	# of Referrals	Yield # Registered
10%	4,000	400
15%	4,000	600
20%	4,000	800
25%	4,000	1,000
30%	4,000	1,200
35%	4,000	1,400

↗ Spring 2015 Projection

Data as of 8/25/14



# Charter Oak State College – Measuring Impact

Fall 2012  
(July/Aug)

279

Fall 2013  
(July/Aug)

270

Fall 2014  
(July/Aug)

503 (*191 GBTGA*)



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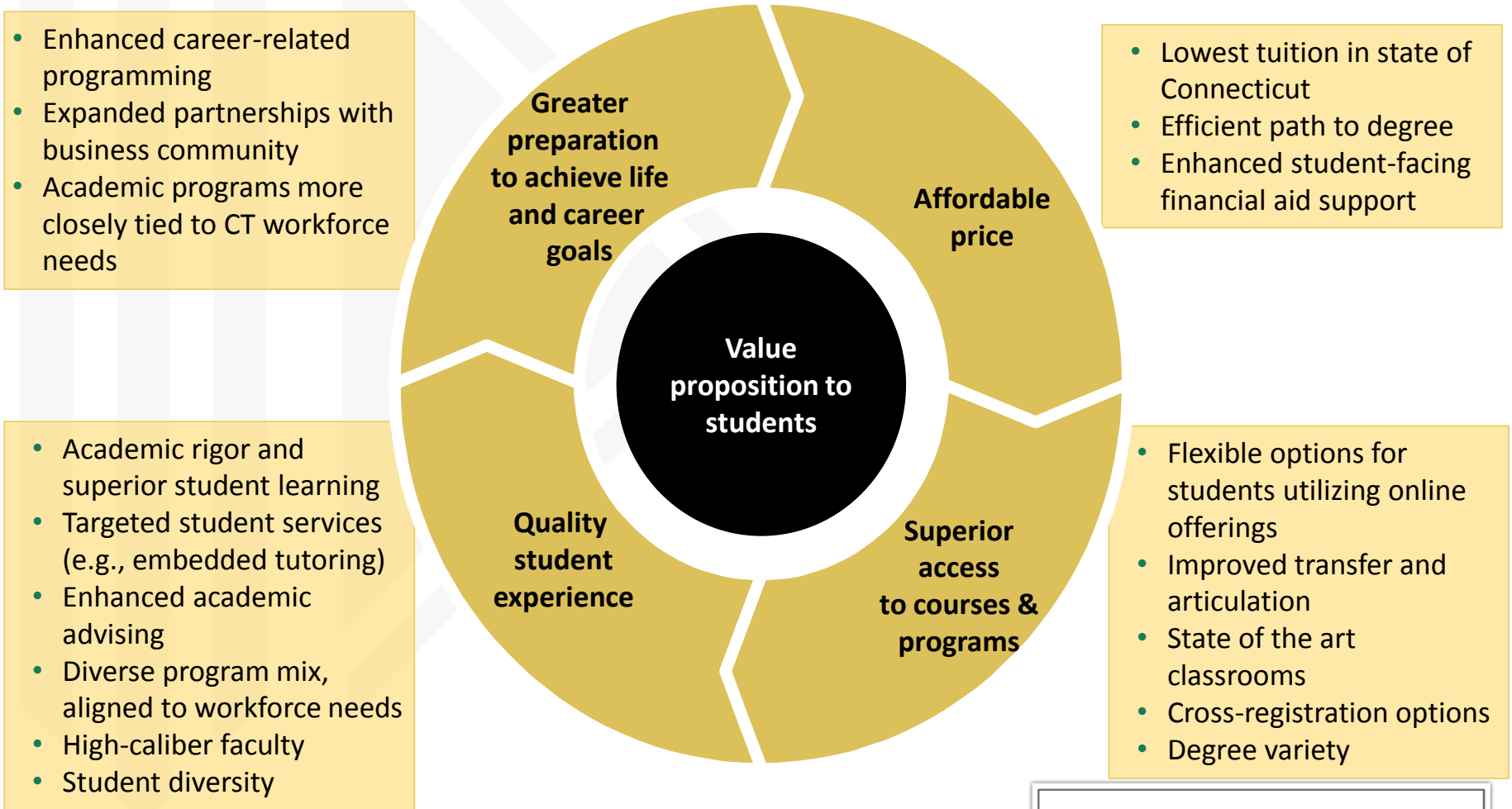
# Questions?



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# CSCU 2020 value proposition

A standard to guide our decisions and actions





# Academic and Student Experience Initiatives

## Enrollment and Retention

- Early college programs
- Cross-campus registration and admissions
- Go Back to Get Ahead
- Veterans recruitment
- Recruit non-resident students
- Study abroad
- Graduate recruitment
- Academic advising
- First-year student experience
- Philanthropic campaign to go from CCs to CSUs

## Academics and Student Experience

- Academic calendar
- Academic program optimization
- K-12 system alignment
- Career preparation COEs
- Strengthen liberal arts core
- Faculty skill and development
- Applied research – graduate students
- Seamless system-wide transfer
- State-of-the-art classrooms
- Blended learning and online
- Distance learning study skills
- After-hours support
- Invest in co-curriculars
- Enhanced career services
- Shared metrics

## Workforce of Tomorrow

- Labor needs & workforce programs
- Career-related programs (e.g., P-Tech)
- Collaboration with business community
- Career pathway alignment—CT Technical High School System



# Operational Initiatives

## Transparency and Policies

- System-wide policy transparency

## Efficiency

- Revenue management
- Organizational effectiveness and efficiency

## Information Technology

- IT systems assessment
- IT organizational structure

## Facilities

- Facilities master plan
- Code compliance/ infrastructure improvements



# System and campus level stakeholder input informed proposed recommendations

**Insight from Presidents at budget hearings on potential for shared services**

**Workshops with heads of IT, Finance, and HR from each of the 17 campuses**

**Conversations with system leadership across functions on early hypotheses**

**Analysis of size and spend of support functions across the system**

**Town hall meetings at every campus in September. Separate student focused events**



# Stakeholder Engagement Efforts—to Date and Near Future

- Conducted campus “Road Show,” Autumn 2013
  - President Gray and other senior staff
- Conducted Faculty and Staff Survey, May 2014
- Conducted Business and Civic Community Survey, July 2014
- Scheduled “Town Hall” Meetings at each Campus, September/Early October 2014
- Student Roundtables and Survey, October 2014



# CSCU 2020 value proposition

A standard to guide our decisions and actions

