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?
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.
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

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)

Partner with IBM
- Internships
- Mentoring

Norwalk High School

NECA
(Norwalk Community College)
- Early Access to college courses
- Associate’s Degree earned in conjunction with high school diploma

NCC
(Norwalk Community College)
- Early Access to college courses
- Associate’s Degree earned in conjunction with high school diploma

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


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

Connecticut State Colleges & Universities
Board of Regents for Higher Education
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

Total Inquiries = 6,127

Former CSCU Students = 4,682 (76%)

Non-CSCU Students = 1,445 (24%)

Data as of 8/25/14
Enrollment Funnel

Total Inquiries = 6,127

Total Referrals = 3,535 (57.70%)

Total Applicants = 1,243 (35.16%)

Total Enrolled = 725 (58.33%)

Data as of 8/25/14
### Fall 2014

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<th>Yield Projection</th>
<th>Current # of Referrals</th>
<th>Yield # Registered</th>
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### Spring 2015

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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)
Questions?
CSCU 2020 value proposition
A standard to guide our decisions and actions

- Enhanced career-related programming
- Expanded partnerships with business community
- Academic programs more closely tied to CT workforce needs

- Academic rigor and superior student learning
- Targeted student services (e.g., embedded tutoring)
- Enhanced academic advising
- Diverse program mix, aligned to workforce needs
- High-caliber faculty
- Student diversity

- Lowest tuition in state of Connecticut
- Efficient path to degree
- Enhanced student-facing financial aid support

- Flexible options for students utilizing online offerings
- Improved transfer and articulation
- State of the art classrooms
- Cross-registration options
- Degree variety

Value proposition to students

Greater preparation to achieve life and career goals
Affordable price
Superior access to courses & programs
Quality student experience

Connecticut State Colleges & Universities
Board of Regents for Higher Education
## 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
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