ENROLLMENT MANAGEMENT PLAN: Recommendations and Projected Outcomes for Connecticut State Colleges and Universities

June 18, 2014
The Board of Regents has established strategic goals for the system and CSCU has outlined transformative projects in the multi-year, multi-phase initiative Transform CSCU 2020.

### 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**

Transform CSCU will improve the student experience by uniting the 17 CSCU institutions as one interdependent system, strengthen online learning capacity, and better aligning coursework with the strongest industry growth sectors. A multi-year, multi-phase initiative, Transform CSCU will:

Source: http://ct.edu/transform
Our goal was to focus on enrollment management and the factors that influence enrollment, student success, and revenue for the system as a whole.
Without strategic, focused effort, CSCU may experience enrollment shortfalls due to the declining population of student-aged high school graduates.

Source: “Knocking on the College Door”, Western Interstate Commission on Higher Education, December 2012; http://wiche.edu/knocking-8th
CSCU needs to come together and collaborate as a system to enjoy success in this challenging context.

- CSCU is a relatively new system and leadership needs to continue the commitment to becoming a **cohesive set of institutions** with a shared mission and vision.

- CSCU can be more than the sum of its parts, and it will need **leadership** to develop and implement a clear, focused strategy and monitor progress toward the system-wide strategic goals.

- Transparency and **open communication** are critical factors to help build and maintain **trusting, collaborative relationships** at CSCU.

Source: http://ct.edu/transform
Against this backdrop, we have compiled 15 recommendations underneath five key pillars of this enrollment management strategy.

**Marketing and Communications**
CSCU has the opportunity to come together as a system via a single marketing and communications platform that institutions can tailor to highlight their image.

**Student Recruitment**
CSCU should leverage targeted recruitment strategies, bolster prospect mgmt. approaches, and refine messaging to grow enrollment in the context of declining core demographics.

**Student Success**
CSCU needs to focus on achieving and sustaining retention and graduation rates across the system to reach and exceed national averages.

**Value and Online Learning**
CSCU should position itself as offering superior value to students while keeping tuition low and academic quality high and expanding the reach of online learning.

**Student-Centric Services**
CSCU needs to take a student-centric approach such that student services are seamless, cater to the students’ needs, and efficiently gather data to use in CSCU’s decision-making.
These recommendations are based on an extensive body of work.

**Quantitative Research**
- Retention Diagnostic Questionnaire of CSCU faculty and staff
- Prospective / admitted student survey
- Current student survey
- Alumni survey

**Qualitative Research**
- Campus visits to each of the 17 institutions, including sessions with students and administrators
- Meetings with key administrators from all 17 CSCU institutions
- Telephone interviews with influential opinion leaders from Connecticut

**Analysis – Internal Data/ Info**
- Historical enrollment data
- Revenue data and future assumptions
- Retention and graduation rates
- Faculty counts
- Classroom utilization
- Websites and marketing materials
- Etc.

**Analysis – External Data/ Info**
- WICHE high school graduate forecasts
- Demographic data from Alteryx (data compiled from US Census, ACS, etc.)
- IPEDS and IPEDS Delta Cost Project
- The College Board tuition and fees data
- Websites and marketing materials
- Etc.
• A positioning statement is a choice, strategy and tool that:
  – Serves as gateway for system-level marketing and communications:
    ▪ It’s the system’s story lead, conversation starter, and top-line messaging.
    ▪ We believe the best positioning focuses on results, which in this case apply both to student outcomes – even at the system level – and state outcomes.
  – Delivers substantive and tonal guidance to inform and reasonably align the institutions’ specific messaging:
    ▪ The positioning should be used in institutions’ top-line messaging, as possible, though not always literally:
      – A wide variety of words and creative executions can be used to deliver the message.
    ▪ Positioning is not a tagline or an ad slogan, though it guides their development.
Assert a CSCU brand position.

• Positioning statements and derived messages work best when:
  – Sustained for 3-4 years in order to break through the clutter and claims found in an indifferent market.
  – Internal identity and external image are reasonably aligned so that brand behaviors match brand promises.
  – Creating a platform to convey facts (cognition) and stories (emotion).
  – Providing the capacity to tell a complete narrative, from life/career/state outcomes that result from, for example, quality academics, experiential learning, flexibility and affordability.
Compete successfully in today’s global economy with a degree from Connecticut State Colleges and Universities. Employers across our region respect the intelligence, character, attitude and work ethic of our graduates, over 300,000 of them since 1983. Upon your graduation, you’ll join a smart network of alumni innovators, employers and professionals – the doers and difference makers – creating jobs and improving the health and welfare of our citizens.
CSCU institutions provide quality academics and practical hands-on learning, affordably and with an extraordinary depth and breadth of programs. Plus, we offer you the convenience to follow a schedule, course load and certification or degree program that’s right for you, with highly flexible credit-transfer policies.

The vast and varied contributions of our students, faculty and alumni have an enormous impact on our region. CSCU is transforming and transformative; you can feel our momentum. So join us and create some impact and momentum of your own. Now that’s an education that works for a lifetime. CSCU: It’s the smart choice for you and for Connecticut.
Assert a CSCU brand position.

- CSCU achieves competitive differentiation by:
  - Choosing to take and sustain any reasonable position that is well executed:
    - Right now, the system is all over the map without a meaningful position.
    - Taking a position prevents an organization from trying to lead with everything.
  - Achieving some level of congruence between system and institutional messaging, using the positioning statement as a guideline.
Assert a CSCU brand position.

• CSCU achieves competitive differentiation by:
  – Focusing prescriptively on outcomes and the needs of students and the state. In contrast, some of UConn’s top-line messaging appears to focus more descriptively and generically on themselves, their size, their clout, etc. and not on outcomes as a first order.

About UConn
The University of Connecticut is one of the nation’s leading public research universities. UConn’s main campus in Storrs is admitting the highest-achieving freshmen in University history. Student diversity continues to increase, as does the number of honors students, valedictorians and salutatorians who consistently make UConn their top choice.

UConn is home to more than 30,000 students, 1,300 faculty, 230,000 proud alumni, and a handsome husky named Jonathan.

Prospective Students
UConn is a school of choice for academically talented students. Learn from world-renowned faculty. Participate in hundreds of clubs and activities. Conduct hands-on research. Make life-long friendships. And do it all at one of the top 20 public universities in the nation.
Facilitate use of positioning among the institutions.

- Facilitate process through which the 17 institutions adopt and adapt the positioning substance, tone and language as their own:
  - Building their specific messaging from this value proposition:
    - Customizing and applying it to their particular markets.
    - While ensuring reasonable “editorial” consistency across the system.
- CSCU and Maguire Associates will hold brand workshops for the institutions across the state in July to support this process.
Cohere the CSCU brand with a better name.

- Full system name is too long and the initializations don’t work.
- Connecticut State is worth considering, though you’ll need a process to vet any final name choice:
  - Has some of the California State and SUNY energy.
  - Initial Google, Bing and USPTO searches find no current use.
- Ideally, this would compel a system-level logo change, though we know this takes time and money.
Create consistent visual identity and brand standards.

• Adopt a shared visual identity system including color palette:
  – Choose one unifying visual element for shared use by system and institutions, e.g., we like the energy of the QVCC swoosh.
  – Consider applying new system-level name in one of each institution’s primary logo treatments for use, for example, on website headers.
  – It’s early enough in the system’s history to take the time now to get this right. It only gets more complicated and expensive down the road.

• Include system logo in institutions' materials and media, e.g., website footers and back page of key print materials.
Link recruitment messaging to the market position.

Consistency of top-line messaging and voice deliver much-needed clarity and coherence.

Welcome to Middlesex Community College in Middletown, Connecticut, where our accessible location, flexible schedules, high quality and affordable programs have drawn students to our campus for more than 40 years. We take great pride in serving as your key to success. We are committed to helping you achieve your goals by offering:

The Connecticut State Colleges & Universities (ConnSCU) provide affordable, innovative and rigorous programs for students to achieve their personal and career goals as well as contribute to the economic growth of Connecticut.
Leverage Charter Oak as a primary vehicle to attract and serve non-traditional students well.

**Charter Oak current students and alumni typically report the highest satisfaction ratings across the CSCU system.**

- These constituencies give Charter Oak very strong ratings in the areas of overall satisfaction, transfer credit assistance, time to degree completion, academic advising and counseling.
- At least nine in ten current students and alumni would recommend the school to a friend.

**What some satisfied students and alumni say about Charter Oak:**

*“Charter Oak is a great school for working adults with little spare time, those who may be unable to travel back and forth to class several times a week, or for the homeschooled looking to get a head start on college. Charter Oak also gives you a quality education and the most “bang for your buck” when it comes to transfer credit acceptance and cost per semester hour compared to other 100% online schools.” – COSC current student*

*“The experience at Charter Oak has exceeded my expectations. I would highly recommend it, and in fact have recommended it to a friend who recently enrolled. The entire administrative team has been excellent to work with. I really enjoy being a student at Charter Oak.”  
  – COSC current student*

*“Charter Oak accepted and transferred more of my military training and schooling than any other college.”  
  – COSC alum*

*“I have 2 friends that Graduated last year, their decision to return to college and finish a degree is what encouraged me to also attend. I love the accelerated 8-week classes, taking one at a time allows me to work hard on one class at a time. These are not the first classes I have taken online, but are certainly well run. Thank you Charter Oak for making a BS attainable!”  
  – COSC current student*

*“Being an adult learner I felt the program was much easier to maneuver than I had anticipated. The PM classes were very [much] a group hands-on type course and I feel the instructors did a great job making sure everyone was pulling their weight in a virtual environment.” – COSC alum*

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**Overall Satisfaction with CSCU: % Satisfied or Very Satisfied**

- Current students
- Alumni

<table>
<thead>
<tr>
<th></th>
<th>CC</th>
<th>SU - Undergrad</th>
<th>SU - Grad</th>
<th>COSC</th>
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</thead>
<tbody>
<tr>
<td>Overall Satisfaction</td>
<td>85%</td>
<td>75% 79%</td>
<td>81% 77%</td>
<td>89% 89%</td>
</tr>
<tr>
<td>% Satisfied</td>
<td>87%</td>
<td>79%</td>
<td>77%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Source: Maguire Associates survey research of alumni and current students
Establish clear leadership with responsibility for student success and distribute best practices across institutions.

"Go back to get ahead" is an appropriate short-term marketing program, however, it is only one small piece of the retention puzzle. The system must become known for effective execution and outstanding customer service, and fund long-term retention efforts.

Source: Maguire Associates survey research of faculty and staff (RDQ) and alumni.
Develop goals for student success and metrics to track progress.

We encourage CSCU institutions to develop institution-specific strategies (e.g. develop exit interview process for withdrawals) to achieve system-wide goals for key student success metrics, e.g.:

<table>
<thead>
<tr>
<th>State Universities</th>
<th>Community Colleges</th>
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<tbody>
<tr>
<td>Goal</td>
<td>CSCU Avg</td>
</tr>
<tr>
<td>77%</td>
<td>73.6%</td>
</tr>
<tr>
<td>65%</td>
<td>63.6%</td>
</tr>
<tr>
<td>60%</td>
<td>47.6%</td>
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<tr>
<td>60%</td>
<td>59.5%</td>
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<tr>
<td>50%</td>
<td>47.7%</td>
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<tr>
<td>21%</td>
<td>12.6%</td>
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<tr>
<td>25%</td>
<td>20.1%</td>
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<tr>
<td>46%</td>
<td>32.7%</td>
</tr>
</tbody>
</table>

Retention Rates: First-time Full-time
Retention Rates: First-time Part-time
Completion Rates: 150% Time
Transfer-Out Rates
Success Rates: Compl. + Transfer

Source: National average data from NCES; CSCU benchmarks from institutional data compiled for IPEDS
Develop a “one-stop shop” approach for student services.

Students outlook on administrative processes and service varies by institution but almost universally they felt as if there is room for improvement.

- CSCU has an opportunity to become known for outstanding “customer” service and to use it as a competitive differentiator.

- Some high-profile “pain points” have been identified and are part of Transform, e.g. system-wide “common” application for CSCU; credit articulation issue.

- “One-stop shop” consisting of both centralized and decentralized services could relieve the administrative burden felt by students and enable schools to identify opportunities to further improve service and better retain students.

- CSCU students told us that the “small college feel” is important to them, many contrasted their institution with large universities where they felt they would not get the same attention or have same sense of individuality. This is a key differentiator for CSCU; the system should recognize it and own it.

Source: Maguire Associates current student survey
Establish firm, clear articulation agreements to fully realize the potential for intra-system transfer.

Credit articulation presents an opportunity for excellence throughout the system.

- Student experiences with credit articulation within CSCU vary greatly, which can serve as a major point of dissatisfaction.
- Satisfaction tends to be lower among current students and alumni from state universities than at community colleges or Charter Oak.

What some dissatisfied students and alumni say:

Despite being on track for honours degree, WCSU would not let me graduate with honours as I had transferred from NVCC and so did not fulfil the credit quota taken at WCSU, despite having enough credits to graduate. Disgraceful, why would I pay for additional credits when I had already fulfilled the criteria for graduating just to get honours? – CSCU current student

I transferred a two-year degree from Northwestern CT Community College and most of my credits did not transfer, causing me to complete 3 years at Central instead of 2. – CSCU alum

My credit evaluation was extremely poor when I transferred and I had to fight for equivalent classes to come over as things other than electives. Maybe have a transfer advisor for each department who is educated in the subject matter. – CSCU current student

Transfer of credits from SCSU to CCSU was a large disappointment. Many credits were not accepted by CCSU. - CSCU alum

Source: Maguire Associates survey research of CSCU alumni and current students.
Value and Online Learning

Maintain low tuition increases to continue to fulfill the system’s mission of accessibility and affordability.

Although Connecticut still maintains relatively low tuition and fees compared to surrounding states, Connecticut’s recent pricing increases have been greater than others, including CT private four-year institutions:

### Average Public Two-Year In-State Tuition and Fees for 2013-2014

- VT: 4,000
- NH: 5,000
- MA: 6,000
- NY: 7,000
- RI: 8,000
- CT: 9,000
- ME: 10,000

#### 1-Year % Change
- VT: -20%
- NH: -15%
- MA: -10%
- NY: -5%
- RI: 0%
- CT: 5%
- ME: 10%

#### 5-Year % Change
- VT: -10%
- NH: -5%
- MA: 0%
- NY: 5%
- RI: 10%
- CT: 15%
- ME: 20%

### Average Public Four-Year In-State Tuition and Fees for 2013-2014

- VT: 12,000
- NH: 15,000
- MA: 18,000
- NY: 21,000
- RI: 24,000
- CT: 27,000
- ME: 30,000

#### 1-Year % Change
- VT: 5.2%
- NH: 5.9%
- MA: 6.6%
- NY: 7.3%
- RI: 8.0%
- CT: 8.7%
- ME: 9.4%

#### 5-Year % Change
- VT: 26.9%
- NH: 27.0%
- MA: 27.1%
- NY: 27.2%
- RI: 27.3%
- CT: 27.4%
- ME: 27.5%

### Increases in 2013-2014 Tuition and Fees for Connecticut Institutions

#### 1-Year % Change
- Public Two-Year: 5.2%
- Public Four-Year: 5.9%
- Private Four-Year: 3.3%

#### 5-Year % Change
- Public Two-Year: 26.9%
- Public Four-Year: 27.0%
- Private Four-Year: 20.1%

Source: Maguire Associates analysis of The College Board, Annual Survey of Colleges 2013 data
Pursue targeted experimentation with pricing strategies, particularly at state universities.

One program CSCU may consider developing/expanding is the use of scholarship money to keep community college completers in the system for their bachelor’s degree.

Another experiment CSCU should consider is lowering the pricing barrier for out-of-state students (above what NEBHE offers) within particular target states, e.g. NY, to capitalize on the fluid migration of students in the northeast.

<table>
<thead>
<tr>
<th>State</th>
<th>% of State’s Enrollment from Out-of-state Residents</th>
<th>% of State’s Residents Going to School Out-of-state</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Hampshire</td>
<td>9%</td>
<td>41%</td>
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<tr>
<td>Idaho</td>
<td>10%</td>
<td>39%</td>
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<tr>
<td>Delaware</td>
<td>29%</td>
<td>42%</td>
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<tr>
<td>Maryland</td>
<td>21%</td>
<td>35%</td>
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<tr>
<td>Vermont</td>
<td>34%</td>
<td>45%</td>
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<tr>
<td>Hawaii</td>
<td>15%</td>
<td>29%</td>
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<tr>
<td>Nevada</td>
<td>21%</td>
<td>32%</td>
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<tr>
<td>Minnesota</td>
<td>20%</td>
<td>25%</td>
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<tr>
<td>Washington</td>
<td>18%</td>
<td>28%</td>
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<tr>
<td>Maine</td>
<td>30%</td>
<td>24%</td>
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<tr>
<td>Texas</td>
<td>6%</td>
<td>12%</td>
</tr>
<tr>
<td>Colorado</td>
<td>21%</td>
<td>24%</td>
</tr>
<tr>
<td>California</td>
<td>7%</td>
<td>10%</td>
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<tr>
<td>Georgia</td>
<td>14%</td>
<td>15%</td>
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<tr>
<td>Michigan</td>
<td>11%</td>
<td>11%</td>
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<tr>
<td>Florida</td>
<td>12%</td>
<td>19%</td>
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<tr>
<td>New York</td>
<td>21%</td>
<td>13%</td>
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<tr>
<td>New Mexico</td>
<td>20%</td>
<td>16%</td>
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<tr>
<td>Ohio</td>
<td>18%</td>
<td>31%</td>
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<tr>
<td>Tennessee</td>
<td>19%</td>
<td>15%</td>
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<tr>
<td>Nebraska</td>
<td>19%</td>
<td>16%</td>
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<tr>
<td>Wisconsin</td>
<td>22%</td>
<td>16%</td>
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<tr>
<td>Virginia</td>
<td>22%</td>
<td>15%</td>
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<tr>
<td>Missouri</td>
<td>20%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Potential Impact of Transfer Scholarship

- Not Considering Bachelor’s: 37%
- Considering Bachelor’s Not at CSCU: 32%
- Considering Bachelor’s at CSCU: 30%

Baseline:
- Option 1: Pay CC Tuition at SU: 9%
- Option 2: $1,000 Scholarship: 9%

Option 1: Pay CC Tuition at SU
- Not Considering Bachelor’s: 37%
- Considering Bachelor’s Not at CSCU: 32%
- Considering Bachelor’s at CSCU: 30%

Option 2: $1,000 Scholarship
- Not Considering Bachelor’s: 9%
- Considering Bachelor’s Not at CSCU: 82%
- Considering Bachelor’s at CSCU: 11%

Source: Maguire Associates survey research; IPEDS migration data from fall 2010; www.nebhe.org for info on their cross-border tuition discount.
Expand Charter Oak’s reach and leverage online education as a key growth platform for the system.

- Charter Oak could play a larger, very profitable role in CSCU system. Many other state online ventures provide framework for comparison.

- Organizational structure, systems, business processes all need examination and refinement to meet larger scale. Academic design and marketing are important and may require investment.

- Consider name change to convey COSC’s identity in the system and leverage value of CSCU brand – Connecticut Online, Connecticut State University Online, etc. are worthy of consideration and might also appeal to out-of-state students.

- Consider branding study and business case as a first step.

Source: Collegestats.org for online enrollment data
Consider centralizing and outsourcing of shared administrative services.

- Appropriate investment in system–level service platform could serve the long-term financial sustainability of the system and enhance the capability to serve students. Examples include:
  - Call center services – inbound service and outbound campaigns, financial aid, student advising (administrative, not faculty advising), etc.
  - Some marketing functions – e.g. list purchase and name buying, student search services, web support – currently done at the campus level (if at all)
  - Electronic document storage and retrieval – reduce reliance on paper, reduce order entry

- Ensure performance by negotiated service level agreements using consistent and transparent key performance indicators (KPI).

- These will enable “one-stop shop” for enrollment functions.
Streamline student information systems and consider system-wide CRM platform to manage prospects.

- Standardize usage of Banner (SIS) across the system.
  - Community Colleges and State Universities are currently on different versions of Banner.
  - Migrating all schools to the same Banner release increases opportunity for efficiency and effectiveness, e.g. centralized reporting of common metrics, efficiency through centralized management of upgrades and new releases, better service to students and campuses.

- Consider system-wide CRM (Customer Relationship Management), which include:
  - An integrated self-service online prospect, event, and web application management system, in a single database (admission offices are currently encumbered by manual paperwork processes);
  - Automated multi-channel communication planning and deployment;
  - CRM functionality/single workspace through the admission lifecycle with extensibility to maximize current student retention and success; and
  - Real-time, customizable reporting of admission & student lifecycle activity (currently limited capability to run customized reporting or datasets (management reporting) to support management efforts).
Standardize enrollment management functions across institutions.

- Standardize EM organizations and practices with variations to accommodate different needs of student populations.
  - Differentiate between state universities, community colleges, and Charter Oak, as needed.
  - Consider developing central shared services organization.

- Establish reporting structure where all EM functions report to senior administrator.
  - Not every institution has an Enrollment Manager. Distribution of EM responsibilities varies from campus to campus.
  - Campus officials were not aware of any system-wide enrollment strategy, and/or how their own individual enrollment goals fit into a larger overall strategy.

- Create ownership for student retention.
  - One department in each school should own retention with support/attention at system level.
  - Develop consistent exit interviewing process for students who leave — CRM could enable better tracking of student data, maintain transparent system-wide metrics.
  - Consider “one-stop shop” approach for admissions/financial aid/registrar/student accounts, etc.
Ultimately, the goal of these strategic recommendations is to help CSCU increase enrollment to surpass 100K students.

Thus, we have created an enrollment and revenue projections model to provide the system with insight on:

- enrollment and revenue projections to 2023 based on historic trends, demographics, and future strategies
- as well as
- a tool for the system to use for ongoing strategic enrollment planning.
We hope the system will continue to use the projections tool we created for ongoing strategic enrollment planning.

Enrollment projections were created for each institution individually, with the same calculations and input parameters for each type of institution, and then rolled up (by summation) to produce system-level projections.

Data embedded in the model includes:
- Census data from Alteryx (formerly DemographicsNow);
- Enrollment data by institution (new student enrollment for SUs, and total enrollment for CCs and COSC);
- Average utilization and number of classrooms by room size;
- Number of faculty (IPEDS) and teaching load restrictions (for SUs only); and
- Financial assumptions determined by CSCU CFO (e.g. maintaining annual 2% tuition and fees increases).
The projections scenario we will present here quantifies a high-level view of our strategic recommendations.

**Model Inputs Used for “Scenario” Projections:**

<table>
<thead>
<tr>
<th>Community Colleges</th>
<th>State Universities</th>
<th>Charter Oak</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 15% increase in market share by 2023 of degree-seeking non-traditional students</td>
<td>• 20% increase in market share by 2023 of traditional students in core market (20 mile radius from institution)</td>
<td>• 6% annual increase in enrollment of part-time students</td>
</tr>
<tr>
<td>• 15% increase in market share by 2023 of degree-seeking traditional students</td>
<td>• 20% increase in market share by 2023 of traditional students in secondary market (rest of state of CT)</td>
<td>• 6% annual increase in enrollment of non-traditional students</td>
</tr>
<tr>
<td>• 10% annual increase in enrollment of other non degree-seekers (i.e. to reflect focus on high school students)</td>
<td>• Full-time retention rate by 2023: 78%</td>
<td>• 6% annual increase in enrollment of traditional students</td>
</tr>
<tr>
<td></td>
<td>• Part-time retention rate by 2023: 65%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 6-year graduation rate by 2023: 60%</td>
<td></td>
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</tbody>
</table>
Our projections scenario shows CSCU can surpass the goal of 100K students enrolled by 2019.

Source: Maguire Associates analysis
Achieving this goal by 2019 will require each institution to grow enrollment.

Source: Maguire Associates analysis
This enrollment growth scenario grows revenue by 52% over 10 years (versus 41% in baseline).
While resources will be required to achieve enrollment goals, we believe CSCU has enough current capacity without building additional space or hiring additional faculty.

According to a high-level analysis that assumed no change in the number of sections, classrooms, and faculty, CSCU currently has capacity to enroll additional headcount (totaling 36K students):

- **Community Colleges (Total 15K)**
  - Asnuntuck: 500
  - Capital: 500
  - Gateway: 1,000
  - Housatonic: 1,500
  - Manchester: 2,000
  - Middlesex: 2,500
  - Naugatuck: 3,000
  - Northwestern: 3,500
  - Norwalk: 4,000
  - Quinebaug: 4,500
  - Three Rivers: 5,000
  - Tunxis: 5,500

- **State Universities (Total 21K)**
  - Central: 5,000
  - Eastern: 7,500
  - Southern: 10,000
  - Western: 12,500

While any capacity analysis has limitations, and undoubtedly there will continue to be issues at peak class times and for popular academic programs, the extent of capacity revealed here provides confidence that CSCU can handle the enrollment growth stated in our projections.

Source: Maguire Associates analysis based on room utilization data provided by CSCU, faculty counts from IPEDS, and faculty teaching loads from collective bargaining agreements.
To implement these recommendations to realize CSCU’s potential, institutions will need to work together and develop effective project management capabilities.

1. Take a disciplined approach to communicate one system *brand position* and *core messages*.
2. *Facilitate the customization* and use of positioning and messaging for each institution.
3. Consider *new name* and *new system logo*.
4. Create consistent visual identity and brand standards for all CSCU institutions.

5. Target traditional students with *value messages tied to system positioning*.
6. Use *Charter Oak as a recruitment vehicle* to attract non-traditional students to the system.

7. Establish clear *leadership* for student success and distribute best practices across institutions.
8. Consider “*one-stop shop*” approach and centralize components to benefit students.
9. Continue work to *improve articulation agreements* to bolster intra-system transfer.

10. Maintain *low tuition increases* to fulfill mission of accessibility and affordability.
11. Perform *targeted experimentation with pricing* strategies.
12. *Expand Charter Oak’s reach* and leverage online education as growth platform for CSCU.

13. Consider *centralizing and outsourcing* of shared administrative services.
14. Streamline *student information systems* and consider using *system-wide CRM* platform.
15. *Standardize enrollment management functions* across institutions.
Final Steps to Complete This Project

• June 18\textsuperscript{th} presentation to Board of Regents

• July 11\textsuperscript{th} meeting with IRC in Hartford to review projections

• Branding statement training for institutions (TBD – July)

• Final hand-off of documents to CSCU system team in Hartford