



**SPECIAL BOR ACADEMIC & STUDENT AFFAIRS
COMMITTEE MEETING AGENDA**

Thursday, November 9, 2023 @ 9:00 a.m.

Conducted via Remote Participation Meeting will live stream at:

<https://youtube.com/live/G2VXU9eGiro>

1. Call Meeting to Order
2. Institutional and System Enrollment Initiatives and Strategies - Recruitment and Retention of Students
3. Adjourn



**Institutional and System Enrollment Initiatives and Strategies -
Recruitment and Retention of Students**

Fall 2023

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(Listed in order of presentation on November 9, 2023)

INTRODUCTION

The U.S. Department of Education has been reporting a drop in undergraduate enrollment since its peak in 2010. This downward trend has been exacerbated by the pandemic and shows a sudden drop in enrollment. The impending demographic cliff poses significant challenges to CSCU institutions. With a shrinking pool of potential students, CSCU institutions face potential reductions in enrollment, which can lead to diminished tuition revenue, potential cuts in programs, and challenges in maintaining the vibrancy and diversity of the campus community. In light of this, launching new enrollment initiatives becomes paramount, not just to attract a broader base of potential students from various backgrounds and regions, but also to remain competitive and relevant in an increasingly challenging educational landscape. By proactively addressing student needs, creating supportive environments, and ensuring academic success, CSCU institutions can mitigate the adverse effects of the demographic downturn and ensure their long-term sustainability and reputation.

In this draft document, we are presenting ongoing and new enrollment and retention initiatives that are being pursued by CSCU institutions. Unique to the demographic they serve and responsive to the challenges their students face, our institutions show in this report their creative and adaptive approaches to student support. Highlights of key strategies being implemented are listed below.

Enrollment Strategies

- Merit and housing scholarships to encourage enrollment and retention.
- Leveraging CRM to refine admission tactics.
- Expansion of high demand academic programming (i.e., allied health and nursing).
- Targeting adult learner populations.
- Commitment to transfer enrollment by increased staffing and focus on course alignment.

Retention Strategies

- Revisioning of access to academic advising.
- Increase in funding opportunities via scholarships and alternative funding.
- Drop-in Childcare center.
- Expanded focus on food insecurity.
- Renewed focus and support of counseling and psychological services.

Fischer, K. (2022). The Shrinking of Higher Ed In the past, colleges grew their way out of enrollment crises. This time looks different. *The Chronicle of Higher Education*.



SUMMARY OF RECRUITMENT AND RETENTION STRATEGIES

Southern Connecticut State University

Cumulative Measure of Success: Increase enrollment annually by 2-5% per annum (as outlined in Academic Program Planning document) to grow enrollment from current 8,820 to 10,200 students by 2028.

RECRUITMENT OPPORTUNITIES

Recruitment/Pipeline: Utilizing an equity lens, enhance undergraduate applicant pool by going out-of-state and international [Goal: 100% increase from 42 International to 84; from 365 national but out of state to 730]

[NEW] Using new NEBHE pricing, create an advertising campaign to recruit. Consider nearby state programmatic shortcomings.

Recruitment: Utilizing an equity lens, recruit students with some college credit done.

[NEW] Create inter-divisional committee to examine; include mechanism to transition experience to credit.

Recruitment/Marketing: Use new "branding" to build Southern reputation and enhance application pool

[NEW] Specifically use "Southern Leading the Way" marketing for Sustainability and Resilience, Health and Wellness, Autism Research, Training, and Resources, and Social Justice.

Recruitment/Marketing: Use focused areas of excellence to build "niche" areas for marketing.

Specifically use programs that are more narrowly focused but have exceptional strength and relevance (e.g., physics, Master of Fine Arts, etc.)

RETENTION

Retention: Examine the first year in college to increase the number of students who persist to their 2nd year [75.8% retained to 80%]

[NEW] 1) Assign all first-year students an Advising Specialist as their first-year advisor; (2) Provide resources necessary for every student to make an informed and meaningful major decision (per full launch of The Explore Program); (3) Assess FYE (First Year Experience) program and alignment with current best practices for the first year experience.

[NEW] (2) Consult & collaborate with University Access Programs, Intercultural Engagement Center, Division of Diversity, Equity, and Inclusion (DEI), and other leaders spearheading initiatives focused on retention, persistence, and graduation of underrepresented students (Men of Color Initiative, First Generation, The Dream.US).

Retention and Persistence: Prioritize curricular opportunities to grow inclusive teaching and learning. working with Faculty Development, Center for Teaching and Learning, and DEI to expand workshops and incentives.

PERSISTENCE

Persistence: Utilizing an equity lens, increase opportunities for experiential education (internships, co-ops, research, study abroad, etc.)

[NEW] Enhance opportunities between the Office of Career and Professional Development (OCPD) and academic departments to explore opportunities that "meet" career readiness goals as determined by employers. Increase efforts to grow external support, both fiscal and internship sites.

Persistence: Increase corporate funds to support undergraduate and graduate students.

Work with faculty connections, OCPD, Institutional Advancement, and strategic planning office, to grow links to industry. Develop specific industry-funded programs, with corporate revenue, that support students in targeted disciplines.

Persistence: Utilizing an equity lens, examine and remove curricular barriers towards degree completion.

Examine data to determine barriers; work with Undergraduate Curriculum Forum and Faculty Senate to remove. Grow summer course opportunities. Grow online options; review temporal (day, time) distribution of course offerings.

Persistence: Grow external research grant support from current \$11.6M to \$14M within five years, enhancing number of students supported.

Expand Proposal Incentive Program [from current 4 awards of \$3,000 to 6 awards] to stimulate large grant submissions that include student support. Better recognize these awards on website, etc.

Persistence: Ensure that the Academic Maps for programs remain accurate and relevant for first time-in-college students and transfer students, matching course availability to demand for timely completion.

Work with academic department chairs to maintain Academic Maps and schedule courses accordingly.

Persistence: Consider financial impact of our curricular decisions, including time to degree, student dropout rates, and post-graduation activities.

[NEW] Establish a Student Progress working group to identify barriers to students' progress from one semester to the next.

Persistence: Increase the number of students participating in experiential learning (international/intercultural programs, cooperative education, clinical experiences, student teaching, paid internship opportunities).

Increase number of academic programs requiring experiential learning; Increase availability of opportunities through community and alumni partnerships; Implement tracking mechanisms.

Persistence: Increase availability of career professional development training to help more faculty and staff expand career readiness initiatives into their work with students to increase undergraduate and graduate students' professional competency development.

[NEW] The Office of Career and Professional Development will partner with Council of Academic Chairs, Faculty Senate, and Faculty Development to help faculty embed career readiness initiatives into their advising/mentorship of students and their teaching.

Persistence: Enhance relationships with companies and organizations in the Greater New Haven and Bridgeport regions to expand the number of relevant and purposeful paid or credit-bearing internships and experience learning opportunities.

Identify new opportunities for engaging with businesses and organizations.

Persistence: [NEW] Embed major and career development, including professional competencies such as the NACE 8 (National Association of Colleges and Employers 8 core competencies), into all major introductory courses, student involvement and leadership experiences, and on-campus student employment.

Integrate career development and services more fully into curriculum and provide opportunities for career activities beginning in the first year.

Create more intentionality (e.g., learning outcomes, evaluations, professional development plans) in on-campus employment experiences. Introduce career preparation into general education inquiry classes through integration with The Explore Program. Work with department chairs and undergraduate/graduate program directors to integrate career readiness into the curriculum. Embed career competencies in leadership development training for all major student leadership positions.

Persistence: Utilizing an equity lens, increase students reporting of academic belonging.

[NEW] (1) Provide all students with an intentional onboarding experience to their academic major upon declaration; (2) Each academic department will identify a set of activities that engages sophomore students who have declared their major(s); Each academic department will identify a set of activities that engages new transfer students (with more than 30 credits) who have declared their major(s).

Persistence: Using an equity lens, increase faculty/staff knowledge and capacity to support students' wellbeing.

Grant funding has been secured to offer the following: Blue Folder Campaign (Police education to inform about autism behaviors) to aid distressed students; online certification focuses on individual and systemic factors impacting student wellbeing; Mental Health First Aid Training; Holistic Teaching and Learning Series; Faculty and Staff wellbeing assessments to evaluate campus climate.

TRANSFER SUCCESS

Transfer: Expand community college shared programs and support flexible partnerships.

Working with Connecticut State Community College, build deeper curricular links that lead from associates to baccalaureate programs - both on CC site and on our campus.

Increase enrollments from CSCC from 462 to 578 representing 25% growth.

GENERAL ENROLLMENT APPROACHES

Enrollment: Encourage faculty and staff proposals for external support to include scholarships. Run focused disciplinary campaigns for scholarships.

Enrollment: Using an equity lens, promote and grow Early College with 5%/year greater matriculation at Southern annually increasing from current 638 students to 775 in five years.

Work with Faculty Senate, Academic Affairs, etc. to develop approaches to grow available courses/programs. Encourage departments to recruit.

Enrollment: Grow 5-year baccalaureate/master's programs

Review all programs with consecutive baccalaureate and master's degrees to create 5-year programs; better advertise current programs.

Coordinate efforts of specific department programs, marketing, global studies, and residence life. Focus on programs like our MBA that already has initiatives in progress.

Enrollment: Utilizing an equity lens, grow the number of external grant awards that specifically support students.

Focus on external awards that pay stipends and/or tuition for students at both undergraduate and graduate levels using established approaches to enhance grant proposal submissions (e.g., Proposal Incentive Program; matching funds; reassigned time).



SUMMARY OF RECRUITMENT AND RETENTION STRATEGIES

Eastern Connecticut State University

ENROLLMENT INITIATIVES

1) NEW - Improved CRM Software in Admissions:

Moving from Folderwave to Slate for our Customer Relationship Management software. This change will allow us to better communicate with prospective students and their families and allow Admissions to track where a prospective student is in the admissions funnel. It will also provide better data to assess which parts of our recruiting strategy are working and which are not. We expect enrollment to be flat for fall 2024 at 879 incoming students and increase by 2% to 897 in fall 2025.

2) NEW - Partnered with an Established OPM to Increase Enrollment in Graduate Programs:

We have signed a contract with Bisk, Inc. to serve as the OPM for four of our online, asynchronous graduate programs (MS in Accounting, MS in Management, MS in Applied Data Science, and MS in Special Education). Bisk is working with Eastern's faculty to develop online courses based on best practices and marketing those programs to prospective students. These programs will launch in spring 2024. We project these new programs will increase revenue by \$257,000 in FY 24, \$1.5 million in new revenue in FY 25 and \$2.7 million in FY 26.

3) NEW - Bachelor of Science in Nursing:

Eastern has partnered with Hartford HealthCare (HHC) to launch a BSN to help address the severe shortage of Registered Nurses in Connecticut, particularly in eastern Connecticut. HHC is contributing \$500,000 toward the construction of the simulation facility, located at Windham Hospital which is within walking distance of Eastern's campus. Creation of this program was also supported by a \$1.2 million CT Health Horizons grant. Each incoming cohort will consist of 60 new students, generating \$1.4 million in new revenue for FY 25 and \$2.8 million in FY 26.

4) NEW - Director of Admissions:

We have hired a new Director of Admissions who has previously held that position at two private institutions. The new Director is helping the Admissions Office assess current strengths and weaknesses to improve the operations in that office.

5) NEW - Out-of-State Students:

Increased out-of-state marketing and recruiting and lowered tuition and fees to the NEBHE rate. We expect 20 new out-of-state students in fall 2024, generating \$32,232 in new revenue.

RETENTION INITIATIVES

Eastern's first to second year retention rate for this fall is 84%, up from 83% last fall.

1) Academic Success Center (ASC):

All academic support services are located on one floor of the library. These include the Advising Center, Opportunity Programs, Tutoring, the Math Achievement Center, the Writing Center, the Office of Career Success, and the Office of Co-Curricular Academic Programs. Having all these services in one space makes it convenient for students and raises awareness of the services we provide.

2) Dual Advising Model:

All first and second-year students have both a professional and faculty advisor to provide support. Professional advisors are split between working with first-year students and those working with students on or approaching academic probation (all students regardless of class rank), allowing each staff member to specialize. Student progress is tracked so that those on or approaching probation are targeted for "intrusive" advising.

3) Counseling and Psychological Services (CAPS):

Expanded staff in CAPS to serve increased demand. CAPS has also contracted with ProtoCall, an after-hours counseling service that students may call for help when the CAPS office is closed.



SUMMARY OF RECRUITMENT AND RETENTION STRATEGIES

Central Connecticut State University

Central Connecticut State University (CCSU, Central) is focused on three main areas: recruitment, retention, and housing occupancy. Central has developed an array of new and improved initiatives aimed at attracting and retaining students. Our strategies have been in place for several years and our Key Performance Indicators (KPI) demonstrate that our initiatives are fruitful.

RECRUITMENT

- Expanded recruitment efforts, including new geographical areas, a new financial aid model, and a personalized collaborative approach with faculty and staff to engage prospective students and families resulted in a first-time full-time incoming class of 1,416 students for the fall 2023 semester. This was well above our goal of 1,350 students. Two examples of enhancing our financial aid approach include:
 - Fall 2023 newly admitted students who file a FAFSA are receiving a customized financial aid video explainer. Each student and family are receiving emails with links to both English and Spanish versions of the jargon-free video explaining their financial aid award, their bill, and payment options.
 - Since Fall 2022, every graduate student who meets the admission criteria, is awarded a merit scholarship. We had not done this before. Full-time graduates receive \$1,200 dollars and part-time graduates receive \$600.

- Some of our KPI include:

SIZE OF UNDERGRADUATE FIRST-TIME FULL-TIME (FTFT) CLASS	2019	2020	2021	2022	2023
	1359	1175	1065	1234	1416
SIZE OF UNDERGRADUATE TRANSFER CLASS	2019	2020	2021	2022	2023
	715	623	586	609	658
SIZE OF GRADUATE FULL-TIME CLASS	2019	2020	2021	2022	2023
	218	260	218	208	272
SIZE OF GRADUATE PART-TIME CLASS	2019	2020	2021	2022	2023
	443	413	397	344	347

RETENTION

- Increased efforts in Academic and Student Support by being more intentional and proactive has yielded improved retention rates for 1st to 2nd year and 2nd to 3rd year versus what we had budgeted. Our 1st year retention went from 76.5% to 78.6%; and more impressive is our increase in 2nd to 3rd year retention that went up by 6.8%. We recognize students require support in and outside of the classroom, well beyond what we have experienced in the past. That is why we continue to expand our “Blanket of Support”, which includes nearly 40 programs providing our students with resources to address academic, financial, lifestyle, health, and wellness needs. In addition to our Blanket of Support, three specific initiatives that have contributed to our increased retention rates include:
 - In Fall 2022 our First Year Experience was reimagined and moved from a course-based experience, frequently embedded in an introduction to the major-type course, to a program providing all first-time students a more comprehensive and meaningful experience.
 - First-Year Connected program continues to provide support and mentors for our students; faculty and staff volunteer to coach and provide one-on-one support to first-year, first-generation students who need help navigating the many responsibilities of college life. Due in large part to this program, we have been designated as a “First-Gen Forward Institution” by the Center for First-Generation Students.
 - In Spring 2023, we offered our first Kizer First-Gen Academy that focused on training staff and faculty interested in learning more about working with first-generation students and becoming a Kizer First-Gen Advocate.

- Some of our KPI include:

FIRST-YEAR RETENTION RATE	2018	2019	2020	2021	2022
retained to second year	72.1	78.0	72.3	76.5	78.6
SECOND TO THIRD YEAR RETENTION RATE	2018	2019	2020	2021	2022
retained to third year	61.6	63.2	60.6	67.4	N/A

HOUSING OCCUPANCY

- Increased outreach and personalized touch to resident students before the end of the academic year coupled with expanded recruitment efforts has brought positive results to students choosing to live on campus. In fact, we reached 2,267 students in our residence halls for the fall 2023 semester when our original goal was 2,000 students. In addition to continuing to enhance Living Learning Communities in partnership with Residence Life and Academic Affairs, in Fall 2022 we changed our scholarship model awarding a four-year housing scholarship to eligible students as part of their financial aid package; previously, the awards had been for one year.
- One of our KPI include:

NUMBER OF STUDENTS IN THE RESIDENCE HALLS	2021	2022	2023
	1719	1985	2267



SUMMARY OF RECRUITMENT AND RETENTION STRATEGIES

Western Connecticut State University

This report provides a brief update on enrollment and retention strategies currently underway at Western Connecticut State University. The information includes changes approved during the last academic year as part of the ongoing review of operations recommended in the National Center for Higher Education Management Systems (NCHEMS) report.

ENROLLMENT STRATEGIES

The following strategies have been implemented or are in progress to bring new students into the enrollment funnel and apply to the WCSU.

Undergraduate Recruitment (Student Search): Utilizing our main application generation tool to further drive enrollments. Our partner Fire Engine Red, performs a targeted senior search each fall. We can communicate directly with purchased names (College Board, ACT, Encoura), as well as our inquiry pool, and drive these students to apply. We can utilize data on the previous year's campaign and target in-state and out-of-state students with unique messaging. The students are directed to the WCSU application. We target geography, program of study, and academic quality. These applications are trackable within our Customer Relations Management system (CRM), Target X.

Measurement: Increased top of the funnel (unique undergraduate applications).

Fall 2023 Cycle: 2,200 Unique Applications; Fall 2024 Target: 2,400

Graduate Recruitment: There will be a focus on Graduate recruitment. Most of our graduate students are currently part-time and online. To attract more students, we will leverage the flexibility of online and create more opportunities for deliberate full-time study. We will be adding graduate specific preview days. The target audience initially will be our current WCSU seniors, and we are rolling out streamlined 4 + 1

pathways. Graduate marketing will be increased, especially on digital and out-of-home initiatives. We will market our full-time graduate programs to international students.

Measurement: Graduate enrollment. Projecting 1% growth. However, if our international recruitment plans are successful this target may be increased.

Fall 2023 Graduate Enrollment: 595; Fall 2024 Target: 601

Campus Events. The Admissions Office hosts campus tours (daily), information sessions (weekly), school specific preview days (monthly), and a campuswide Open house in the fall. Combined, these events provide prospective families multiple high-touch and informative visit opportunities. All our campus visits are managed and tracked within our CRM; Target X. Students are invited to each unique event with a link to the registration. Students can also enter the funnel and register as new prospects through our website. We can then confirm their visit and continue to communicate throughout the enrollment cycle. This tracking helps us focus our follow up communications with each visitor. Our research shows that they yield rate for students who visit campus is 47% compared with 17% overall yield rate.

Measurement: Campus visits and yield rates.

2023/2024 WCSU hosted over 2,400 families at campus events; 2024-2025 we will continue the robust visit schedule and add an Early College student day, Target 2,500.

Marketing Outreach. We are currently running, or plan to run, campaigns on billboards, bus wraps, malls, and metro-north platforms throughout the fall. Our Communications and Marketing department is also utilizing digital tools to increase our online impressions in addition to geo-fencing certain areas to maximize outreach. With our recent rebranding (Go Wolves!), our goal is to drive overall brand awareness and increase inquiries at the top of the funnel.

Measurement: Compare year over year inquiry and application data.

Fall 2023 UG applications were up 6% versus fall 2022; Fall 2024 Target: 4% UG application growth.

NEW: Othot Predictive Model. Starting fall 2022, we partnered with a company called Othot to develop an enrollment model. This model looked at our previous enrollment data and identified key indicators of enrollment, which was then used to drive our fall 2023 tactics.

Top factors that have a positive impact (lift) on a student's likelihood to enroll are: 1. attendance at a campus event, 2. receiving more than 30% of financial need met by gift aid, 3. having an EFC (Expected Family contribution) greater than \$12K, and 4. living 18 miles or less from campus. Note: WCSU enrolls more than 1/3 of its first-year class from the local area (263 students) but also enrolls almost 1/3 of the class from out of state (212). It should be noted that many of the out of state students live within 18 miles from campus.

One of the key components of the Othot modeling was how it re-shaped our approach to awarding financial aid. Othot creates a clearer picture of the amount of money needed to encourage a student to commit to WCSU, than simple needs measures. To support this initiative, we also increased the aid offered

by 1.2 million dollars from our budget and an additional \$300,000 in aid supported by the WCSU Foundation. We believe this played a role in our improved numbers of first year students this year – up 13% over 2022.

Year	New first year students	New Transfer students	Total UG (Heads)	Total GR (Heads)	Total (Heads)
2022	629	312	3,799	618	4,417
2023	711	282	3,542	595	4,137
% Change	13%	-10%	-6.8%	-3.7%	-6.3%

The Othot model will play an even greater role for fall 2024. The data for the model will be stronger with all the information gathered this past cycle.

Measurements: Improved conversion rate and monitoring of financial aid spend.

Fall 2023 first-time enrollment increased by 13%; Fall 2024 Target: 4% growth in first year enrollment.

Additional Recruitment Strategies

Engagement with regional school districts and families. WCSU already has robust enrollment from the 18-mile region, but building on the power of the site visit, we inaugurated a special accepted students’ day for those within that area, to add to their on-campus experiences. We will continue this tradition in 2024, to establish a sense of community among the students in the region.

In addition, we plan to expand our Early College program (already available in 6 school districts) to build our engagement with regional students further. Recent conversations with New Milford have been very productive and Danbury Schools has asked us to expand our early college offerings. These opportunities are great for the high school students and build our relationships with the district leaders.

Athletics. Our athletics initiative continues to be productive. This year we added 182 new athletes (@25% of the fall cohort), bringing our total number of athletes to 474. Of those 474, 305 live in housing. This makes up approximately 41% of all students in housing, a significant revenue generator. Although we cannot expand the athletics recruitment model without significant investment in our facilities, we are working to enhance our academic offerings to ensure that we continue to be successful in meeting our annual recruitment goals for the teams in place.

Recruitment Travel. The admissions office recruits extensively within a 150-mile radius from campus. The admissions staff attended over 500 high school visits, college fairs, transfer programs, and panel presentations during the fall 2023 cycle. Although there is a heavy focus on the local market, and WCSU enrolls one-third of the class from eight local schools, the admissions staff also travel out of state. Local travel will focus on partnerships and relationships with school counselors. This includes high school visits, onsite decision days, FAFSA awareness and completion workshops, panel presentations, on-campus

counselor receptions, and Early College. WCSU also enrolls one-quarter of the incoming class from out-of-state. Out-of-state travel, primarily in MA, NJ, and NY, consists primarily of school visits, college fairs, and panels. However, the Admissions staff also host regional school counselor and admitted student receptions on the road.

Measurement: 4% growth in top of the funnel inquiries and applications for first-time, full-time students.

Term	Number Applied	Accepted by WCSU	Percent Accepted	# Tuition Deposits	Number Enrolled	Percent Enrolled
Fall 2022	5092	4252	83.5	723	688	16.2
Fall 2023	5457	4440	81.4	766	757	17.0
Goal 2024	5675	4617	81.4	797	787	17.1

Transfer Student Recruitment: The admissions office will increase outreach to our community college partners. The focus will be on visits, onsite decision days, and streamlining the credit evaluation process. We will also be taking a closer look at our financial aid model to increase opportunities for transfer scholarships. For 2024/25, we will expand WCSU faculty use as community college recruiters to bolster connections with our academic programs.

WCSU is also participating in the System Office transfer initiatives to ensure that the pathways to WCSU from CT State are clear. Part of that process includes the redesign of the general education curriculum at WCSU, which is being mapped to the CT State general education requirements.

In addition, the names of some of WCSU’s degree programs are different from other Connecticut State Universities, which keeps us from coming up in the TAP (Transfer Articulation Pathways) lists. As part of our program review process, WCSU is modifying program names and options to strengthen that alignment.

Measurement: Increase in transfer enrollment year over year. Goal is 5% growth.

Fall 2023 Transfer

Term	Number Applied	Accepted by WCSU	Percent Accepted	# Tuition Deposits	Number Enrolled	Percent Enrolled
Fall 2022	853	574	67.3	373	351	61.1
Fall 2023	865	554	64.0	350	318	57.4
Goal 2024	908	582	64.0	368	334	57.4

New Focus on International Recruitment. This year WCSU will begin to recruit international students. Although WCSU currently has 10 F-1 students, we have not done any active international recruitment in the

last ten years. Initially we will utilize an agent recruitment strategy. Our first focus will be on the market in India. Although this is primarily a graduate market, we will look to work with agents who have both an undergraduate and graduate network.

Measurement: Increased enrollment of international students.

Fall 2023: 10 F-1 students; Fall 2024 Target: 10 new F-1 students. Note: we are launching new programs for this effort. The pace of their approval will determine the full scope of this effort for next fall, but we anticipate a larger bump in 2025.

ACADEMIC PROGRAM DEVELOPMENT

New Programs Launched Fall 2023

The following degrees were not fully approved by the US Department of Higher Education until one week before the start of the fall semester, so recruitment cycles were not fully executed. Despite the delayed start which slowed admission, we anticipate that all program projections will be met in the 2024-2025 recruitment cycle. For 2023/2024 we exceeded our goals in the Bachelor of Fine Arts in Theatre Arts and anticipate reaching our targets in the Bachelor of Arts in Popular Music and the Bachelor of Science in Health & Wellness by the spring semester through internal and external transfers. These two degrees were designed for retention and recruitment, so the internal transfers should have a positive impact on our overall retention rate.

Degree	Actuals 2023F	Projected 2023	Projected 2024	Projected 2025
New BA Popular Music	7	16	32	48
New BFA Theatre Arts	34	26	52	78
New BS Health & Wellness	7	20	33	62
Revised Ed.D Instructional Leadership	28 (2 new)	28 (2 new)	33 (6 new)	28 (5 new)

Programs Anticipated for the 2024/5 Recruitment Cycle

New Accelerated Bachelors in Nursing (ABiN): The ABiN is a post-baccalaureate nursing degree, designed to meet regional workforce needs. Currently under the State Board of Nursing Review, we anticipate a summer 2024 launch. NOTE: Design uses existing sections during the normal school year that are shared with the traditional undergraduate nursing program, keeping the launch very cost-effective.

Projected Enrollment

Year 1 (2024)	Year 2 (2025)	Year 3 (2026)
20	37	37

New Bachelor of Fine Arts (BFA) in Art: Following the professional degree focus in all arts programs at WCSU, we are revising our existing BA to meet BFA standards. Currently under Board of Regents Review, we anticipate a Fall 24 launch. Upon approval of the BFA, the BA will be revised to serve as a degree completion option for those who do not thrive in the BFA. There are no unique courses for the BA, so seats will be in the BFA program. We anticipate drop in the BA enrollment but project an overall increase in enrollment in the Art programs.

Currently there are 96 students in the BA in Art. With the BFA, we expect 110 students in the combined programs in year 1.

Projected enrollment in the BFA

Year 1 (2024)	Year 2 (2025)	Year 3 (2026)
33	63	90

New Undergraduate Homeland Security Option: The Bachelor of Science in Justice & Law Administration has added an option in Homeland Security to our undergraduate degree program. This is a robust degree program with 255 majors. The new option is likely to attract 25 students per cohort. Although the numbers will reflect internal transfers and not an overall growth in this undergraduate degree, we anticipate that it will drive enrollment into our MS in Homeland Security. We are currently investigating an advanced standing plan for students in the undergraduate program, and we are developing an auto-admit plan for this degree for WCSU and Charter Oak students. **Current enrollment in the MS in Homeland Security is 16 students. With the auto admit process, we expect to double in size by next fall.**

Program Modifications to Enhance Recruitment

- BA in Biology is transitioning to BS to meet market expectations.
- BS in Justice & Law Administration is transitioning to BS in Criminal Justice to meet cultural expectations about the name of these programs.
- BA Anthropology/Sociology & BA Political Science adding applied learning focus to connect to careers more directly.

Programs Closed or Suspended for Redesign as of 2023-2024

- BS Meteorology: closing to be replaced by a new 4+1 program.

- BA Social Sciences closed.
- MA Mathematics (suspended for redesign). Anticipated new 4+1 program for fall 2024.
- MS Nutrition: Closing.
- RN-to-BSN (suspended for evaluation of recruitment opportunities).

New/Revised Programs Anticipated for 2024-2025

- New Cybersecurity option in the Masters in Business Administration to support regional and international recruitment. **Current enrollment in the MBA is 41. Target with new option: 60**
- New/Revised programs in Communication & Professional Writing to align with the professional focus in the School of Visual and Performing Arts and grow our profile in the creative industries. This change is to reverse the drop in enrollment in the existing programs (down 50%). **Current enrollment in Communication is 90. Target within two years of launch of revised program: 140.**

As a result of the Academic Planning Process, we have developed additional plans for curriculum revision which will move forward to the Board of Regents in Spring 2024.

RETENTION STRATEGIES

New University Advising Model

We have adopted an intrusive advising model using professional advisors for all first-year students. The Advisor will use a team approach, along with staff from Financial Aid, and the Registrars to provide wrap-around support to each student. The advisors will also work with faculty in the students' majors to ensure a smooth hand off after the first year. The focus will be on the transition to being a college student and making sure the student knows how to utilize campus services. The Advising staff registers all incoming students and with this model, will teach students how to register for the spring semester. This model reinforces the goals of the First Year Experience and is designed to improve our retention and graduation rates.

Measurement: Retention rates and progress to degree completion.

For 2023-2024 we hope to recover from the negative impact of the turmoil on campus last year. Prior to COVID-19, WCSU had reached 74% first year retention. It dropped significantly in 2021 (69.5%) and recovered in 2022 (74%). Unfortunately, the conflict on campus last year saw another drop (70%). Employing this advising model, we hope to return to 73% for next year and then another 1% the year after that. Secondarily, we imagine that the strong advising foundations will lead to improved graduation rates, as students will be more familiar with the expectations for their programs. We have not set a target yet, but we are implementing protocols for measurement now.

Refined Academic Recovery Model

In addition to the advising support, University Advisors are an essential piece of Academic Recovery plans. Students who do not meet the minimum GPA (Grade Point Average) requirements or do not complete the number of credits to stay on track for financial aid and timely degree completion, are required to meet with their University Advisor and develop a plan to get on track. This may involve tutoring support, carefully designed schedules, or a study skills program. This has been an effective model for student athletes in prior years and is now expanded to all students who are near or on probation. We are now finalizing protocols for referrals to help (and potential required actions for the students) to ensure that there is consistency in our outreach and guidance.

Measurement: We are now gathering benchmark data, but we anticipate that more students will successfully move off probation with this intervention. The results will be improved retention.

New Course Scheduling Tool

WCSU has just entered into a contract with Course Leaf to implement scheduling software. With clearly defined parameters and the improved advising model that will allow us to track students' academic plans more closely, we hope to see schedules that more closely meet our students' needs in an efficient way. Recent analysis has shown that we still have schedule clusters that conflict, making it challenging for students to get a full course load. With the scheduler tool, we anticipate a much more efficient process.

Measurement: Schedules in line with projected enrollments will allow for fewer course cancellations, better schedule options for students, and fewer low-enrolled courses. The benchmarks will be set with implementation so these outcomes can be measured.

New Dean of Student Success and Engagement

With the retirement of our Dean of Students, WCSU has redefined that role to focus on student engagement. The Interim Dean of Student Success and Engagement has redesigned the first-year experience to weave students into campus life. The program integrates attendance at university events (Passport) with the overview of resources (including the Career Connections), so that students connect with each other and members of the campus community whether commuter or residential.

Additional efforts planned for the next two years include:

- Restoring our Intramural Athletics programs
- Developing a plan for Marching Band Club (External investment of @ \$100,000).
- Bringing an e-Sports Club to WCSU. (Investment @ \$30,000)

Student engagement initiatives are anticipated to improve retention by 1% every year for three years.



SUMMARY OF RECRUITMENT AND RETENTION STRATEGIES

Connecticut State Community College

Connecticut State Community College (CT State) is a comprehensive multi-campus institution. It is the largest higher education institution in the state of Connecticut. For fall 23 CT State enrolled 34,991 credit students in which 8,159 are new, 23,474 are continuing, and 2,359 are transfer. Of our total student headcount 89% are enrolled in an associate degree program and 66% of our student body is part time. Additionally in the inaugural year of CT State, 27% of our students are taking courses at more than one location this semester. Our top degree programs include general studies, liberal arts, business administration, psychology, nursing, and computer science. We should also note that 31% of our students identify as Hispanic/Latinx, which will likely make us eligible for the designation as a Hispanic Serving Institution.

STRATEGIC ENROLLMENT MANAGEMENT STRATEGIES

CT State continues to be committed to strategic enrollment management and growth to meet the education, workforce, and training needs in Connecticut. The enrollment strategies highlighted are considered in progress or being explored.

Strategy One: Health Careers Expansion - *New Strategy*

CT State is expanding its nursing programs. Programs are offered at six campus locations. Our Quinebaug Valley campus is currently finalizing the development of a new Practical Nursing program. Pending approval through shared governance this program is proposed to launch Fall 2024.

Academic Year	Enrollment # (Headcount)
Current Year	0
AY 24/25	24
AY 25/26	48

AY 26/27	72
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Strategy Two: Career ConneCT

CT State continues to focus on meeting the needs of our diverse enrollment base. The institution is partnering to streamline enrollment strategies to allow for a more student friendly process for non-credit students who are engaged with Career ConneCT.

Strategy Three: CT Tech HS Auto Admit – New Strategy

CT State is partnering with Connecticut Technical Education and Career System (CTECS) high schools to expand access and enrollment to postsecondary education opportunities across Connecticut. This partnership will involve the development of a Memorandum of Agreement, piloting an automatic admission process, and expanding dual enrollment opportunities to approximately 12,000 CTEC students.

Enrollment Baseline: This fall semester we accepted 505 CTEC students as degree seeking students.

Enrollment Goal: Over the course of the next three years, the goal is to expand the percentage of CTEC graduates attending CT State by 10% as well as increase dual enrollment of CTECS by 10%.

Strategy Four: International Student Recruitment – New Strategy

CT State is expanding partnerships with ACES as well as developing standard agreements with international recruitment agencies to increase enrollment of students with an F1 Visa. Collectively our campuses have not actively recruited international students abroad. Our international enrollment has maintained based on word of mouth. This fall semester 350 international students are enrolled across 9 campuses. We are pursuing our SEVIS Certification for all 12 of our campuses we which will also expand opportunities for international student enrollment.

Enrollment Baseline:

- CT State currently has 350 international students which is 1% of our current overall student enrollment (34,991).
- These students are collectively from 50 countries with the top five represented as Brazil, Colombia, Mexico, Nigeria, Jamaica. We have opportunity to increase outreach in countries such as China, India and Korea which have the highest numbers of international students studying in the U.S.

Enrollment Goal:

Academic Year	Enrollment # (HC)	FTE	% Increase
Current Year/Baseline	350	280	8%
AY 24/25	403	322	15%
AY 25/26	483	386	20%

- Although the chart above only provides a two-year projection, international recruitment is an area in which consistent growth is anticipated based on national enrollment trends, and as we rebound to our pre pandemic numbers which were approximately 700.

Strategy Five: Dual Enrollment Expansion

CT State currently serves 27% of all dual enrolled students across Connecticut, representing 3% of our total enrollment. Over the course of the next three years, through policy, procedure and best practice revisions including funding strategies, CT State is working to position expanded dual enrollment opportunities specifically in health care, manufacturing, IT and business pathways with school districts across Connecticut. The anticipated outcome over the next three years is to double CT State’s total percentage of enrollment coming through dual enrollment and to see a 10% increase in the number of students who matriculate to CT State who were dually enrolled with us after graduation.

Enrollment Baseline: Currently we have enrolled 999 dual enrolled students in fall 2023.

Enrollment Goal:

Academic Year	Dual Enrollment # (Head Count)	% Increase
Current Year/Baseline	999	
AY 24/25	1300	30%
AY 25/26	1750	35%
AY 26/27	1998	15%

STUDENT RETENTION AND SUCCESS STRATEGIES

Strategy One: Teaching and Learning Professional Development

Research shows that students spend more time with faculty than any other within higher education institutions. Teaching and Learning is essential to student success and retention in higher education. CT State is committed to excellent teaching and learning. The institution will continue to provide holistic professional learning and development opportunities for faculty that promotes topics such as active learning, flipped classrooms, and equity-based practices.

Strategy Two: Enrollment Gap Analysis

CT State is partnering with Ferrelli (Higher education technology consultant) to complete an enrollment gap analysis. The gap analysis will focus on a comprehensive examination of the current enrollment processes, student experiences, missed opportunities, and external factors contributing to the decline, with the aim of creating a unified approach that benefits all 12 campuses.

CharterOak

STATE COLLEGE

A Higher Degree of Online Learning

SUMMARY OF RECRUITMENT AND RETENTION STRATEGIES

Charter Oak State College

ENROLLMENT STRATEGIES

ENROLLMENT GOALS FOR CHARTER OAK STATE COLLEGE

Through a combination of strategies to boost new student enrollment and improve retention rates, Charter Oak State College has set an aggressive registered student and credit enrollment goal increase of 9% each year over the next 3 years (fall 23, 24, 25). This is in alignment with Pillar 4: Growth, in the colleges new Strategic Plan to grow enrollment to produce more workforce-ready adults and assist the college in fiscal sustainability. In fall 2022, Charter Oak registered headcount was 1,596 and 12,066 credits. In Fall 2023, we increased registered student headcount to 1,766 (+10.2%) and 14,021 credits (+15.8%). This exceeded our goal of 9% in each category. The registered student headcount goal for fall 2024 is 1,897 and in fall 2025 is 2,068. The total credits goal for fall 2024 is 14,356 and in fall 2025 is 15,648.

NEW STUDENT ENROLLMENT STRATEGIES

The following strategies have been implemented recently or will be implemented soon to bring new students into the enrollment funnel, apply to the college, and submit all the documentation and follow up steps to be ready to register as a new Charter Oak student.

- **Revised Paid and Organic Search Approach**

Marketing's lead generation success is predicated on having a Search Engine optimized (SEO) website and Paid Search campaigns focused on our programs and value. These two strategies drive both paid and organic conversions. Conversion is dependent on offering three funnels – a short Request for Information (RFI) form, the opportunity to RSVP to a Virtual Open House and/or chat 24/7 with human-powered live chat.

Measure of Success: We ended the month of September with 668 new leads generated. This is a record as far as trackable leads since we launched our Customer Relations Management (CRM) system. Recent data on Lead Generation for Academic Year (AY) 21/22 was 3,597, and 5,300 for AY 22/23. The lead generation growth targets for AY 23/24 is 5,777, for AY 24/25 is 6,296, and AY 25/26 is 6,862.

- **Virtual Open House**

The popularity and success of our virtual open houses continue to feed our enrollment funnel. In academic year 2022/2023 we hosted 18 virtual open houses – some discipline specific, some degree level specific. 2,279 people registered. 2,279 is our baseline number for open house registrations.

Measure of Success: An impressive 1,075 (47%) were not already prospects in our system, they were NEW leads. The marketing that we did to promote our events brought them to us. Approximately 40% of those registered (Undergrad) ultimately applied for admissions. Goal for virtual open house registrations in AY 23/24 is 2,500, AY 24/25 is 2,750, and AY 25/26 is 3,000.

- **NEW: Lead Cultivation Changes**

We made extensive changes in our admissions processes and practices to increase efficiencies and ensure personalized follow up to each attendee and non-attendee. We used multiple touch points after the events with the prospect/applicant and are communicating with them using their desired channel- phone, Zoom, email and/or text.

Measure of Success: As we grow the top of the enrollment funnel, we maintain or improve our conversion rates of inquiry to application, application to deposit, and deposit to enrollment. Inquiry to application target is 32% or greater, application to deposit target is 60% or greater, and deposit to matriculation target is 85% or greater. Achieving these targets as we grow will yield over 100 new students each year.

- **NEW: CareerInvest Tuition Disbursement Model**

Starting fall 2023. A new approach to corporate relationships where employers are given an advantageous price structure to offer employees disbursement of tuition dollars. Similar models applied across the country have shown to increase the utilization of employees that utilize the benefit for college enrollment.

Measure of Success: Increase in the number of students from employer partners that enroll at Charter Oak. Over the past 3 years, we have seen an increase. It was 148 in AY 20/21, 178 in AY 21/22, and 187 in AY 22/23. The goal for AY 23/24 is 206, for AY 24/25 is 227 and AY 25/26 is 250 (10% annual growth each year).

- **Enrollment Data Highlight: Applications**

We had a 13% increase in applications when comparing fiscal year 2022 (2,043) to fiscal year 2023 (2,313). That pace is speeding up when looking at the most recent numbers. Charter Oak had a 20% increase in applicants from first quarter (July to September) from academic year 2022/23 (565) compared to first quarter of academic year 2023/24 (680). Application targets for FY 24 is 2,500, FY 25 is 2,750, and FY 26 is 3,000.

RETENTION STRATEGIES

The following strategies have been implemented recently or will be implemented soon to retain students once they matriculate at Charter Oak. Over the past 3 years, Charter Oak has a 77% semester-to-semester retention rate and a 69% year-to-year retention rate. Through the initiatives below, the goal is to improve our one-semester retention rate to 80% or greater and a one-year retention rate to 72% or greater by the 25/26 academic year.

- **NEW: Automated Student Attendance Report**

Using PowerBI data, advisors conduct proactive outreach to students that have not logged into their online course within 7 days. This is a new process starting in Fall 2023 and we will have initial data after the end of the fall semester.

Measure of Success: Lowering the percentage of students that are administratively withdrawn for non-attendance but doesn't voluntarily withdraw. Over the past 3 years, the administratively withdrawn rate for non-attendance has averaged 3.1%. The goal over the next 3 years is to have the administratively withdrawn rate below 3% in each year. Early pilot results in Fall 2023 resulted in a rate of 2.5%.

- **NEW: Advising Meeting Modality & Availability**

Implemented Fall 2023. All students have access to advisor's schedule to make an appointment (Calendly). Students now have morning and evening options; can meet by phone, virtually, as well as in person based on student preference. Students also have the option to request time beyond normal work hours and advisors will accommodate their available time themselves or by another member of the advising team.

Measure of Success: 80% of advisor caseload will meet with their new academic advisee before the semester begins. "Meeting" is defined as scheduled in Calendly for a phone or Zoom meeting and successfully completed. Calendly is a software company that develops a business communication platform used for teams to schedule, prepare and follow up on external meetings. Other outreach to the remaining 20% would be via phone, email, and/or texting outside of Calendly.

- **NEW: Automated Quality Control Reports**

Implemented Fall 2023. New automated reports have been created to proactively flag students who enroll in courses they already have credit (unnecessary repeats), enroll out of sequence, and/or enroll in over 15 credits per semester to alert advisors. Advisors then address the issues immediately rather than risk discovering after the fact, when students are committed.

Measure of Success: Decrease in overall DFW rates (It is the percent of all grades where the grade was less than C- or W or AW). Over the past 3 years, the DFW rate averaged 11.7%. Since this is an exceptional number for online colleges, the goal is to maintain or improve this rate over the next 3 years.

- **NEW: Multiple Modality Payment Reminder and Ease of Navigation**

In addition to traditional calls and emails, we implemented texting reminders along with postcard reminders with QR links to remind students of payment deadlines and how to make payment. We also made changes to the payment portal to make it more mobile friendly with a quick link to pay their bill in the payment portal (less clicks to get to payment).

Measure of Success: A reduction in the percentage of students dropped for non-payment. Initial results are promising with these changes. We were able to reduce the drop for non-payment from 4.7% in fall 2022 to 3.7% in fall 2023. The goal moving forward is to maintain or improve the 3.7% baseline.

- **NEW: Reducing Barriers in the Financial Aid Pipeline**

We are currently in progress of generating automatic reports using PowerBI to track where each student is within the financial aid process. We are also utilizing the call center vendor to proactively reach out to students who are missing documents or requirements and encourage them to complete the process.

Measure of Success: Leveraging technology and new processes, reduce in the amount of time to begin and package students for financial aid (speed to package) by 9% each year for the next three (3) years.

Other Data Points and Information About Charter Oak Recruitment and Retention Initiatives

What does 15% growth (and where) does it look like for fall 2023?

- New associate and bachelor's degree registrants +74 and continuing +118 compared to last year.
- Average credits per students up from 7.6 to 8.0
- Current student registration rate increased from 81.3% to 82.6%

Out of State Enrollment. In AY 22/23, 345 students (14% overall) were out of state. By flattening our tuition nationwide and investing in certain out of state markets based upon market research, the out of state enrollment goals for the next three years are 380 in AY 23/24, 420 in AY 24/25, and 460 in AY 25/26. We cannot disclose the specific markets in a public environment due to the proprietary nature of our market research.

Transferability. Charter Oak aligned our general education requirements with CT State Framework 30. This creates an ease of transfer path and map. The next step is to work with CT State on proactive recruitment of CT State students that take most of their classes online about coming to Charter Oak. See example data from CT State – Gateway. As you can see there, almost half of the students took at least half of their courses online and about one-third of the students took all their courses online. We plan to work with CT State to be proactively identifying those students and recruiting them to Charter Oak.

the Gateway Spring and Fall 2023 data re: online courses you requested

Term	Students	Taking at least 50% of Courses Online*		Taking 100% of Courses Online*	
		n	%	n	%
Spr 2023	5,176	2,494	48%	1,486	29%
Fall 2023	7,007	3,112	44%	2,425	35%

* included only LRON and ONLN instructional modalities.

Direct matriculation from CT State. Charter Oak’s Community College Tuition Match program rewards CT State graduates that matriculate at Charter Oak within 12 months by lowering their tuition to the same price as the community college for the final two years. This program has proven to be very popular as the number of new tuition match students has grown from 111 in AY 20/21 to 200 in AY 22/23. With the initiative listed above, we plan to continue to increase the number of new tuition match students by at least 10% in each of the next 3 academic years. Tuition match students current make up 24% of our entire new student base.

Academic Programs to Add. Fall 24, BS in Software Development and BS in Marketing. Fall 25, BS in Finance and BS in Strategic Communication. Fall 26, BS in Accounting and BS in English/Professional Writing. Other programs may be added as opportunities arise such as joint degree programs with a CSU partner.

Non-credit Programs. Non-credit academic master plan currently in progress. In the short-term, leverage our Coursera Career Academy contract, Tech Talent Accelerator Grant, and CareerConneCT grant for non-credit offerings.

Dual enrollment to strengthen K-12 pipeline. This is an area Charter Oak has never targeted due to the adult student population, but we see as an area of potential growth. We are currently in conversations about pilot concepts with an adult ed district, a local school district, and a national private online K-12 provider to discuss synergies and potential partnerships.

Workforce. We are working to map our curriculum to Knowledge, Skills, and Abilities (KSAs) with industry partners. For example, Hartford Healthcare is our industry partner with our CareerConneCT Health Information Management Pathway grant and Travelers is our industry partner with our Tech Talent Cybersecurity grant.

Internships. 77% of our students work full-time so internships are not a desirable recruitment strategy. But we are working on employment-based practicums for Bachelors in Nursing and Bachelor of Social Work are an effective way to allow students to gain experience while completing their degree.



SUMMARY OF RECRUITMENT AND RETENTION STRATEGIES

SYSTEM OFFICE ACADEMIC AND STUDENT AFFAIRS (ASA)

System-wide Initiatives to promote student recruitment and retention -

1. Complete CT – Some College, No Credential

Nationally, more than 39 million adults have at least some college but no credential (SCNC) according to the National Student Clearinghouse Research Center, up from more than 36 million only 3 years ago. Furthermore, SCNC students are disproportionately students of color thus making a SCNC initiative an equity imperative. In Connecticut there are more than 370,000 adults with some college, but no credential, 29.3% of whom are under 35 years of age and 45.8% are between 35 and 64. We know that returning students are more likely to (62%) change institutions upon re-enrolling, and those who did change institutions commonly crossed institutions sectors (67%).

As a result, CSCU has launched **Complete CT**, a state-wide multi-campus initiative that harnesses the power of one-on-one student success coaching to help students with some college and no credential return to and complete their studies at one of the 6 CSCU colleges and universities. This is a collaborative approach with CSCU Institutions and an external vendor that has been selected through an RFP process. Charter Oak is the lead agent to coordinate the efforts collaboratively based on prior experience executing Get Back To Get Ahead (GBTGA) initiative.

Measure of Success: When COSC did GBTGA, this program brought approximately 1,500 students back to school. We can anticipate up to similar results in phase 1 with the potential to gather up to 2,200 more in phase two (matching the up to 10% “likely completers”) in the 370,000+ population.

2. Dual and Concurrent Enrollment

Dual and concurrent enrollment programs help transition students from high school to college, they allow students to experience academic rigor while earning college credit which can advance them in their future studies. CSCU dual and concurrent programs accelerate the time to credential completion for our state’s students. Dual and concurrent programming has incredible growth potential in the following areas: CT State has the space, equipment, and faculty needed to fill the educational gaps in Connecticut’s high schools due to current teacher shortages.

Centralizing registration and coding procedures by creating uniformed registration allows for data collection and marketing capabilities informing future students of the wide range of educational offerings.

Cost equity - Currently, there is a wide range of pricing for dual and concurrent programming across the state. Uniform pricing is paramount to ensuring equitable offerings for dual and concurrent programming.

Measure of Success: At the end of Phase 1 (July 2024) a detailed final report will be created that will include a landscape analysis, steps already taken to stage a future alignment of programs, and a strategic plan for next steps in alignment and growth of dual enrollment program. The report will be presented to the Chancellor. The measure of success for dual and concurrent enrollment programs for the state will be the ability to use the data discovered to make strategic decisions which will result in increased enrollment in programs system wide, implement best practices, and scope and scale successful programming.

3. Credit for Prior Learning

The core aim of the Credit for Prior Learning (CPL) Policy is to bring transparency to Connecticut State Colleges and Universities (CSCU) regarding the awarding of academic credit for prior learning at the undergraduate level. The policy aims to give all CSCU students the opportunity to gain academic credit for: standardized and institutional examinations like AP, CLEP, IB, etc., to award credits, credits for industry-recognized certifications and credentials, credits for formal military training, credits for training programs outside of traditional college settings, credit for non-academic courses that align with college-level learning, and credits awarded based on a portfolio demonstrating prior learning.

Measure of success: All elements of the system-wide policy to be fully implemented by Fall 2026.

4. CSCU Transfer Initiative

The CSCU Transfer Initiative is a collaborative effort between CSCU institutions to assist students in reaching their academic goals. This system-wide initiative will help in early identification of students' transfer goals, indicate students desired transfer destination, allow sharing of academic records between the community college and 4-year institutions and promote early CSCU 4-year institution engagement.

This initiative will promote seamless transfer between CSCU institutions and prevent credit loss while allowing for timely graduation. Changes to policy and procedure will yield student success, educational attainment, revenue generation and occupational credentialing for the state. We will also be creating representative advisory bodies to provide oversight of systemwide general education alignment and creating a consistent review schedule to ensure that the procedures governing transfer are consistent for students into the future.

Measure of success: CSCU Transfer Initiative will lead to a BOR resolution and an increase in student transfer by 7% by Fall 2030. CSCU has partnered with the National Association of System Heads (NASH) and have adopted their completion metrics along with additional partner states (CA, IL, WI, TX, AK, KY, PA) who have committed to transfer student success.