CT BOARD OF REGENTS FOR HIGHER EDUCATION
MINUTES – REGULAR MEETING
10:00 a.m., Thursday, September 18, 2014
Manchester Community College, Manchester, CT

REGENTS PARTICIPATING
Nicholas M. Donofrio, Chair
Yvette Meléndez, Vice Chair
Richard J. Balducci
Stephen Adair*
Eugene L. Bell
Robert E. Brown
Lawrence J. DeNardis
Sarah Greco
Merle W. Harris
Craig S. Lappen
JoAnn Price
Catherine H. Smith* via teleconference
Elease E. Wright

REGENTS ABSENT
Jewel Mullen*
Stefan Pryor*
Naomi K. Cohen
*ex-officio, non-voting member

BOR STAFF
Gregory W. Gray, President (via teleconference)
Elsa M. Nuñez, VP State Universities & President, Eastern Connecticut State University
Mike Gargano, Provost and SVP for Academic & Student Affairs
Elizabeth Caswell, Chief of Staff
George Claffey, Charter Oak State College Dean & Chief Information Officer
Keith Epstein, Vice President for Facilities, Real Estate & Infrastructure Planning
Erika Steiner, Chief Financial Officer
Joseph Tolisano, Chief Information Officer
Ernestine Weaver, Counsel
Erin A. Fitzgerald, Associate Director of Board Affairs/BOR Secretary

UNIVERSITY/COMMUNITY COLLEGE PRESIDENTS
Edward Klonoski, Charter Oak State College
James Lombella, Asnuntuck Community College
Elizabeth Roop, Housatonic Community College
Gena Glickman, Manchester Community College
Anna Wasescha, Middlesex Community College
Daisy Cocco De Filippis, Naugatuck Valley Community College
Carlee Drummer, Quinebaug Valley Community College
Mary Ellen Jukoski, Three Rivers Community College
Cathryn Addy, Tunxis Community College
Jack Miller, Central Connecticut State University
Mary Papazian, Southern Connecticut State University
James Schmotter, Western Connecticut State University

GUESTS
Boston Consulting Group – J. Puckett, Senior Partner & Managing Director
Elert Consulting – Gary Elert, President; Mindy Sitton, M.Ed., Project Manager; Joe De Lopez, Senior Security Consultant; and Michael Rozin, Senior Security Consultant
CALL TO ORDER

Chairman Donofrio called the meeting to order at 10:10 a.m. and declared a quorum present.

BOR CHAIRMAN NICHOLAS M. DONOFRIO

Chairman Donofrio advised he would be requesting a motion to move the “Opportunity to Address the Board” prior to the meeting adjournment and thanked President Glickman for hosting the meeting.

BOR PRESIDENT W. GRAY

President Gray echoed Chairman Donofrio’s remarks expressing his appreciation to MCC President Gena Glickman.

President Glickman shared a video introduction / commercial for Manchester Community College, then introduced SGA President Gordon Pluffe who shared highlights of SGA’s student orientation process and goals for educating students in the area of student advocacy. Prior to introducing faculty member Professor Torres, President Glickman provided remarks on the following MCC initiatives:

- Application by Professor Deborah Simmons for national accreditation for MCC music program; if approved, President Glickman noted this would be the first accredited program in CT;
- Success in high school partnerships in English and Math;
- MCC was nominated as one of the Top 150 community colleges nationally by the Aspen Institute for steady increases in retention and graduation rates, equalizing successes for students of color and for alignment of programs with workforce needs;
- the creation of a STEM institute; although in early stages, planning sessions will be held this fall;
- community service and engagement endeavors;
- beginning of capital campaign ($14M goal); and
- introduced Professor Steven Torres, who shared information regarding MCC’s new Honors College.

At the conclusion of President Glickman’s remarks, President Gray continued his remarks touching on the following topics:

- introduction, via CFO Erika Stiner, of representatives in attendance from Elert Associates (listed under guests on 1st page hereof) who would provide a summary of their security assessment findings to the Board in executive session;
- thanked Board members for their accommodating a request for a special meeting re biennium budget;
- enrollment update;
- NCHEMS report; and
Transform 2020 update (provided by staff members and Executive Sponsors—see PowerPoint presentation attached hereto and posted on website at http://www.ct.edu/newsroom/viewpoints, at the conclusion of which J. Puckett of Boston Consulting Group offered his comments regarding the process to date; and

Following President Gray’s remarks and the staff update on Transform 2020, discussion ensued among Board members and staff regarding identified initiatives within Transform 2020. Chairman Donofrio thanked all participants, both board members and staff, for their input, stating their collective collaboration was necessary in the Board’s efforts to transform the system into greatness.

ADOPTION OF AGENDA

On a motion by Regent Harris, seconded by Regent DeNardis, the agenda was adopted (moving the “Opportunity to Address the Board” prior to moving to Executive Session).

APPROVAL OF MEETING MINUTES

On a motion by Regent Balducci, seconded by Regent Harris, the meeting minutes of August 21, 2014 and September 5 were unanimously approved (pending a correction to the August 21, 2014 minutes reflecting that Regent Elease Wright was in attendance).

CONSENT AGENDA

Chairman Donofrio called for a motion on the Consent Agenda. On a motion by Regent Balducci, seconded by Vice Chair Melendez, the items listed on the Consent Agenda below were unanimously approved.

Termination of Existing Academic Programs
   Electrical Certificate – Gateway CC

Modifications of Programs
   Liberal Arts-Fine Arts Option AA – Asnuntuck CC

New Programs
   Theater Arts Performance Track Certificate - Housatonic CC
   Medical Assisting – AS – Housatonic CC
   Automotive Technology – General Motors Certificate – Gateway CC

Institutional Accreditation – Western CSU

RESOLUTIONS ON CONSENT:

Termination of Existing Academic Programs

Electrical Certificate – Gateway CC

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the “Electrical Certificate” at Gateway Community College
Modifications of Programs

Liberal Arts-Fine Arts Option AA – Asnuntuck CC
RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Liberal Arts-Fine Arts Option leading to an Associate of Arts degree at Asnuntuck Community College to substantively change the curriculum.

New Programs

Theater Arts Performance Track Certificate - Housatonic CC
RESOLVED: That the Board of Regents for Higher Education approves licensure and accreditation of the program “Theater Arts Performance Track” leading to an undergraduate certificate at Housatonic Community College for a period of time concurrent with institutional accreditation.

Medical Assisting – AS – Housatonic CC
RESOLVED: That the Board of Regents for Higher Education approves licensure of the program “Medical Assisting” leading to an Associate of Science (A.S.) degree at Housatonic Community College for a period of three years until September 30, 2017.

Automotive Technology – General Motors Certificate – Gateway CC
RESOLVED: That the General Motors Corporation has requested that Gateway Community College develop an automotive technology certificate to meet existing workforce needs, now therefore be it further
RESOLVED: That the Board of Regents for Higher Education approve licensure and accreditation of the program “Automotive Technology-General Motors” leading to an undergraduate certificate (C2) at Gateway Community College for a period of time concurrent with institutional accreditation.

Institutional Accreditation – Western CSU
RESOLVED: That the Board of Regents for Higher Education accepts the NEASC assessment and action and grants continued accreditation to Western Connecticut State University until November 30, 2019.

AMENDMENT TO BYLAWS

Chairman Donofrio called for a motion on the bylaws amendment. On a motion by Regent DeNardis, seconded by Regent Balducci, the resolution below was unanimously approved.
RESOLVED, that the Board of Regents for Higher Education approves the following amendment to Board Bylaws:
ARTICLE I – THE BOARD OF REGENTS FOR HIGHER EDUCATION

SECTION 2 – BOARD MEMBERSHIP

The board shall consist of nineteen twenty-one members who shall be distinguished leaders of the community in Connecticut. The board shall reflect the state's geographic, racial and ethnic diversity. The voting members shall not be employed by or be a member of a board of trustees for any independent institution of higher education in this state or the Board of Trustees for The University of Connecticut nor shall they be employed by or be elected officials of any public agency as defined in subdivision (1) of section 1-200 of the general statutes, during their term of membership on the Board of Regents for Higher Education. The Governor shall appoint nine members to the board as follows: Three members for a term of two years; three members for a term of four years; and three members for a term of six years. Thereafter, the Governor shall appoint members of the board to succeed such appointees whose terms expire and each member so appointed shall hold office for a period of six years from the first day of July in the year of his or her appointment. Four members of the board shall be appointed as follows: One appointment by the president pro tempore of the Senate, who shall be an alumnus of the regional community-technical college system, for a term of four years; one appointment by the minority leader of the Senate, who shall be a specialist in the education of children in grades kindergarten to twelve, inclusive, for a term of three years; one appointment by the speaker of the House of Representatives, who shall be an alumnus of the Connecticut State University System, for a term of four years; and one appointment by the minority leader of the House of Representatives, who shall be an alumnus of Charter Oak State College, for a term of three years. Thereafter, such members of the General Assembly shall appoint members of the board to succeed such appointees whose terms expire and each member so appointed shall hold office for a period of four years from the first day of July in the year of his or her appointment. The chairperson and vice-chairperson of the faculty advisory committee created under section 10a-3a shall serve as an ex-officio, nonvoting member of the board for a term of two years and, in his or her role as chairperson and vice-chairperson, shall be excluded from any executive session, as defined in section 1-200, of the board. The chairperson and vice-chairperson of the student advisory committee created under section 10a-3 of the general statutes, as amended by this act, shall serve as members of the board. The Commissioners of Education, Economic and Community Development and Public Health and the Labor Commissioner shall serve as ex-officio, nonvoting members of the board.
OPPORTUNITY TO ADDRESS THE BOARD

K.C. Hancock, MCC student, addressed the Board regarding the need for additional funds to support extra-curricular clubs.

EXECUTIVE COMMITTEE/CHAIRMAN’S COMMENTS

Chairman Donofrio noted the Committee had not met recently and, therefore, there was no Executive Committee report.

EXECUTIVE SESSION

At 12:01 p.m. on a motion by Vice Chair Melendez, seconded by Regent Harris, the Board voted to go into Executive Session for the purpose of discussion concerning the safety and security assessment reports prepared by Elert & Associates as permitted under CT State Statutes 1-200 (6) (E) and 1-210 (19) (v) and (i). Chairman Donofrio announced that no votes would be taken in Executive Session. Chairman Donofrio directed President Gray, Michael Gargano, Erin Fitzgerald, Joe Tolisano, Keith Epstein, Ernestine Weaver, Elsa Nunez, Erika Stainer, Liz Caswell and Elert representatives Gary Elert, Michael Rozin, Mindy Sitton and Joe DeLopez, to remain with the Board.

RETURN TO OPEN SESSION

At 12:25 p.m. Chairman Donofrio announced that the meeting was in Open Session and that no votes were taken in Executive Session, which was limited to discussion concerning the safety and security assessment reports prepared by Elert & Associates as permitted under CT State Statutes 1-200 (6) (E) and 1-210 (19) (v) and (i).

ADJOURNMENT

Regent Harris moved to adjourn; Regent Balducci seconded and the meeting adjourned at 12:20 p.m.

Submitted,

Erin A. Fitzgerald, Associate Director, Office of Board Affairs
Secretary of the CT Board of Regents for Higher Education
Transform CSCU 2020
Board of Regents meeting

September 18, 2014
# Agenda

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Presenter</th>
<th>Timing</th>
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<tbody>
<tr>
<td>Transform updates</td>
<td>• Value proposition</td>
<td>Dr. Gray</td>
<td>10 minutes</td>
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<tr>
<td></td>
<td>• Overview of Transform initiatives</td>
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<td></td>
<td>• Stakeholder engagement</td>
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<tr>
<td>Updates on Transform</td>
<td>• IT bond ask</td>
<td>Erika Steiner,</td>
<td>30 minutes</td>
</tr>
<tr>
<td>initiatives</td>
<td>• Facilities bond ask</td>
<td>George Claffey,</td>
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<td></td>
<td>• Smart classroom</td>
<td>Mike Gargano</td>
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<td>• Shared system-wide metrics</td>
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<td></td>
<td>• Academic advising</td>
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<td></td>
<td>• Seamless system-wide transfer</td>
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<tr>
<td>Closing remarks</td>
<td>• Path to strategic plan</td>
<td>Dr. Gray</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

*Draft – For Discussion Only*
CSCU 2020 Value Proposition

A standard to guide our decisions and actions

Preparation to Achieve Life & Career Goals
- Enhanced career-related programming
- Expanded partnerships with businesses
- Academic programs tied to workforce needs

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

Superior Course & Program Access
- Flexible options for online offerings
- Improve transfer & articulation
- State of the art classrooms
- Cross-registration options
- Degree variety

Affordable Price
- Lowest tuition in state of Connecticut
- Efficient path to degree
- Enhance financial aid support

STUDENTS

Draft – For Discussion Only
# Overview of Transform Initiatives

36 Transform initiatives in seven clusters

<table>
<thead>
<tr>
<th>Clusters</th>
<th>Academics</th>
<th>Workforce of tomorrow</th>
<th>Transparency and Policies</th>
<th>Revenue management</th>
<th>Organizational effectiveness and efficiency</th>
<th>IT</th>
<th>Facilities</th>
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</thead>
<tbody>
<tr>
<td>#</td>
<td>6¹</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Exec. sponsor</td>
<td>M. Gargano &amp; Presidents²</td>
<td>Wilfredo Nieves</td>
<td>Michael Kozlowski</td>
<td>Erika Steiner</td>
<td>Erika Steiner</td>
<td>Joe Tolisano</td>
<td>Keith Epstein</td>
</tr>
</tbody>
</table>

- **Initiatives**
  - Attracting and recruiting students
  - Student retention
  - Enhance academic offering
  - Transfer and articulation
  - Instructional innovation
  - Student services
  - Labor needs & workforce programs
  - Career-related programs (e.g., P-Tech)
  - Collaboration with business community
  - System-wide policy alignment
  - System-wide shared metrics
  - Revenue management
  - Organizational effectiveness and efficiency
  - IT systems assessment
  - IT organizational structure
  - Facilities master plan
  - Code compliance / infrastructure improvements

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¹ Total of 24 initiative roadmaps supporting 6 academic initiatives; total of 36 initiative roadmaps across Transform. ² The following presidents are executive sponsors of a subset of the academic initiatives: Dr. Daisy Cocco De Filippis, Dr. James W. Schmotter, Dr. Mary Ellen Jukoski, Dr. Elsa Núñez, Dr. Mary A. Papazian, Dr. Gena Glickman.
Survey to CBIA, Regional Business Councils, Chambers of Commerce, CT Hospital Association

May kickoff, with monthly updates

July system-wide shared metrics workshop

All day Transform session in August

Survey of 17 institutions & system 2,000 responses

Liaisons leading engagements at institutions

Listening session with faculty unions

Workshops with campus CFOs, HR leads, and CIOs

Town Halls at each institution and system office

1:1s with Board representatives

Listening session with SAC

Discussions with state legislators

Highlighted in following pages
Summary of Presidents retreat – August 7, 2014

Description

Full-day offsite at Manchester Community College

Discussion-based format with live polling

Topics
• Value proposition
• Initiative discussion
• Spotlights:
  – Metrics
  – Org. Effectiveness and Efficiency
• Business survey, Town Halls

Themes

Overarching themes
• Academic excellence and rigor should be explicit in CSCU and Transform messaging
• Important to leverage resources system-wide for functions not core to institutional missions (e.g., IT, payroll, HR)
• Systems are antiquated (e.g., paper time cards); upgrades should balance campus needs

Initiative-specific themes
• First-year experience programs (designed to improve retention) should focus on academics
• Importance of alignment to K-12 system to decrease need for remediation over time
• Critical to reduce barriers for students to transfer, elevate transfer mission of CCs
• Many campuses already collaborating with businesses (e.g., via Manufacturer's Coalition)

In round-robin format, each President addressed Transform initiative importance to campus-level activities, and identified opportunities to collaborate as a system.
Key findings from CSCU business and civic community survey

Respondent businesses:

1. Expect to increase hiring of new graduates modestly in next 3 years (e.g., 9% to 11% increase for businesses hiring 6-10 graduates annually)

2. Are satisfied overall with performance of graduates from CSCU institutions (~70% indicated satisfaction or high satisfaction with graduate performance)

3. View their role primarily in providing internships, with growing interest in volunteer-based partnerships (e.g., mentors)

4. Highlighted that soft and basic skills are needed in new employees in addition to domain-specific skills

5. Are supportive of strengthening the CSCU system through Transform

Source: Transform 2020 CSCU business and civic community survey, July 2014. n=220, with nearly 200 open-ended responses. Survey was open for 2 weeks and distributed via CBIA e-mail list, CT Regional Business Councils, CT Chambers of Commerce, and the Connecticut Hospital Association.
Business community sees value in strengthening CSCU system

Respondents desire to improve graduate ability to meet their business' needs

Business community is supportive of Transform ...

"Great idea. Should have happened years ago"

"We are excited about the Transform effort and the impact it will have on our business and civic communities ..."

"This is a great idea and will help streamline many of your operations allowing you to provide better services to the community ..."

... and has ideas for how to leverage system effectively ...

You have resources that are best-in-class at CCSU in downtown NB...maybe they should take the lead or be the clearing house within the system ...

"Design curriculum for the jobs of current and future employers in Conn. so Conn. students stay here in the state instead of all our young people leaving for Boston and New York..."

"I expect the college system to pick up the pieces where the local school systems have failed to teach the student adequately in math and English"

Questions: Please feel free to share any other comments, questions or suggestions that would be helpful to the CSCU system in the Transform effort. What skills, qualifications and expertise are needed for new employees at your business/organization today? How do you envision this changing in the next 5-10 years?

Source: Transform CSCU 2020 Business and Civic Community Survey, July 2014
Student involvement in Transform
Planned survey of students to inform initiative planning and ongoing student engagement

Current and planned student engagements

- Student BOR members interviewed 1:1
- Listening session with SAC (hopes, aspirations, fears)
- Students invited to all Town Halls
- BOR student representative and SAC providing input on content of survey to students
- Student collaboration on distribution plan & channels
  - Distribution letter to be co-authored by students
  - Students to help identify multiple campus-specific channels and coordinate distribution (e.g., tabling in common areas)
- Student input and involvement in September Transform awareness campaign (e.g., round-tables at each campus)

Student survey description

October 2014, open for 2 weeks

Target ~15 questions
  - Mostly multiple choice, few open-ended
  - Perspective on CSCU goals
  - Input on initiatives impacting student experience (e.g., academic advising, cross-campus registration opportunities)

Option to complete online or in person on campuses
Emerging themes from Town Halls

<table>
<thead>
<tr>
<th>Town halls completed to date</th>
<th>Emerging themes</th>
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<tbody>
<tr>
<td>Community colleges</td>
<td></td>
</tr>
<tr>
<td>• Three Rivers</td>
<td>• Participation – desire to get involved</td>
</tr>
<tr>
<td>• Manchester</td>
<td>• Professional development for faculty - supportive</td>
</tr>
<tr>
<td>• Asnuntuck</td>
<td>• Equity – student supports, e.g., child care, transportation</td>
</tr>
<tr>
<td>• Naugatuck Valley</td>
<td>• Distance learning; role and risks of online education</td>
</tr>
<tr>
<td>• Middlesex</td>
<td>• Program Optimization, Effectiveness/efficiency initiatives; want more information on impacts</td>
</tr>
<tr>
<td>Universities</td>
<td>• Readiness to learn – remediation, early college; what else?</td>
</tr>
<tr>
<td>• Central</td>
<td>• Student retention; transfer and articulation</td>
</tr>
<tr>
<td>• Eastern</td>
<td>• Institutional autonomy – marketing, metrics, programs</td>
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<tr>
<td>• Western</td>
<td></td>
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<tr>
<td>System office</td>
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BOR Approved Biennial Capital Request

- **BOR approval capital request on September 5, 2014**
  - First two years of a 10-year plan totaling $1.6B
    - excluding CSUS 2020 for universities
  - Two-year request totals $362M
- Includes requirements of:
  - system-wide deferred maintenance
  - colleges’ major funding
  - IT Infrastructure
  - smart classrooms

### University Projects

**Code Compliance/Infrastructure Improvements**

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Funding Year</th>
<th>Total Biennium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Connecticut State University</td>
<td>5,977,244</td>
<td>12,381,435</td>
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<tr>
<td>Eastern Connecticut State University</td>
<td>2,926,292</td>
<td>6,061,605</td>
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<tr>
<td>Southern Connecticut State University</td>
<td>5,249,079</td>
<td>10,873,092</td>
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<tr>
<td>Western Connecticut State University</td>
<td>4,261,522</td>
<td>8,827,438</td>
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<tr>
<td>Preexisting 2020 Funding Commitments (6,212,000)</td>
<td></td>
<td>(10,021,524)</td>
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**Code Compliance/Infrastructure Improvements Colleges**

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Funding Year</th>
<th>Total Biennium</th>
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<tbody>
<tr>
<td>Asnuntuck Community College</td>
<td>2,683,536</td>
<td>5,568,754</td>
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<tr>
<td>Capital Community College</td>
<td>1,657,581</td>
<td>3,433,560</td>
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<tr>
<td>Gateway Community College</td>
<td>1,394,668</td>
<td>2,888,955</td>
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<td>Housatonic Community College</td>
<td>2,058,819</td>
<td>4,264,697</td>
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<tr>
<td>Manchester Community College</td>
<td>2,283,347</td>
<td>4,729,790</td>
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<tr>
<td>Middlesex Community College</td>
<td>2,850,379</td>
<td>5,904,356</td>
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<tr>
<td>Naugatuck Valley Community College</td>
<td>3,842,325</td>
<td>7,959,102</td>
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<tr>
<td>Northeastern Community College</td>
<td>1,875,491</td>
<td>3,884,948</td>
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<tr>
<td>Norwalk Community College</td>
<td>3,186,545</td>
<td>6,061,700</td>
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<tr>
<td>Quinnipiac Community College</td>
<td>1,618,200</td>
<td>3,351,986</td>
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<tr>
<td>Housatonic Community College</td>
<td>1,832,880</td>
<td>3,742,323</td>
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<tr>
<td>Preexisting 2020 Funding Commitments (6,212,000)</td>
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<td>(10,021,524)</td>
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**Telecommunications Infrastructure Upgrade**

<table>
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<tr>
<th>Project Title</th>
<th>Funding Year</th>
<th>Total Biennium</th>
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<tbody>
<tr>
<td>Deferred Maintenance</td>
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<tr>
<td>Interdependent System</td>
<td>750,000</td>
<td>750,000</td>
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<tr>
<td>Interdependent System</td>
<td>5,000,000</td>
<td>5,000,000</td>
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<tr>
<td>Interdependent System</td>
<td>3,000,000</td>
<td>3,000,000</td>
</tr>
<tr>
<td>Enhanced Student Experience And Efficiency</td>
<td>1,000,000</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Enhanced Student Experience And Efficiency</td>
<td>250,000</td>
<td>250,000</td>
</tr>
<tr>
<td>Risk Reduction &amp; Efficiency &amp; Interdependent Syst</td>
<td>750,000</td>
<td>750,000</td>
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<tr>
<td>Interdependent System</td>
<td>1,000,000</td>
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<tr>
<td>Interdependent System</td>
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<td>500,000</td>
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<tr>
<td>Risk Reduction &amp; Efficiency</td>
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**Institutional Projects**

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Funding Year</th>
<th>Total Biennium</th>
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<tbody>
<tr>
<td>Convert Existing Gym Into Library And Stud. Services</td>
<td>3,625,342</td>
<td>3,625,342</td>
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<tr>
<td>Capital Equipment And Design</td>
<td>2,000,000</td>
<td>2,000,000</td>
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<tr>
<td>Prop. Acq., Design And Const. For Campus Exp.</td>
<td>5,095,756</td>
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<tr>
<td>New Academic Building</td>
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<tr>
<td>New Academic Building</td>
<td>4,581,694</td>
<td>4,581,694</td>
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<tr>
<td>DANbury Campus Fit-Out</td>
<td>2,500,000</td>
<td>2,500,000</td>
</tr>
<tr>
<td>MEP &amp; Distribution Systems Upgrade</td>
<td>2,145,000</td>
<td>2,145,000</td>
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<tr>
<td>Founders Hall Annex Demolition</td>
<td>1,500,000</td>
<td>1,500,000</td>
</tr>
<tr>
<td>Renovate The White Building</td>
<td>825,000</td>
<td>2,750,000</td>
</tr>
<tr>
<td>Add. And Renov. To The East And West Campuses</td>
<td>31,130,451</td>
<td>31,130,451</td>
</tr>
<tr>
<td>B Wing Mep/Code Upgrades And New Façade</td>
<td>4,942,887</td>
<td>4,942,887</td>
</tr>
<tr>
<td>East Campus-Re Roofing Project</td>
<td>1,010,553</td>
<td>1,010,553</td>
</tr>
<tr>
<td>New Academic Building, Phase III &amp; Prop. Purchase</td>
<td>45,206,183</td>
<td>45,206,183</td>
</tr>
<tr>
<td>New Academic Building</td>
<td>248,257</td>
<td>270,028,977</td>
</tr>
<tr>
<td>Land And Property Acquisition Program System</td>
<td>5,000,000</td>
<td>5,000,000</td>
</tr>
<tr>
<td>System Manufacturing Emerging Technology Centers</td>
<td>2,500,000</td>
<td>5,000,000</td>
</tr>
<tr>
<td>New And Replacement Equipment Program System</td>
<td>12,300,000</td>
<td>24,600,000</td>
</tr>
</tbody>
</table>

**Subtotal**

| Subtotal                                         | 162,942,020  | 24,600,000     |

**Totals Including Escalation in FY 17 @ 5% annual**

<table>
<thead>
<tr>
<th>Totals</th>
<th>162,942,020</th>
</tr>
</thead>
<tbody>
<tr>
<td>System</td>
<td>163,975,010</td>
</tr>
<tr>
<td>State</td>
<td>326,913,621</td>
</tr>
</tbody>
</table>

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**BOR Approved Biennial Capital Request**
Facilities requirements – deferred maintenance

• Initiative Goal: to provide progressive, high quality buildings addressing the needs of students
• Sightlines reported a maintenance backlog of $836M in November 2013; 10-year projection
• BOR Facilities refined the requirement to $606M over 10 years
  ✓ biennium request of $84M covers first two years
  ✓ proactive stewardship of facilities will prolong the use of assets and delay the need for new buildings
  ✓ integrated into overall master plan
Facilities requirements – master plan

• Initiative Goal: Coordinate major capital needs with academics, workforce of tomorrow, and IT strategic plan

• CSUs historically had CSUS 2020
  ✓ changed to CSCU 2020 this year with the introduction of $20M of Community College bonds brought in under the umbrella
  ✓ CSCU 2020 is enacted by statute and is unchanged by current biennium
  ✓ Generally provides $
  ✓ some additional requests from universities are being discussed

• 10-year master plan for colleges will roll into a consolidated system-wide 10-year plan, including deferred maintenance and IT infrastructure requirements

• New buildings and renovations:
  ✓ are prioritize based on need and strategic priorities
  ✓ coordinate with academic and workforce of tomorrow initiatives
IT requirements

All of the items requested for IT support are in some manner related to various Transform CSUS 2020 initiatives:

- $40M for upgrades paves the way for many other IT-based or IT-dependent initiatives
- $10M for Virtual Desktops will incorporate capital improvements resulting in operational savings and enhanced security
- $3M for Cross Registration supports transfer/articulation and first year experience
- $750K for new Chart of Accounts is prerequisite to a single instance of Banner
- $5M for Smart Classrooms allows for continuation of efforts funded in FY15 ($12M) – to be discussed by George Claffey
Smart Classrooms of the Future

- Paradigm shift to a learner-centric model of teaching and learning.
- Movement away from a physical time and space and into a native digital space.
- Meeting student in and on their digital platform.
Experience & Training

- Consistent Student and Faculty experience at any SCALE-UP room at any institution
- Standardization to ensure quality, consistency, and optimization.
- Provide training, communication, and support on the potential and existing use.
Overview & Depth

- Multi-year implementation
- Multiple vendors (20x) / 17 Campuses
- Cloud based (Boundary less)
- Institution Based (Specialty)
- System/Standards Based
- Student based
- Dependencies on mid-flight Transform 2020 projects
eLearning Ecosystem

Classroom Tech
- Projector
- Blinds
- Bandwidth
- Switching Classroom Networking

Campus Premise Requirements

Cloud

Management & Analytics
- Project Workflow
- Content Management

Support
- Instructional Design
- Media Services
- Lab management
- Local Network Operations Center

User Access
- Faculty
- Students
- SmartPhone
- BYOD
- Specialty Apps

BYOD

Learning Management
Implementation Timeline

Full implementation scheduled for Fall 2015 allowing for major installation, coordination, and training over the summer

Prototype
Test & Design
Fall ‘14

Institution Pilot
Spring ‘15

Plan & Organize
Summer ‘14

March 2014

Phase 1
Phase 2
Phase 3
System Metrics: Track progress towards CSCU system goals

Provide transparent way to track CSCU system-wide progress towards goals
- BOR, system and campus leadership
- Other key stakeholders, e.g., students, prospective students/parents, faculty, community

Enable leadership to make data-driven decisions in improving performance against goals
- In the short term, track institutional performance over time and in comparison to other CSCU institutions (accounting for differences in context)
- In the long term, consider tracking institutional performance in comparison to external peer institutions

Metrics tracked at institution level to provide system-wide view; individual institutions may track other metrics independently
# Proposed set of 25 CSCU system-wide shared metrics (I)

Reflects feedback from Presidents workshop and system leadership discussions

<table>
<thead>
<tr>
<th>Goal</th>
<th>Category</th>
<th>Metric</th>
<th>Detailed metric definition (segments listed are examples and not exhaustive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A successful first year</td>
<td>First year progress</td>
<td>First year English/Math completion rate (including remedial students)</td>
<td>Percent of first-year students who completed a credit-bearing English or Math course over their first year (segment by students who take/do not take a remedial course and by full/part-time)</td>
</tr>
<tr>
<td></td>
<td>First year progress</td>
<td>First year credit completion rate</td>
<td>Percent of degree-seeking, first-year students who completed 15 credit hours (part-time) or 30 credit hours (full-time)</td>
</tr>
<tr>
<td></td>
<td>First year retention</td>
<td>First year retention rate</td>
<td>First to second year retention rate for degree-seeking students (segment by full/part-time and by degree)</td>
</tr>
<tr>
<td>Student success</td>
<td>Overall progress</td>
<td>Overall credit completion rate</td>
<td>Percent of degree-seeking students who completed an average of 30 credits/yr over their time of enrollment (indicates on-track to graduate in 100% of normal time, 20 credits/yr (150%), 15 credits/yr (200%) (segment by first-time/transfer, full/part-time, degree)</td>
</tr>
<tr>
<td></td>
<td>Overall progress</td>
<td>Cohort graduation rate in 100%, 150%, 200% of normal time</td>
<td>Percent of degree-seeking, first-time full-time cohort who graduated in 100%, 150%, 200% normal time from a higher education institution (segment by graduation from a CSCU institution/from a non-CSCU institution and by degree)</td>
</tr>
<tr>
<td></td>
<td>Overall progress</td>
<td>Average time to degree</td>
<td>Average time to degree for full-time students (segment by degree and first-time/transfer)</td>
</tr>
<tr>
<td></td>
<td>Overall progress</td>
<td>Undergraduate transfers and completions per 100 undergraduate FTE</td>
<td>Number of CSCU undergraduate students who transferred or graduated per 100 undergraduate FTEs (segment by transfer to and graduation from CSCU/non-CSCU institution)</td>
</tr>
<tr>
<td></td>
<td>Overall progress</td>
<td>Graduate completions per 100 graduate FTE</td>
<td>Number of graduate students who graduated per 100 graduate FTE</td>
</tr>
<tr>
<td>Exam performance</td>
<td>National exam performance (e.g., licensure)</td>
<td>Number of students who passed national exams on the first attempt (e.g., licensure exam) compared to a fixed year baseline</td>
<td></td>
</tr>
<tr>
<td>Student enrollment</td>
<td>Student enrollment</td>
<td>Student enrollment (headcount and FTE)</td>
<td>Student enrollment (headcount and FTE) (segment by degree and by full/part-time)</td>
</tr>
<tr>
<td>Affordability and sustainability</td>
<td>CSCU share of state HS graduates</td>
<td>Percent of state high school graduates that enrolled in a CSCU institution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student enrollment</td>
<td>Student exposure to distance education</td>
<td>Percent of students taking fully online or hybrid courses (segment by fully online/hybrid courses)</td>
</tr>
<tr>
<td></td>
<td>Student enrollment</td>
<td>High school and early college student enrollment</td>
<td>High school (dual enrollment programs) and early college (high school credit-granting programs) student enrollment compared to a fixed year baseline</td>
</tr>
</tbody>
</table>
## Proposed set of 25 CSCU system-wide shared metrics (II)

Reflects feedback from Presidents workshop and system leadership discussions

<table>
<thead>
<tr>
<th>Goal</th>
<th>Category</th>
<th>Metric</th>
<th>Detailed metric definition (segments listed are examples and not exhaustive)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Affordability and sustainability</td>
<td>Out-of-pocket cost to student</td>
<td>Change in net price (tuition and fees less grant aid) over time (e.g., 1 year, 3 year, 5 year) (segment by degree)</td>
</tr>
<tr>
<td></td>
<td>Resource sustainability</td>
<td>State appropriations as a percent of revenue</td>
<td>State appropriations as a percent of total revenue</td>
</tr>
<tr>
<td></td>
<td>Education and related expense as a percent of expenses</td>
<td>Education and related expenses (instruction, student services, and the instructional share of academic support, operations and maintenance, and institutional support) as a percent of total expense</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average credits to degree</td>
<td>Average credits earned by students at time of degree (segment by degree and by first-time/transfer)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credit hours taught per faculty</td>
<td>Average number of credit hours per faculty (segment by type of faculty)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grant funding</td>
<td>Grant funding (e.g., for specific research projects)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Placement of graduates</td>
<td>Awards in workforce-aligned fields</td>
<td>Awards in STEM, healthcare, education, other priority fields compared to a fixed year baseline and as a percent of total awards</td>
</tr>
<tr>
<td></td>
<td>Rate of graduate employment in state</td>
<td>Number of graduates employed within one year in CT compared to fixed year baseline and as a percent of total graduates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rate of graduate enrollment in graduate programs</td>
<td>Number of graduates enrolled in graduate program within one year compared to a fixed year baseline and as a percent of total graduates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jobs filled through partnerships</td>
<td>Number of jobs filled through institution-sponsored programs (e.g., P-Tech) compared to a fixed year baseline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student diversity</td>
<td>Diversity of student population</td>
<td>Underrepresented student group enrollment (headcount and FTE) (segment by race/ethnicity, gender, Pell-grant, adult)</td>
</tr>
<tr>
<td></td>
<td>Equity</td>
<td>Equity in outcomes</td>
<td>Underrepresented student group success on other CSCU shared metrics (segment by race/ethnicity, gender, Pell-grant, adult)</td>
</tr>
</tbody>
</table>

* Metric is BOR approved
Academic Advising

1. Orientation for New & Transfer Students
2. First-Year Experience Program
3. Technology
4. Guide Students to a Major Field of Study
5. Career Counseling
6. Improve Student Progression
7. Financial Aid
8. Improve Student Retention
9. Improve Graduation
10. Seamless Student Transfer
11. Better Outcome Metrics

Draft – For Discussion Only
Transfer and Articulation

• Co-TAP Managers:
  – Candace Barrington, CCSU
  – Ken Klucznik, MCC
Closing remarks: Path to Transform strategic plan

Plan outline

Problem statement and ambition

Approach to creating plan

Goals and Transform initiatives (summary)

Transform initiative sections – for each:
- Current state
- Engagement process
- Recommendations
- Path forward

What success looks like

Path forward

Strategic plan implementation timeline and activities

<table>
<thead>
<tr>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build content</td>
<td>Student interviews, SAC listening sessions</td>
<td>Students continue to provide input</td>
<td>Presidents, Executive Steering Committee, BOR review content and provide input</td>
<td>Faculty, staff, and Presidents involved in initiative planning</td>
</tr>
</tbody>
</table>

Draft and approve plan

Executive Sponsors draft initiative sections

Compilation of prose document

BOR to approve February / March 2015

Connecticut State Colleges & Universities
Board of Regents for Higher Education

Draft – For Discussion Only