



Board of Regents

AGENDA - REGULAR MEETING

10:00 a.m., Thursday, June 18, 2020

CONDUCTED VIA REMOTE PARTICIPATION – AUDIO ONLY; NO VIDEO

Call-in toll-free number: [1-877-668-4493](tel:1-877-668-4493)

Meeting number (access code): 120 375 3718

[Click here to join meeting](#)

1. **Call to Order, Roll Call & Declaration of Quorum**
2. **Adoption of Agenda**
3. **Opportunity to Address the Board***
4. **Board of Regents Chair Matt Fleury**
5. **CSCU President Mark E. Ojakian**
6. **Approval of Previous Meeting Minutes - [May 14, 2020](#)**
7. **Consent**
 - A. **Academic Programs**
 - i. **Discontinuations**
 - a) Biology Concentration – BS in General Studies – Charter Oak SC 1
 - b) Mathematics Concentration – BS in General Studies – Charter Oak SC 3
 - c) Chemistry Concentration – BS in General Studies – Charter Oak SC 5
 - d) Technology Studies Concentration – BS in General Studies – Charter Oak SC 7
 - ii. **Suspensions**
 - a) Environmental Sciences – AS – Middlesex CC 9
 - b) Accounting – OCP – Central CSU 11
 - c) Music Education – MS - Central CSU 13
 - iii. **Modifications**
 - a) Civil Engineering – BS - Central CSU [Significant Modification of Courses/Course Substitutions] 15
 - b) English – BA - Central CSU [Significant Modification of Courses/Course Substitutions].. 17
 - c) Mathematics – BA - Central CSU [Significant Modification of Courses/Course Substitutions and Addition of a Concentration in Pure Mathematics] 19

***Opportunity to Address the Board:**

Individuals wishing to address the Board of Regents should submit a communication via email no later than 24 hours prior to the start of the meeting to the following email address: fitzgerald@ct.edu. All emails received will be compiled, shared with the Board members and posted on the CSCU website in advance of and during the meeting as well as attached to the meeting minutes.

Please provide your name, subject matter, affiliation (public, faculty, staff, student) and, if applicable, college or university affiliation. Anonymous emails will not be posted or shared.

7. **Consent Agenda (cont.)**
 - A. **Academic Programs (cont.)**
 - iv. **New Programs**
 - a) Counselor Education and Supervision – EdD - Southern CSU 21
 - b) Health Science – AS – Capital CC 23
 - v. **Replication of a College of Technology (COT) Program**
 - a) Data Science Option – AS – Capital CC 26
 - B. Policy: Extension of Teach Out Deadlines for Discontinued Programs in Cases of Student Hardship 28
 - C. Delegation of Authority for Awarding Emeritus Status to Administrative Faculty 30
8. **Academic & Student Affairs Committee – Merle Harris, Chair**
 - A. Policy: College and Career Success 101 33
 - B. *Information item - PA 12-40 Progress Report* 61
9. **Audit Committee – Eleese Wright, Chair**
 - A. **Information** - FY2019 Audits, Financial Statements and Reports to Management 78
 - [Charter Oak State College](#)
 - [Connecticut State Universities](#)
 - [Connecticut Community Colleges](#)
 - B. **Information** - FY2019 University and College Foundations Annual Audit Reports 85
10. **Finance & Infrastructure Committee – Richard J. Balducci, Chair**
 - A. Fiscal Year 2021 Spending Plans - CCC, CSU and COSC 90
 - B. Fee Reductions in Response to Pandemic 155
11. **Human Resources & Administration Committee – Naomi Cohen, Chair** *No report/No exhibits*
12. **Executive Committee** *No report/No exhibits*
13. **Executive Session – discussion concerning**
 - A. Pending Litigation
 - B. Evaluation/performance of a public officer or employee
14. **Return to Open Session**
15. **Adjourn**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 18, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program concentration in General Studies: Biology Concentration (CIP Code: 24.0102 / OHE # 240101) leading to a Bachelor of Science Charter Oak State College.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of a program concentration in General Studies: Biology Concentration leading to a Bachelor of Science Charter Oak State College.

BACKGROUND

As part of the program review process and the College's strategic plan, the College has been evaluating the concentrations it offers as part of the General Studies majors (BS and BA). As a result, Charter Oak is systematically discontinuing several concentrations. The Biology concentration is being discontinued because enrollment, although never strong, has declined significantly over the last 10 years. Since 2010, 30 students have graduated with a BS degree with a concentration in biology. In 2015, 3 students graduated and in 2016 through 2019, 1 student graduated each year.

Charter Oak does not offer most of the courses that are required to meet the learning outcomes of the concentration thus requiring students to take the courses elsewhere and transfer them back to complete their degree. This is difficult for students. Most of the students who graduated with this concentration matriculated with most, if not all, of the biology courses completed and only needed to complete general education or elective course requirements. New students will still be able to have biology as part of the BS general studies degree with a concentration in Individualized Studies.

There is currently one student in the program. The student has an approved plan of study outlining what is required to complete the degree. The advisor will continue to work with the student to ensure she meets her educational goal. The advisor will work with the student to find the courses needed in the major at other regionally accredited institutions. The remainder of the courses, the student can take at Charter Oak.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the discontinuation of this Bachelor of Science concentration.

06/05/2020 – BOR -Academic and Student Affairs Committee

06/18/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 18, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program concentration in General Studies: Mathematics Concentration (CIP Code: 24.0102 / OHE # 240101) leading to a Bachelor of Science Charter Oak State College.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of a program concentration in General Studies: Mathematics Concentration leading to a Bachelor of Science Charter Oak State College.

BACKGROUND

The concentration in Mathematics, an option in the BS in General Studies degree, is being recommending for discontinuance due to lack of enrollment. In the last 10 years, only 11 students have graduated with this concentration. In the last 5 years, 4 students have graduated with this concentration.

The Mathematics concentration requires students to take most of their courses elsewhere and to transfer them to Charter Oak. This concentration, and other concentrations, were developed when students were coming to Charter Oak with most of their major completed and when Charter Oak offered fewer courses. Over the years, the student body has changed--more students are matriculating with fewer credits and are looking to complete the remainder of their degree with Charter Oak courses.

Since many mathematics courses are difficult to offer online, Charter Oak has decided through its program review and strategic planning process to eliminate this concentration. Students will still be able to use their mathematics courses to complete a BS in General Studies with a concentration in Individualized Studies.

There is one student currently enrolled in the Mathematics concentration. Charter Oak has already outlined what the student needs to do to complete the concentration. Charter Oak will inform the student of the teach out period and work with her to meet that deadline. The student can continue to take her general education and free electives from Charter Oak. The student is aware that she will need to take her mathematics courses at another regionally accredited institution.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the discontinuation of this Bachelor of Science concentration.

06/05/2020 – BOR -Academic and Student Affairs Committee

06/18/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 18, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program concentration in General Studies: Chemistry Concentration (CIP Code: 24.0102 / OHE # 240101) leading to a Bachelor of Science Charter Oak State College.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of a program concentration in General Studies: Chemistry Concentration leading to a Bachelor of Science Charter Oak State College.

BACKGROUND

The concentration in Chemistry, an option in the BS in General Studies degree, is being recommending for discontinuance due to lack of enrollment. In the last 10 years, only 6 students have graduated with this concentration. In the last 5 years, no students have been enrolled in this concentration and there is no one currently enrolled in the Chemistry concentration. The Chemistry concentration requires students to take most of their courses elsewhere and to transfer them to Charter Oak. This concentration, and other concentrations, were developed when students were coming to Charter Oak with most of their major completed and when Charter Oak offered fewer courses. Over the years, the student body has changed—more students are matriculating with fewer credits and are looking to complete the remainder of their degree with Charter Oak courses.

Since many chemistry courses are difficult to offer online, Charter Oak has decided through its program review and strategic planning process to eliminate this concentration. Students will still be able to use their chemistry courses to complete a BS in General Studies with a concentration in Individualized Studies.

The Chemistry Concentration will be eliminated from the 2000-21 catalog and from the admission application.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the discontinuation of this Bachelor of Science concentration.

06/05/2020 – BOR -Academic and Student Affairs Committee
06/18/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 18, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program concentration in General Studies: Technology Studies Concentration (CIP Code: 24.0102 / OHE # 240101) leading to a Bachelor of Science Charter Oak State College.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of a program concentration in General Studies: Technology Studies
Concentration leading to a Bachelor of Science Charter Oak State College.

BACKGROUND

The concentration in Technology studies, an option in the BS in General Studies degree, is being recommending for discontinuance due to lack of enrollment. In the last 10 years, only 8 students have graduated with this concentration. In the last 5 years, 2 students have graduated with this concentration and there are no students currently enrolled in the Technology Studies concentration.

The Technology Studies concentration requires students to take most of their courses elsewhere and to transfer them to Charter Oak. This concentration, and other concentrations, were developed when students were coming to Charter Oak with most of their major completed and when Charter Oak offered fewer courses. Over the years, the student body has changed--more students are matriculating with fewer credits and are looking to complete the remainder of their degree with Charter Oak courses.

Since many Technology Studies courses are difficult to offer online, Charter Oak has decided through its program review and strategic planning process to eliminate this concentration. Students will still be able to use the courses to complete a BS in General Studies with a concentration in Individualized Studies.

Charter Oak recognizes that technology is a workforce designated area, but as the enrollment indicates, this concentration is not meeting the needs of the workforce. As part of its strategic planning process, Charter Oak will continue to examine other options to meeting this need.

There are no students in this concentration. The concentration will be eliminated from the 2020-21 catalog and the admission application.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the discontinuation of this Bachelor of Science concentration.

06/05/2020 – BOR -Academic and Student Affairs Committee

06/18/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Suspension

June 18, 2020

RESOLVED: That the Board of Regents for Higher Education approve the suspension of a program in Environmental Sciences (CIP Code: 03.0104 / OHE # 01710) leading to an Associate of Science at Middlesex Community College for a period of 3 years.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Suspension of a program in Environmental Sciences leading to an Associate of Science at Middlesex Community College for a period of 3 years.

BACKGROUND

The Environmental Sciences program was coordinated by a full-time faculty member who resigned effective Fall 2019. The college currently does not have a full-time replacement. Unsuccessful attempts were made to consolidate this program with another sister college to keep the program in active status. This program that requires discipline-focused coordination due to the evolution of this field to meet both employers' demands and changes in the field that would affect program curriculum inclusive of internships and other experiential learning opportunities. Current curriculum is out dated, not reflective of emerging trends of interest and employer need and missing a strong transfer pipeline to the CSUs.

The college will explore the vitality of this program in our region using data obtain from labor market data, area high school interests and budget-determined faculty staffing. If the data does not present favorably a need for this program and the college is unable to hire a full-time faculty replacement, the program will be requested to be terminated.

As of Fall 2019, the number of program specific classes has been reduced due to the resignation of the full-time faculty member who coordinated this program. Students who are not graduating are being advised to enroll in the following program:

- TAP Chemistry
- TAP Physics
- TAP Biochemistry
- Liberal Arts & Sciences

Graduating students who need a class not offered are being granted applicable course waivers for courses that have comparable learning outcomes.

Fall 2019:

- 25 enrolled students total enrolled in the program to date
- 7 registered for Fall 2019 (earned 45 credits or less)

A physics full-time faculty member and a temporary full-time lecturer (contract to end Spring 2020) are coordinating and teaching out the program.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the suspension of this Associate of Science.

06/05/2020 – BOR -Academic and Student Affairs Committee

06/18/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Suspension

June 18, 2020

RESOLVED: That the Board of Regents for Higher Education approve the suspension of a program in Accounting (CIP Code: 52.0301 / OHE # 19351) leading to an OCP at Central Connecticut State University until May 2023.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Suspension of a program in Accounting leading to an OCP at Central Connecticut State University until May 2023.

BACKGROUND

Low student enrollment since the inception of the program is the main reason for suspension at this time. Enrollment was 6 students in Fall 2018 and 13 students in 2019. Five students have completed the program since its inception. The program will be revisited in 2022; market conditions and marketing strategies will be studied for program viability.

In general, students with degrees other than in accounting enroll in the OCPA to gain entrance into the MSA. Another option for entrance is through foundational courses in accounting; hence, the suggestion is for students who have not started coursework in the OCPA to follow the foundational coursework option. OCPA students who have not completed the program and seek to complete it will be given options to complete the program through alternative means. As of April 20, 2020, only one student who has not started the program but took the prerequisite AC 500 has decided to continue with foundational courses.

A formal email will be sent to all students to state the suspension of the OCPA with an invitation to discuss their options for completing the program, including the alternative option (foundational courses) to gain entrance into the MSA. The school will consider completion of OCPA courses during the suspension period through summer courses and/or through independent studies.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the suspension of this OCP.

06/05/2020 – BOR -Academic and Student Affairs Committee

06/18/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Suspension

June 18, 2020

RESOLVED: That the Board of Regents for Higher Education approve the suspension of a program in Music Education (CIP Code: 13.1312 / OHE # 00063) leading to a Master of Science at Central Connecticut State University until December 1, 2021.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Suspension of a program in Music Education leading to a Master of Science at Central Connecticut State University until December 1, 2021.

BACKGROUND

This program is accredited by the National Association of Schools of Music (NASM). During its recent accreditation visit, NASM representatives recommended programmatic revisions to this graduate program. NASM will transmit its formal review later this spring, but in anticipation, the Ammon College of Liberal Arts & Social Sciences requests permission to suspend admission to the program. During 2020-2021, the Department of Music will seek approval for revisions that will strengthen the program and increase enrollments. We anticipate re-opening the program to admission by the end of Spring 2021. Given the current uncertainty about the ability of colleges and universities to re-open this fall, we have allowed for the possibility that the program may not be able to re-open until Fall 2021.

NASM's principle concern was that the graduate program was too heavily intertwined with a Summer Music Institute for in-service K-12 educators. What was once seen as a synergy between the two programs began to compromise the quality of the graduate education in the MS Music Education. Drawing bright lines between programs that serve different audiences is the clear lesson here.

As designed, courses in this program are primarily offered in the summer. There are currently 31 students in the program, although not all have been active recently. The Department will offer online courses this summer, and ensure that continuing students remain on track through 2020-2021. No special resources are needed to facilitate the program revision.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the suspension of this Master of Science.

06/05/2020 – BOR -Academic and Student Affairs Committee
06/18/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

June 18, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program, Civil Engineering (CIP Code: 14.0801 / OHE #15032), leading to a Bachelor of Science at Central Connecticut State University.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of a degree program in Civil Engineering leading to a Bachelor of Science at Central Connecticut State University.

BACKGROUND

To respond to the rapid changes in technology and needs of the profession, the civil engineering curriculum is dynamic, and consequently undergoes both major and minor revisions as needed. The proposed changes respond to workforce needs in the following industries: Construction engineering, Construction Materials Engineering, Environmental/sanitary engineering, Geotechnical engineering, Hydraulics/hydrology/water resources engineering, Structural engineering, Surveying/measurements, and Transportation engineering. The curriculum updates reflect our continuous improvement plan to address concerns and observations that arise throughout the program assessment processes. The proposed curriculum will strengthen and raise our students' competitiveness in Civil Engineering profession and job placement.

The BS in Civil Engineering currently was exempted from the BR#14-111 credit normalization policy and currently stands at 130 credits. The proposed modifications streamline and focus offerings which reduce the total credit requirement for the degree to 128 credits. Other BS Civil Engineering programs within the State of Connecticut range between 126 and 132 credits: Quinnipiac University (126 credits), US Coast Guard Academy (n/a), University of Connecticut (128 credits), University of Hartford (132 credits), and University of New Haven (130 credits).

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

06/05/2020 – BOR -Academic and Student Affairs Committee
06/18/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

June 18, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program, English (CIP Code: 23.0101 / OHE #00079), leading to a Bachelor of Arts at Central Connecticut State University.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of a degree program in English leading to a Bachelor of Arts at Central Connecticut State University.

BACKGROUND

The Department of English believes that students should begin work in their major with 200-level surveys and that the primary emphasis in the major is on literature written in English: British and American. For this reason, we have reconfigured the curriculum to ensure that students complete one of the two-course surveys in either British or American literature, plus take at least one of the surveys from the other tradition. But there are other 200-level courses that previously have not counted toward the major at all. Many students who become English majors have first taken one of these courses and we want students who have worked hard in them to be able to count the class should that student choose the major after an experience in one of these classes. This flexibility will also be of great help to students who transfer in 200-level classes that do not correspond to one of our own offerings. The only other change is to delete three WRT courses from the list of possible electives as these courses have been deleted from the curriculum.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

06/05/2020 – BOR -Academic and Student Affairs Committee

06/18/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

June 18, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program, Mathematics (CIP Code: 27.0101 / OHE #00084), leading to a Bachelor of Arts at Central Connecticut State University.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of a degree program in Mathematics (CIP Code: 27.0101 / OHE #00084), leading to a Bachelor of Arts at Central Connecticut State University.

BACKGROUND

CCSU proposes two main changes to the Mathematics BA. First, CCSU is making a minor change to the 6 credits of electives in the field by adding three courses between 1 and 4 credits to the list of alternatives.

The major modification is establishing a concentration in Pure Mathematics. Based on feedback from recent graduates and students who opt to take far more than the minimum of 38 mathematics credits required for the Mathematics BA, there is demand for a concentration in “pure mathematics”. The proposed concentration will require 58 credits of mathematics and no minor, providing our students with much stronger preparation for graduate school or for careers involving more advanced mathematics.

In addition to the Mathematics BA and BS for postsecondary certification, we offer concentrations in Statistics and Actuarial Science. Further, we offer graduate programs in Mathematics (MS) and in Data Science (OCP and MS). Forming a Mathematics BA with a concentration in Pure Mathematics is a logical next step that could produce a pathway for accelerated options into the Mathematics MS.

Students with training in pure mathematics advance to multiple industries including medicine and law enforcement, and are critical for developing predictive models including those involving the spread of disease.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System’s Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

06/05/2020 – BOR -Academic and Student Affairs Committee

06/18/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

June 18, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Counselor Education and Supervision (CIP Code: 42.2899) – leading to a Doctorate of Education at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new program leading to a leading to a Doctorate of Education in Counselor Education and Supervision at Southern Connecticut State University.

BACKGROUND

The proposed doctorate of counselor education and supervision (Ed.D-CES) program aligns closely with the mission of Southern Connecticut State University, which is to provide exemplary graduate and undergraduate education in the liberal arts and professional disciplines. The proposed program is a doctoral-level graduate program related to an established suite of professional disciplines at the master's level in the department of counseling and school psychology. Furthermore, this program aligns with the strategic goals of the current administration at Southern which include expanding the number of doctoral degrees offered.

A program situated in Southern Connecticut will offer a much-needed resource by providing doctoral-prepared counselor educators, supervisors, and managers/leaders who are able to facilitate the development of culturally responsive counselors, agencies, and policies because they are prepared to meet the unique needs of Connecticut's citizens. Furthermore, these counselors will work at agencies and institutions that require managers and supervisors who are prepared at the doctoral level.

Graduates of this program may work as faculty in counselor education programs, as managers/leaders in agencies and organizations, and as clinicians and clinical supervisors in agencies and private practice.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

06/05/2020 – BOR -Academic and Student Affairs Committee
06/18/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

June 18, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Health Sciences (CIP Code: 51.0000) – leading to an Associate of Science at Capital Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new program leading to a leading to an Associate of Science in Health Science at Capital Community Science.

BACKGROUND

In line with the Capital's mission, the Health Science A.S. seeks to provide access to higher education to the diverse residents of the greater Hartford region by preparing individuals for transfer education and careers in the healthcare sector. Specifically, the proposed Health Science A.S. degree will provide a foundation in liberal arts and enable the recipients to be eligible for an array of healthcare jobs.

Currently, Capital has a certificate in Health Science that leads into either Nursing, Radiologic Technology, or General Studies associate degrees at Capital; however, there are no associate Health Science programs available in the CSU system.

SCSU and ECSU offer a Bachelor of Science in Healthcare Studies. WCSU offers a Bachelor of Science in Health Education or Bachelor of Science in Health Promotion Studies. Also, the University of St. Joseph (a private institution only a few miles from CCC) offers a Bachelor of Science in Health Science.

This proposed Health Science A.S. will create new opportunities for students. The Health Science A.S. will:

- Provide students a solid foundation in the principles of healthcare delivery and prepare them to pursue entry-level professional training
- Provide an opportunity for health professionals who are already working in healthcare settings, to learn valuable healthcare knowledge, while completing an associate's degree
- Prepare students for admission to a broad range of health and human services advanced degree or professional programs
- Provide knowledge and skills for non-clinical employment opportunities in healthcare settings including, but not limited to patient navigator and health services administration.
- Provide an associate degree pathway for transfer into Health Science baccalaureate programs.

With many healthcare organizations adopting strategies to deliver "patient-centered care" and "coordinated care," it is incumbent upon academic institutions to offer degree programs that provide this knowledge.

Enrollment trends at Capital indicate that an increasing number of applicants and transfer students are interested in pursuing careers in healthcare.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

06/05/2020 – BOR -Academic and Student Affairs Committee

06/18/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Replication of a College of Technology Program

June 18, 2020

RESOLVED: That the Board of Regents for Higher Education approve the replication of a College of Technology Program in Technology Studies: Data Science Option (CIP Code: 30.7001) – leading to an Associate of Science at Capital Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Approval of the replication of an Associate of Science: College of Technology Program in Technology Studies: Data Science Option at Capital Community College.

BACKGROUND

Per Board of Regents Policy, Community colleges may replicate a College of Technology's Engineering Science or Technology Studies academic program (Associate of Science degree, Certificate, and Program Option) or modification previously approved by the Board of Regents for another Community College. Capital Community College intends to create a Technology Studies: Data Science Option that mirrors the program and curriculum at Northwestern Community College approved by the Board of Regents on September 19, 2019.

Capital Community College (CCC) seeks to replicate the Technology Studies: Data Science A.S. Option developed by Northwestern Community College so CCC students can pursue careers and academic pathways in Data Science, and CCC can leverage its faculty expertise in this area to expand its course and program offerings in science and technology. As was stated in the original program proposal by NCCC, the Technology Studies: Data Science A.S. degree option provides exposure and essential applications in key elements of data science including data structures and data sources, programming languages, statistical principles, computing and analytics, data management, machine learning tools, and data science applications.

Since Data Science is an emerging field, it does not yet appear on national or state occupational outlook projection tables; however related computer science and mathematics occupations show significant growth projected both nationally and regionally.

The Technology Studies: Data Science A.S. degree option will provide CCC students the opportunity to acquire an entry-level position in this growing field or transfer to a baccalaureate institution to obtain a B.S. in Data Science, Mathematics, or Computer Science. In particular, several CT State Universities have recently started to offer programs in Data Science in addition to other programs in Data Analytics at the University of St. Joseph, University of Hartford, and UCONN where CCC students often transfer.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the replication of this College of Technology Program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Extension of teach out deadlines in cases

of student hardship

June 18, 2020

WHEREAS, CSCU institutions discontinue programs based upon regular review of their viability;

WHEREAS, As part of the discontinuation of programs, institutions set teach out deadlines to ensure enrolled students can complete;

WHEREAS, There are circumstances in which student hardship and mitigating circumstances prevent a student from completing within the specified teach out timeline, therefore be it

RESOLVED, That the Board of Regents for Higher Education approves that the CSCU Provost and Senior Vice President of Academic Affairs will review and grant extensions to the teach out timeline as originally submitted for programs, as appropriate based on student need.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM: That the CSCU Provost and Senior Vice President of Academic Affairs will review and grant extensions to the teach out timeline for discontinued programs as appropriate based on student need.

BACKGROUND: As part of the regular and periodic review, institutions make decisions to discontinue programs that they consider no longer viable. At the time that the Board of Regents approves the request for discontinuation of a program, new students cannot enter that program. However, in many cases, there are students already enrolled in the program. When submitting a program for discontinuation, institutions are required to submit a teach out period to accommodate any students who are currently enrolled in the program. This plan sets both an end date and any necessary procedures for enrolled students to complete. Once that date passes, the program loses its OHE identification number and consequently becomes ineligible for federal financial aid.

Although the institutions strive to accurately set the end date for discontinuations, enrolled students that experience challenges may be unable to complete a program within the allotted time. This policy gives the Provost and Senior Vice President of Academic Affairs the authority to grant institutions an extension of a discontinued program's end date, case by case. Requests for extending the end date of a discontinued program will be made by an institution's chief academic officer and will include an explanation of the mitigating circumstances that prevent one or more students from completing the program as planned within the allotted teach out time. Upon the approval of the Provost and Senior Vice President of Academic for an extension to the teach out end date, the Office of the Provost will update the OHE of the modified date so that the program can continue to be eligible for Federal Financial Aid.

RECOMMENDATION: That the Board of Regents approve this policy for extending the teach out timeline for discontinued programs. The Provost and Senior Vice President of Academic Affairs supports this recommendation.

06/05/2020 – BOR -Academic and Student Affairs Committee
06/18/2020 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
RESOLUTION**

concerning

**DELEGATION OF AUTHORITY FOR AWARDED EMERITUS STATUS
TO ADMINISTRATIVE FACULTY**

June 18, 2020

WHEREAS, The Agreement between the Connecticut State University Organization of Administrative Faculty and the Board of Regents of Higher Education (“SUOAF Agreement”) Article 15, specifically section 15.9, provides for emeritus status to be awarded to administrative faculty members holding continuing appointment at the University recommending the title who have retired in accordance with the provisions of the State Statutes; and

WHEREAS, The provision further states that emeritus status is awarded by the Board of Regents upon the recommendation by the University President; and

WHEREAS, The Board of Regents delegates this authority and authorizes the University President to award emeritus status in satisfaction of SUOAF Agreement section 15.9; now therefore, be it

RESOLVED, The University President is authorized to award emeritus status to administrative faculty members.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

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ITEM

Delegation of Authority for Awarding Emeritus Status to Administrative Faculty

BACKGROUND

Section 15.9 of the State University Organization of Administrative Faculty collective bargaining agreement states that emeritus status is award by the Board of Regents upon recommendation by the University President. Upon approval of the emeritus designation, a SUOAF affiliated employee is entitled to the following privileges:

- Desk space, if available;
- Full use of the library;
- Catalog listing;
- A printed certificate;
- Professional use of the title;
- Invitations to University Functions;
- Course Privileges for themselves, their spouses, and their unmarried children under 25 on a space available basis; and
- Inclusion on mailing list for university publication

Although all other collective bargaining units and management confidential personnel policies authorize the president to grant emeritus status, the State University Organization of Administrative Faculty does not provide that authorization. Instead, the Board of Regents is charged with awarding emeritus status to administrative faculty. In order to expedite the process and align the process with the other units, the Board would have to delegate the authority to award emeritus status to the University Presidents.

The attached resolution is designed to give the University Presidents the authority to grant this status without Board approval. Since Emeritus status envisages service to the University community, the final decision should rest with the University President

RECOMMENDATION

That the Board of Regents for Higher Education adopts the proposed resolution delegating the authority for awarding emeritus status to administrative faculty to the presidents of the Connecticut State Universities.

5/22/2020 - HR & Administration Committee
6/14/2020 - Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Connecticut State Community College: College and Career Success 101

June 18, 2020

WHEREAS the Board of Regents has endorsed the implementation of Guided Pathways practices and completing a First Year Experience course is consistent with these practices and meets all four Guided Pathways pillars: Clarifying academic and career pathways for students, helping students select a plan of study, keeping students on their plan, and creating meaningful learning experiences,

WHEREAS the Association of American Colleges & Universities lists the First Year Seminar as one of several High-Impact Educational Practices, which help students become more actively involved in their education and make a noticeable impact on students' engagement in the college, academic success, and sense of belonging in the campus community,

WHEREAS in keeping with the Board of Regents directive regarding the Students First implementation of Guided Pathways, Provost Gates charged the First Year Experience work group to "use guided pathways practices and existing expertise in the CSCU community colleges to design and recommend policies and practices that facilitate student retention and completion through the development of a first year experience that provides opportunity for career exploration and leads to the creation of an academic/career plan,"

WHEREAS the FYE work group, led by Guided Pathways managers for the Choice Architecture team and the Holistic Student Support Redesign team, and consisting of faculty, staff, and administrators from all twelve community colleges (<https://www.ct.edu/gp/groups>), developed the foundation for College and Career Success (CCS 101), a course informed by Guided Pathways principles and backward designed to focus on outcomes of college success, career exploration, and the development of core general education competencies.

WHEREAS the Advising Leads Council, in January 2019, recommended that CCS 101 should be a required course in the General Education proposal,

WHEREAS the FYE work group further recommended, in February 2020, that FYE/Student success departments and faculty move the course through their college curriculum approval process, academic programs include this course in their curriculum, and academic administrators support the scheduling and staffing of the course,

WHEREAS the Guided Pathways Holistic Student Support Redesign and Choice Architecture teams (<https://www.ct.edu/gp/groups>) reviewed and supported the CCS 101 course proposal and FYE work group recommendations, in February 2020 and May 2020, respectively,

WHEREAS research has established that First Year Experience courses must be taken early in a student's academic career to have the highest impact, that the optimal First Year Experience course is a 3-credit stand-alone class, and that all students, even those who are high-performing or transfer students, benefit from establishing a career path as well as learning the academic and personal skills to be successful students and employees,

WHEREAS the Holistic Case Management Advising policy of the Board of Regents requires that all students create a personalized academic and career plan,

WHEREAS the General Education Core for Connecticut State Community College has been established to include competency requirements as well as a diversity requirement,

WHEREAS the learning outcomes of CCS 101 are designed to promote a successful first year, student success, and equity, which are three of the five goals of the Board of Regents, and

NOW, THEREFORE, BE IT RESOLVED: That the Board of Regents for Higher Education directs Connecticut State Community College, in conjunction with the CSCU System Office through the leadership of the CSCU Provost and Senior Vice President for Academic and Student Affairs, to:

- Require all Connecticut State Community College programs of study to include the three (3) credit CCS 101 which is focused on college success and career exploration.
- Require all degree-seeking students to enroll in CCS 101 within their first nine (9) credits.
- Ensure that CCS 101 includes a component that meets the general education core diversity requirement.
- Ensure that CCS 101 fulfills one of the general education core competencies.
- Make recommendations regarding which programs of study might add CCS 101 as an exception to normalization, in accordance with BOR policy.
- Provide guidance regarding which circumstances allow a student to request exemption from taking CCS 101 with final decisions on exemptions made by campus academic leadership.
- Ensure that CCS 101 is regularly updated to align with the latest research and evidence from the field regarding successful first year experience courses, noting that current research demonstrates that the most successful first year experience courses use pedagogies that promote learning-for-application, use equity-minded pedagogies and inclusive formats, give instructors the tools and structural supports to teach effectively, and substantively link the course to other academic courses to improve transfer of learning.
- Provide administrative oversight of CCS 101 to ensure consistency of delivery and outcomes.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

To increase community college retention and graduation under Students First, the following policy is proposed concerning College and Career Success 101. The policy directs the Connecticut State Community College, in conjunction with the CSCU System Office under the leadership of the CSCU Provost and Senior Vice President for Academic and Student Affairs, to:

- Require all Connecticut State Community College programs of study to include the three (3) credit CCS 101, which is focused on college success and career exploration;
- Require all degree-seeking students to enroll in CCS 101 within their first nine (9) credits;
- Ensure that CCS 101 includes a component that meets the general education core diversity requirement;
- Ensure that CCS 101 fulfills one of the general education core competencies;
- Make recommendations regarding which programs of study might add CCS 101 as an exception to normalization, in accordance with BOR policy;
- Provide guidance regarding which circumstances allow a student to request exemption from taking CCS 101 with final decisions on exemptions made by campus academic leadership;
- Ensure that CCS 101 is regularly updated to align with the latest research and evidence from the field regarding successful first year experience courses, noting that current research demonstrates that the most successful first year experience courses use pedagogies that promote learning-for-application, use equity-minded pedagogies and inclusive formats, give instructors the tools and structural supports to teach effectively, and substantively link the course to other academic courses to improve transfer of learning; and
- Provide administrative oversight of CCS 101 to ensure consistency of delivery and outcomes.

RECOMMENDATION

That the Board of Regents for Higher Education adopts the proposed resolution concerning a College and Career Success 101 Policy for the Connecticut State Community College.

06/05/2020 – BOR -Academic and Student Affairs Committee

06/18/2020 – Board of Regents

EXECUTIVE SUMMARY

This staff report consists of three main sections:

A. BACKGROUND (p. 3-7), which establishes that:

- a. The first year of college is a critical period in determining students' chances of long-term success;
- b. The Connecticut State Community College can improve retention and completion rates by strengthening support services for students in their first year;
- c. A well-designed first-year experience course is an efficient vehicle to get every incoming student on a personalized academic and career plan and effectively teach them the knowledge, skills, and habits associated with higher learning, better course performance, and persistence in college; and
- d. Participation in a first-year experience course improves a wide range of student outcomes, such as course performance, credit accrual, persistence, retention, and graduation;

B. THE COURSE (p. 8-11), which describes how:

- a. College & Career Success 101 (CCS 101) promotes Guided Pathways principles by equipping all degree-seeking students at the Connecticut State Community College with a personalized academic and career plan and the knowledge, skills, and habits required to achieve their educational goals;
- b. CCS 101 promotes equity by improving outcomes for all students who take it, especially those who face the greatest social, economic, and cultural disadvantages, thereby reducing disparities in student success rates among CSCU student groups;
- c. CCS 101 works in concert with Guided Pathways Advising and Areas of Study to promote early student success and the efficient completion of credentials; and
- d. CCS 101 was developed by a team representing many different perspectives from all twelve community college campuses; and

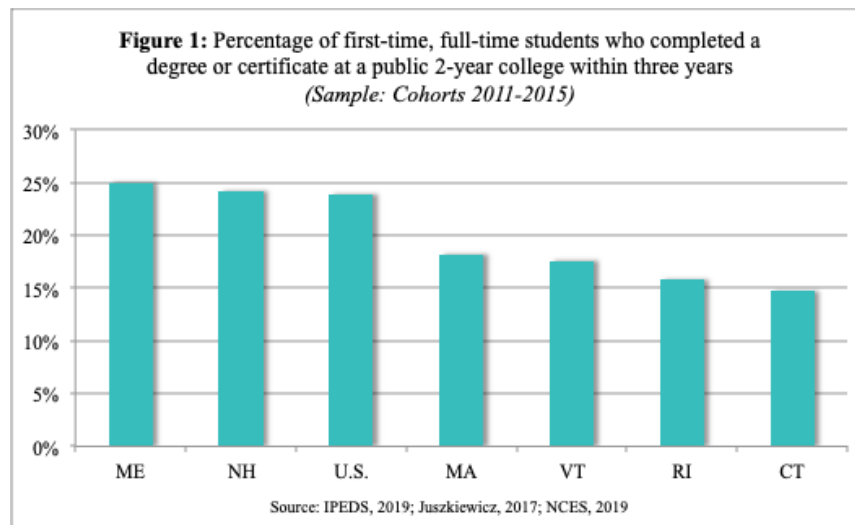
C. FREQUENTLY ASKED QUESTIONS (p. 12-14), which explains that:

- a. CCS 101 should be mandatory to preserve its potential to bring greater equity to the Connecticut State Community College and improve the most disadvantaged students' chances of reaching their academic and career goals;
- b. CCS 101 should be worth three (3) credits because it is academically rigorous and requires significant time to fulfill its potential to meet the student outcomes;
- c. CCS 101 should be taken within the first nine (9) credits for students to reap the benefits of the course;
- d. CCS 101 aligns with the general education core diversity requirement to prepare students to live in a diverse and interdependent society; and
- e. The Board of Regents will direct the CSCU Provost, Associate Vice President of Academic and Student Affairs, and Provost for Connecticut State Community College to take further action if the policy is approved.

BACKGROUND

Why increase support for students in their first year specifically?

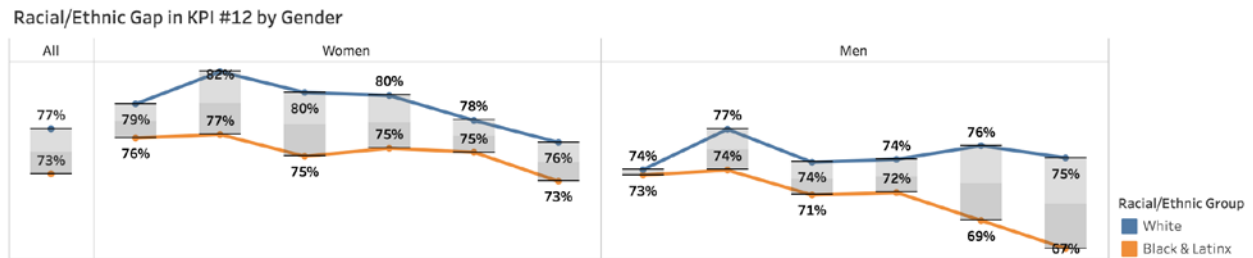
CSCU's community college students face tremendous challenges to efficient completion of a postsecondary credential. These challenges have resulted in persistently low graduation rates across all twelve community colleges. Among first-time, full-time students who enrolled in a CSCU community college between 2011 and 2015, fifteen percent completed all the requirements for a degree or certificate within three years of starting. As illustrated in Figure 1, this was lower than the national graduation average and that of all other state community college systems in New England during the same time period.



Historically underserved and minoritized student groups at the community colleges face additional barriers to success that make them even less likely to graduate. The average IPEDS three-year graduation rate for Black students has been 7 percent over the past five years and 11 percent for Latinx students, compared to 18 percent for Asian students and 19 percent for White students. The Board of Regents has stated its goals to increase retention and graduation rates and eliminate these racial and ethnic disparities, as well as disparities between different socioeconomic and gender groups (BOR, 2019).

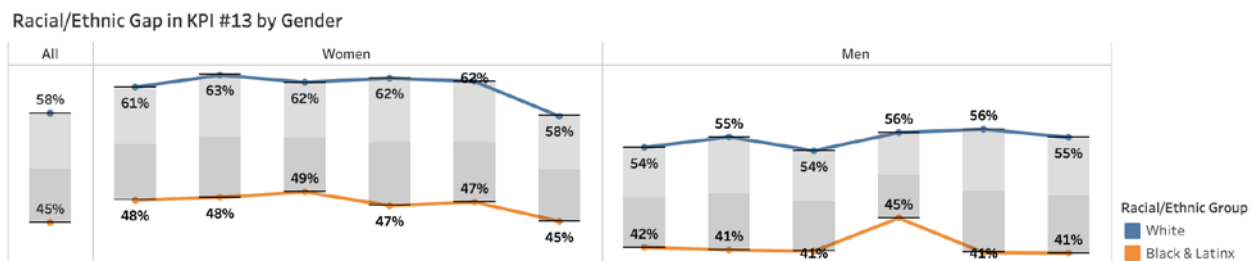
While these endpoint statistics reveal the inadequacy of current institutional supports for students, they do not tell the entire story of the CSCU community colleges' completion and equity problem. Our students are not bound to drop out of college at such extreme rates when they first enroll; the vast majority of them are determined to complete a credential and either move on to further education or a job. But various Guided Pathways Key Performance Indicators show that as early as their first year, students struggle to reach certain milestones predictive of completion. Figures 2, 3, and 4 illustrate disheartening trends in first-year student persistence, academic performance, and credit accrual across the community colleges, disaggregated by race, ethnicity, and gender.

Figure 2: Percentage of students who persisted from term one to term two (fall to spring) among Fall 2013-2018 cohorts



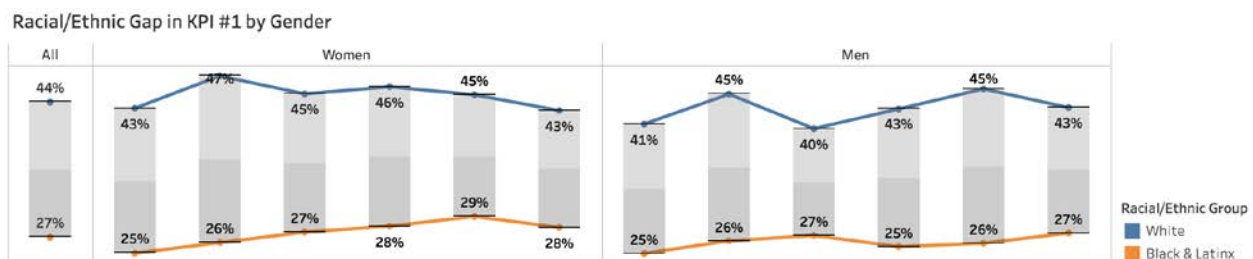
Source: CSCU Office of Research and Systemic Effectiveness

Figure 3: Rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer) among Fall 2013-2018 cohorts



Source: CSCU Office of Research and Systemic Effectiveness

Figure 4: Percentage of students who earned 15 or more college-level credits after year one (fall, winter, spring, summer) among Fall 2013-2018 cohorts



Source: CSCU Office of Research and Systemic Effectiveness

These indicators are evidence that major obstacles to success are present from the very beginning of students' community college journey. Indeed, the transition to postsecondary education in general poses several simultaneous challenges to incoming students:

First, college-level coursework is more rigorous than the classes most students took in high school. In addition to a higher mastery of course content and competencies, academic success in college requires more disciplined and sophisticated study habits like reflective note-taking, independent time management, and the proactive use of academic support services (Karp & Bork, 2012). The gap between college academic standards and students' level of preparation is greatest for those who attended less resourced and effective elementary, middle, and high schools.

Second, success in college requires students to model new behaviors that are specific to the culture of higher education. These behaviors include speaking and writing in academic language, actively participating in class, interacting with professors, adapting to different instructors' teaching styles and classroom expectations, and navigating bureaucratic systems like financial aid and transfer (Karp & Bork, 2012). It is important to note that collegiate expectations of "proper" behavior are rooted in White, middle-class norms (Rendon et al., 2000; Hurtado & Carter, 1997; Tierney, 1999); thus, they can be especially difficult to perform for students who did not grow up in that culture or have family members who attended college (Collier & Morgan, 2008; Falcon, 2015; Karp & Bork, 2012, O'Gara et al., 2009).

Third, many new college students must contend with more responsibilities than they ever have before, balancing school with part-time or full-time jobs and caregiving roles at home. These various commitments compete constantly for students' time and attention. Being able to prioritize school work amidst these constraints requires students to intentionally carve out study time, make contingency plans, filter out distractions, modify their class schedule to accommodate work and family, and communicate with instructors about conflicts (Karp & Bork, 2012).

Last but not least, success in college often requires students to ask for help from instructors, advisors, and other support staff without prompting. Seeking help is more complicated than meets the eye. Students must first recognize and admit that they need help, ideally before the situation becomes dire; then understand where and how to seek help given the available resources; and finally have the sense of agency to take action (Karp & Bork, 2012). Asking for help and advocating for oneself do not come easily to many college students. It can be challenging, anxiety-provoking, and even identity-threatening (Cox, 2009; Gardenhire-Crooks et al., 2010; Peña & Rhoads, 2018).

Altogether, these challenges make the transition to college very difficult for many students. This is why the students' first year of college—especially their first semester—is a decisive time for colleges to provide stronger institutional support services. College students' earliest moves have outsized consequences and can set forth in motion either a positive or negative feedback loop. On the one hand, students with good academic preparation, adequate financial resources, minimal commitments outside of school, and family members who graduated from college have the highest chances of transitioning to college smoothly, building confidence and early

connections, and making steady progress toward their goals. On the other hand, students without these advantages are at a greater risk of making an early misstep—e.g., a bad grade, missed class, late assignment—losing focus and self-esteem, and never fully recovering. As the system’s 72 percent persistence rate from Fall 2018 to Spring 2019 suggests, a considerable number of first-year community college students drop out under the stress.

The challenge of first-year student attrition presents an opportunity for stronger first-year student supports. Intentional first-year programming—particularly within students’ first 15 credit hours—can divert “early leavers” away from exiting college prematurely to excelling in their introductory courses and persisting further along the path to completion (CCSSE, 2009; Hunter, 2006; Puyana & Shugart, 2001; Scott-Clayton, 2011; Veenstra, 2009).

Why adopt a first-year experience course?

Two- and four-year colleges across the nation have pursued several strategies to promote first-year success. Among the most popular and high-impact strategies is the first-year experience (FYE) course—also known as a student success course or College 101 course—which generally serves as an extended orientation seminar for new students (Barefoot & Fidler, 1992). FYE courses have gained a foothold at the majority of higher education institutions. According to a 2009 survey of more than 1,000 institutions, 87 percent of respondents offered a first-year seminar (Padgett & Keup, 2011).

While FYE courses vary in content, instruction, and institutional context, they share the common purpose of familiarizing students with the college environment and developing their ability and confidence to achieve their educational goals. The typical FYE course provides participants with information about campus resources and services, assistance in academic and career planning, and techniques to improve study habits and personal skills like time management (Barefoot & Fidler, 1992; Hunter & Linder, 2005; Karp et al., 2012).

FYE courses are a useful vehicle to teach students a wide range of knowledge, skills, attitudes, and behaviors associated with college and career success in a coherent way. To become an effective college student, incoming students must engage in several distinct tasks at once, such as career exploration, academic planning, academic and personal skill development, and orientation to campus resources and services. An FYE course is a convenient, one-stop location where students can learn about these various topics from a single source, understand their relevance and utility, and clarify the connections between them (O’Gara et al., 2009). Without an FYE course to streamline and coordinate this information, students have to piece together the recipe for success on their own, an approach too burdensome, confusing, and haphazard for something as high-stakes as the transition to college.

Another advantage of FYE courses, at least compared with campus-wide orientations, is that they allow enough time for students to engage in deeper, more interactive learning activities that improve their internalization of new knowledge and skills and ability to use them in the future. Thoughtful career exploration and academic planning are also time-intensive, iterative processes (Harrington et al., 2018). FYE courses give students a supportive environment and extended period of time dedicated to honing these skills and strategies and gaining comfort transferring them to other contexts.

Finally, FYE courses are an efficient way to deliver support services to far more students than other mechanisms like advising, given the same amount of resources. There are pieces of information and activities that all new students should learn and participate in; conveying this information and facilitating these activities for 20 to 25 students in one classroom requires less time and energy than doing so in 20 to 25 individual advising sessions (Karp, 2011; O’Gara et al., 2009). Yet another benefit of bringing groups of 20 to 25 students together in an FYE course setting is the potential for closer friendships and support networks to form (O’Gara et al., 2009; Tinto, 1993). Positive relationships can increase student persistence by making them more comfortable in college.

The research literature strongly suggests that student participation in a first-year experience course is associated with a range of positive outcomes. In studies of various two- and four-year college across the nation, students who enrolled in an FYE course, as compared to similar peers who did not, were more likely to:

- **stay in college longer (from one semester to multiple years longer);**
 - (Belcher, 1993; Blanton et al., n.d.; Boudreau & Kromrey, 1994; Bushko, 1995; Goodman & Pascarella, 2006; Jackson, 2005; Jaijairam, 2016; Karp et al., 2015; Fraser et al., 2017; Miller et al., 2007; Permzadian & Crede, 2016; Pittendrigh et al., 2016; Schnell & Doetkett, 2004; Starke et al., 2001; Strumpf & Hunt, 1993; Stupka, 1993; Vaughan et al., 2014; VerDuin, 2005)
- **earn more college credits and higher grades in subsequent terms;**
 - (House, 2005; Jaijairam, 2016; Jamelske, 2008; Jenkins-Guarnieri et al., 2015; Karp et al., 2015; Schwartz & Grieve, 2008; Vaughan et al., 2014; Wahlstrom, 1993)
- **feel a greater sense of belonging;**
 - (Jaijairam, 2016; Keup & Barefoot, 2005; O’Gara et al., 2009)
- **feel better about the career decision-making process; and**
 - (Adams et al., 2008; Belson & Deegan, 1993; Jaijairam, 2016; Fraser et al., 2017; Peterson & Stubblefield, 2008)
- **graduate in less time and with fewer credits.**
 - (Blowers, 2005; Clouse, 2012; Lang, 2007; Miller & Lesik, 2015; Pascarella & Terenzini, 2005; Schnell et al., 2003)

Larger-scale studies of the community college systems in Florida, Virginia, and North Carolina found a positive association between FYE course participation and retention and completion rates (Cho & Karp, 2013; Yamasaki, 2010; Zeidenberg et al., 2007). Furthermore, FYE has already shown promise to improve student success here in Connecticut: New students who enrolled at Asnuntuck Community College in the fall semester between 2008 and 2014 and who took its FYE course had a nearly 17 percent higher fall-to-fall retention rate than their peers who did not take the course (CCC Advising Leads Council, 2019).

THE COURSE***CCS 101: College & Career Success***

The Guided Pathways framework seeks to help community college students efficiently complete credentials, transfer, and attain jobs with value in the labor market. It imagines a student's college journey as a pathway from entry to completion that is filled with obstacles that institutions must clear to promote student success. Guided Pathways consists of four principles around which colleges can organize their various student success initiatives in a coherent way:

- 1) Provide students with clearly structured pathways to a credential, transfer, and employment;
- 2) Get students on a plan that lays out the requirements to achieve their academic and career goals;
- 3) Help students stay on track until they complete their goals; and
- 4) Ensure that students are learning with clear program outcomes and effective teaching practices.

CCS 101: College & Career Success is a first-year experience course designed by faculty, staff, and administrators from CSCU's 12 community college campuses to help new students transition effectively to college and to improve student learning and persistence. The course connects seamlessly to the principles of Guided Pathways: CCS 101 is an efficient way to ensure all students entering the Connecticut State Community College have a personal academic and career plan, the knowledge and skills to persist through challenges, and study strategies that facilitate greater learning and success in their coursework.

CCS 101's learning objectives are rooted in theories of student persistence and empirical evidence of the key determinants of college success. For instance, by the end of the course, students will have 1) created a personal academic and career plan after assessing their personal strengths, interests and values; 2) researched the nature and outlook of different professions; 3) mapped out a course of study that helps them meet their desired job qualifications; and 4) devised a strategy to cover the costs associated with their chosen degree or credential (CSCU FYE Work Group, 2019). There are potentially tremendous benefits of engaging in a structured exploration and planning process at the beginning of college. First, the exploration process gives incoming students the time and guidance to articulate their goals and the value of a college education, increasing their motivation and intentionality. Students who do not have clear goals or a genuine understanding of why college is worthwhile are more likely to make counterproductive choices and get derailed by minor challenges and setbacks (Grubb, 2006).

Furthermore, the planning process results in a thoughtful, realistic course-by-course roadmap to completion. Research strongly suggests that success outcomes improve when students develop a concrete set of steps for attaining their goals (Bahr, 2008; Jenkins et al., 2017; Metzner, 1989; Visser et al., 2010). Second, a plan may help students make more informed academic and personal decisions by regularly reminding them of the requirements for completion and providing them with clear benchmarks against which they can measure their progress. Last but not least, the act of creating a plan in CCS 101 may have as much value as the document itself. The experience of researching, drafting, and refining the plan during the first year could develop

students' ability to reflect on their personal goals and circumstances, critically assess their options, and formulate a course of action that best suits them (Harrington et al., 2018; Karp & Bork, 2012). These skills are essential to independently manage and rebound from challenges in the future, which can improve student persistence (Dignath & Büettner, 2008).

The other learning objectives of CCS 101 support the third and fourth principles of Guided Pathways: help students stay on a path and ensure students are learning. In CCS 101, students will learn the expectations required of successful college students; develop essential academic skills such as information literacy, critical thinking, and effective communication; identify and practice using campus resources and services; and learn how to apply various study habits and personal success strategies that promote well-being, motivation, and resilience (CSCU FYE Work Group, 2019). Accomplishing these outcomes will enable students to decipher and master the many unwritten rules of college that impact their academic performance and motivation to stay in college. Examples of these oft-unspoken requirements of success include knowing how to participate in class appropriately, how to navigate bureaucratic systems to access resources, how and when to ask for help, and how to effectively balance school, work, and family commitments (Bourdieu, 1973; Karp, 2011; Tinto, 1993). Failure to learn these behaviors can demoralize students and contribute to low persistence (Tinto, 1993).

Instead of leaving students to figure out how to navigate the college environment and do well in college-level courses, CCS 101 lays out what it takes for them to achieve academic success and then empowers them to do so. Moreover, CCS 101 sets students up for higher quality learning, which is the true value of earning a degree or credential. Students will effectively learn more not only by virtue of persisting and taking more classes, but also because they have the skills and strategies to more meaningfully engage with the lessons in each class that faculty work so hard to impart. Several CSCU community college campuses have demonstrated support for components of CCS 101, and they are taking action independently to incorporate them into their program curricula.

Equity Impact Statement

Disparities in achievement remain despite the best efforts of the twelve community college campuses to promote equity among CSCU students. The Connecticut State Community College's CCS 101 will advance the Board of Regents' twin goals of increasing student success and eliminating achievement disparities among different racial, ethnic, socioeconomic, and gender groups (BOR, 2019).

First, by taking CCS 101, all degree-seeking community college students will gain the resources and skills associated with college and career success. Students will take the course within their first nine credits so they can apply what they learn as early as possible, thereby maximizing the quality of their learning, their preparedness for upper-level coursework, and their chances of completing their goals. Research strongly suggests that an early and intentional intervention like CCS 101 stands to improve a range of outcomes for *all* CSCU community college students, including course performance, credit accrual, and retention and completion rates.

Second, CCS 101 will especially empower students who face the greatest barriers to college and career success. Compared to more selective higher education institutions, community colleges

enroll a disproportionate share of disadvantaged students, including first-generation college students, low-income dependents and earners, part- and full-time workers, and caregivers. These student populations face high barriers to learning, education, and employment, and are the most likely to drop out of college before earning a credential (Carnevale et al., 2015; Carnevale & Smith, 2018; Cataldi et al., 2018; Edgecombe, 2019; Fountain, 2019; Gault et al., 2016; Jenkins, 2003; RTI International, 2019a, 2019b, 2019c; Ma & Baum, 2016; NSC Research Center, 2019; Noll et al., 2017; Yuen, 2019).

CCS 101's emphasis on developing academic skills and study habits, practicing using campus resources, and engaging with community members will benefit students whose home lives and previous schooling did not provide them with the social network or academic, practical, and cultural knowledge required to navigate higher education and excel in college-level classes. Furthermore, CCS 101's focus on personal success strategies and academic, career, and financial planning will increase the bandwidth and resilience of students who are balancing college with work and family commitments and other personal needs like physical well-being, mental health, and food and housing security. Taken together, the various learning outcomes of CCS 101 comprise both a safety net and springboard to success for students who would otherwise struggle to stay in college long enough to complete their educational goals.

How does CCS 101 interact with other Guided Pathways efforts?

CCS 101 is a critical piece of CSCU's implementation of Guided Pathways. The course works in concert with the Areas of Study and Holistic Case Management Advising (HCMA) policies to get every Connecticut State Community College student on a pathway as early as possible and to equip them with the tools to achieve those goals as efficiently as possible. CCS 101 will provide Guided Pathways Advisors with the necessary support in making sure every student has a thoughtful academic and career plan. Additionally, the six Areas of Study will give students early momentum by helping them choose early course sequences that align with their interests and goals and reduce the chances that they switch programs of study later on, which might result in taking classes that do not count toward requirements for completion (Bailey et al., 2015; Karp, 2011; Rosenbaum et al., 2006).

The overall effects of this suite of Guided Pathways initiatives will be greater student motivation, focus, and preparedness. There is evidence from other community colleges across the nation, such as Lorain County Community College, that have implemented similar changes simultaneously and seen both a significant rise in credential attainment and decrease in the number of excess credits at the time of graduation (Ohio Higher Ed, 2018).

How was CCS 101 created?

The CSCU Provost and Senior Vice President for Academic and Student Affairs charged the FYE workgroup in 2018, a subgroup under the CSCU Guided Pathways Choice Architecture and Support Architecture (later renamed as Holistic Student Support Redesign). The workgroup was tasked with designing and recommending policies and practices that facilitate student retention and completion through the development of a First Year Experience course that provides opportunity for career exploration and leads to the creation of an academic/career plan. The group's recommendations would then move to the Guided Pathways Task Force and the

Community College Implementation Committee for approval. All twelve colleges were asked to participate and ultimately sent members; the workgroup was comprised of FYE course coordinators, faculty, college administrators, and staff from complementary areas including library services, advising, and academic support (see Appendix for a list of contributors). Together this group brought diverse experiences and perspectives on content, pedagogy, and administration.

The development of CCS 101 was supported by a partnership with the New Jersey Success Center. Dr. Christine Harrington, then Executive Director of the NJ Success Center, is a nationally renowned expert in FYE. Dr. Harrington visited Connecticut three times in 2018 to facilitate a series of course development workshops. The course development started with a broad discussion about what students should be able to know or do upon completion of the course and developed a list of potential course objectives and outcomes. The group engaged in breakout sessions and full-group dialogue to winnow down the list of outcomes into a set of four course outcomes. The group then developed more detailed learning objectives along with two exemplar assessments. The group established the course name, subject code, prerequisite, and recommended class size. The group engaged in a series of edits and revisions to refine the content, language, and essential elements of the proposal needed for faculty to bring the course through their curricular governance process. The final proposal was approved in December 2019.

The community college advising council developed a statement of support endorsing the efficacy of the course and recommending that the general education committee adopt CCS 101 as a requirement for all students. The FYE workgroup mirrored that statement of support stressing the importance of the course in reaching the BOR's stated goals for Guided Pathways and equity. Several colleges have already incorporated aspects of the CCS 101 course into their current FYE course. Manchester Community College brought the CCS 101 course through the entire faculty curricular governance process and the course was formally approved by the college senate on May 7, 2020.

FREQUENTLY ASKED QUESTIONS***Why should CCS 101 be mandatory?***

All new students enrolled at Connecticut State Community College should be required to take CCS 101, unless they are granted an exception, for a plain and simple reason: equity.

A Guided Pathways-informed first-year experience course like CCS 101: College and Career Success potentially has tremendous value for disadvantaged student populations, including first-generation college students, low-income dependents and earners, part- and full-time workers, and caregivers. Unfortunately, students who may benefit the most from an optional first-year experience course are least likely to take advantage of it (Harrington et al., 2018). For instance, first-generation college students are less likely than their counterparts whose parents have a Bachelors degree to use a variety of optional support services, such as academic advising services, health services, academic support services, and career services (RTI International, 2019c). Reasons for this include a lack of awareness of the service's potential benefits; not knowing how to access the service; unfamiliarity or discomfort with asking for help; and work or family-related scheduling conflicts that prevent students from visiting campus (Cox, 2009; Gardenhire-Crooks et al., 2010; Karp & Bork, 2012; Peña & Rhoads, 2018).

To ensure the benefits of CCS 101 flow to those who need the greatest support in making a successful transition to college, the course must be mandatory. Making the seminar optional—which the One College General Education Core currently does—undermines its potential to ensure *every* Connecticut State Community College student has the foundational knowledge and skills to achieve their academic and career goals, not just those students who are fortunate enough to be college-ready upon enrollment.

Why should CCS 101 be worth 3 credits?

CCS 101 should be worth three (3) credits because it is academically rigorous, holds students to high standards, and grows their cognitive capacities. A major focus of the course is developing students' critical thinking, writing, communication, and information literacy skills so they can meet the expectations of college-level classes. Students will cultivate these skills through a variety of tasks that will challenge them to think and perform at a higher level than they did before; example tasks include close reading, writing, and research assignments, as well as focused discussions and interactive projects. CCS 101 is no less demanding than courses in traditional academic departments and should be accorded the contact hours and status it deserves.

Furthermore, CCS 101 should be worth three (3) credits because college and career readiness is not a singular skill that can be acquired instantaneously. Rather, it encompasses an array of knowledge, skills, attitudes, and habits associated with academic achievement and persistence; learning this suite of competencies requires extensive reflection, practice, and consequently time (Karp et al., 2012; Harrington et al., 2018). For CCS 101 to fulfill its potential to improve student learning, retention, and completion, it must be worth three credits. The increased number of contact hours also ensures that students who have the least time outside of class—whether due to

work, family, or other responsibilities—have ample time to develop a thoughtful academic and career plan as well as the essential academic and personal skills to succeed.

Additionally, creating a personalized academic and career plan is a time-intensive process. It is highly reflective, complex, and iterative: students must reflect on their goals, values, interests, and strengths; explore and assess potential career options; identify a program of study that aligns with their career(s) of interest; map out the courses required to graduate from that program of study; and identify the support services and funding sources they will need to complete their credential. CCS 101 provides students with the time, structure, and guidance to do a thorough job, such that their plans are genuinely effective tools for future decision-making.

Research shows that reducing CCS 101 to one or two credits would both limit instructors' ability to achieve all of the learning outcomes by the end of the term and weaken students' motivation to take the class seriously (Blanton et al., n.d.; Cuseo, n.d.; Du, 2016; Jessup-Anger, 2011; Swing, 2002). Although it is difficult to make space in program curricula for a 3-credit course, the upfront investment of time will pay dividends for both students and instructors whose classes will be filled with better prepared learners.

Why should CCS 101 be taken within the first 9 credits?

CCS 101's value increases the earlier students take it: the sooner they gain these tools, the more confident, prepared to learn, and successful they will be. Research and practice make it unambiguously clear that students' earliest experiences in college have an outsized impact on their decision to stay and their chances of completion (Hunter, 2006). According to the Center for Community College Engagement, colleges can improve students' first-year experience by creating a welcoming and supportive environment, promoting a sense of community, making sure students have a clear academic plan and pathway, promote engaged learning, and provide opportunities for students to build their academic and social support network (CCSSE, 2009). CCS 101 is designed to accomplish all of these goals as soon as possible.

How is CCS 101 suited to fulfill the general education core diversity requirement?

The ultimate goal of the diversity requirement—"to prepare students for an increasingly diverse and interdependent campus and the world that they live in and will lead" (UCLA)—dovetails nicely with the self-reflective and collaborative ethos of CCS 101. Through various experiences and assignments, CCS 101 students will develop a greater awareness of themselves, including their values, biases, and assumptions, as well as engage with other students with different backgrounds and cultures. Learning to recognize their own perspectives, appreciate those of others, and build relationships across differences are key interpersonal competencies to successfully work and live in diverse societies. Colleges and universities across the nation, such as Guttman Community College, Georgia Southern University, Xavier University, and University of North Carolina at Chapel Hill, have also seen the potential of first-year experience programming to promote diversity and inclusion and are currently integrating these focuses into their respective courses.

What are the next steps if the policy is approved?

The Board of Regents will direct the CSCU Provost, Associate Vice President of Academic and Student Affairs, and Provost for Connecticut State Community College to shepherd the course refinement and curricular approval of CCS 101 through the future Connecticut State Community College curriculum procedures. These procedures must adhere to the principles of shared governance as well as those established by NECHE in standard 4.5.

RECOMMENDATION

It is the recommendation of the System's Provost and Associate Vice President of Academic and Student Affairs that the Board of Regents give favorable consideration to the adoption of the proposed College and Career Success 101 Policy for the Connecticut State Community College.

This report was authored by Benjamin Wong, a Research Fellow for CSCU Guided Pathways.

APPENDIX

CCS 101 Contributors*As of December 18, 2019*

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PA12-40 Report

Spring 2020

Background/Context

Factors Impacting Developmental Education in Connecticut Community Colleges

To understand the impact of PA12-40 on higher education in Connecticut, it is essential to be aware of the factors that led to the enactment of this legislation, especially those factors that impact the effectiveness of the remedial/developmental coursework and support provided by the state's community colleges. There are many factors that have the potential to influence the effectiveness of developmental education for students in Connecticut's community colleges. Some factors likely to impact student success are difficult to measure, such as individual motivation, family expectations, and peer support. Other factors can be accurately measured, and their substantial impact on academic success is well documented. In study after study of college performance, family income and prior academic preparation are two interrelated factors that have been shown to correlate with overall student achievement in postsecondary education. Not surprisingly, these two factors have been shown to have a considerable influence on the academic achievement of students in Connecticut's community colleges. One reason that prior academic preparation is particularly influential is due to the combined effect of the open admission policy of these colleges and the large academic achievement gap between the state's urban and suburban school districts.

Open Door Admissions

In 1965, Connecticut's community colleges were established by legislation (PA 65-330) designed to expand educational opportunities for the citizens of Connecticut. A key feature of this expansion of access to higher education was the open-door admission policy of Connecticut's community colleges (see Ct.edu website). The open-door admission policy offers acceptance to anyone with a high school diploma or GED. The significance of an open-door admissions policy is that, unlike most public and private four-year colleges and universities with competitive admissions policies, colleges with an open-door admissions policy have no influence on determining whether applicants are sufficiently prepared to complete a college degree in the areas of study they offer. Many of the measurements of accountability for student progress that make sense at a competitive admissions college do not match well with the

circumstances of the open-door admission college. For example, when students fail to complete degrees at a college with admission requirements, it is fair for an accreditor to expect that the college should have been aware of its entering students' needs and invested in the necessary resources to meet those needs. At an open-door admission institution, however, the college has far less information about the academic preparation of each new student cohort, and – especially at community colleges with limited resources – limited ability to invest in sufficient resources to support students with the least preparation and highest need for support.

Public School Achievement Gap

For many years, Connecticut has held the unenviable distinction of being a state with one of the largest academic achievement gaps in the nation. The results of standardized tests such as Smarter Balanced, CAPT and CMT provide clear evidence that this achievement gap has persisted for decades. For example, in school year 2010-11, the year before PA12-40 was enacted, less than 11% of high school sophomores in the Hartford Public School system met the State's reading goal on the Connecticut Academic Performance Test (CAPT) while over 68% of students in neighboring West Hartford achieved this level of reading competency. In Bridgeport that year, 11% of students met the reading goal while in neighboring Trumbull the rate of students meeting this goal was 62%. New Haven (16%), Waterbury (14%) and New London (9%) students met the reading goal at considerably lower rates than students in the neighboring school districts of Woodbridge's Region 5 (71%), Watertown (61%) and Waterford (60%). CAPT testing evidence for these intractable gaps stretch back to at least 2001 and continue to be shown by Smarter Balanced results today. This year's Smarter Balanced test results show that Connecticut's achievement gap correlates with income levels, with students from across the state who are eligible for free lunch demonstrating competency in English and math at much lower rates (35% and 26%) compared to students who are not eligible (71% English and 62% math). The inequities in achievement also fall along racial and ethnic lines with Connecticut's white students achieving competency at a rate of 69% in English and 62% in math, African-American students at a rate of 34% in English and 23% in math, and Hispanic/Latinx students at a rate of 36% in English and 27% in math (<http://edsight.ct.gov/SASPortal/main.do>) . Compared to students from middle- and high-income families who demonstrate competency in reading, writing and math during high school, underprepared students from lower income families are more likely to attend their local community college. As a result, a disproportionate number and percentage of new students with considerable academic deficiencies enroll in Connecticut community colleges instead of four-year public or private colleges. Evidence for this enrollment pattern includes the high percentage of community college students who are eligible for Pell

Grants and over 30 years of data on placement testing results consistently showing that more than 60% of entering Connecticut community college students require remedial support in reading, writing or math.

Remedial/Developmental Education

Early in their history, Connecticut community colleges faced the difficult challenge of balancing their responsibility for delivering college-level quality coursework to all students and providing access to higher education for the many entering students who lacked the academic skills required to succeed in college-level work. A college whose mission is to prepare students for transfer and employment has the responsibility to deliver a curriculum that meets regional and national standards for postsecondary education. Therefore, that college cannot maintain its integrity and simply lower the performance standards of its curriculum so that unprepared students can earn credits and graduate. The responsible alternative is to devote institutional resources and expertise to assist unprepared students to develop the skills they need to participate fully in the educational opportunities available in college. In response to the evidence that many entering students lacked the reading comprehension, written communication and quantitative thinking skills to succeed in college-level courses, the community colleges began to offer *remedial or developmental-level* instruction in the skills of reading, writing and math for students who did not develop competency in these essential areas during their 12 years of public education. At first, one level of remedial coursework was sufficient to bring the majority of underprepared students to a level of academic competency that would allow them to be successful in college courses. However, over time increasing numbers of students who lacked even basic reading and arithmetic skills received high school diplomas and began enrolling in their local community colleges. The colleges responded by offering remedial coursework and support over two or more semesters for students who needed extensive academic support.

During the 1980's, Connecticut colleges began testing students' reading, writing, and mathematical competencies at the time of admission to ensure all students were placed into classes that would prepare them to be successful in college-level work. By 1988, the Connecticut Community College System determined that placement testing was an essential part of serving students and convened the Community College Basic Skills Council to recommend uniform testing processes at all community colleges. Initially a paper-and-pencil assessment (NJBST) was used, and when computerized placement testing became available, this group recommended College Board's Accuplacer as the placement instrument for all Connecticut community colleges. Both the NJBST and Accuplacer assessments have consistently shown that the majority of students entering Connecticut's community colleges do not possess the reading, writing, and math skills to begin their studies in college-level English and math coursework.

Economics & Educational Resources

In 2011, financial pressures related to a nationwide recession led more middle-income families to choose the cost-effective community college option for their children, and unprecedented numbers of students enrolled in Connecticut's community colleges. This increase in enrollment overwhelmed the resources of the colleges and led Higher Education Commissioner Michael Meotti to question whether Connecticut's community colleges should continue to serve underprepared students at all ("Community College Open Door Already Partly Closed" CT Mirror 5/24/2011) when better prepared students were unable to enroll in the then overbooked colleges.

At the same time, across the nation, politicians – most with little experience in higher education – began to depict remedial coursework as an expensive obstacle for unprepared students to overcome rather than necessary support for them to be successful. Confusing correlation with causation, organizations such as Complete College America actually blamed enrollment in remedial coursework – and not the students' lack of basic academic skills – as the reason why unprepared students were not as successful as students who entered college with adequate reading, writing and math skills. Ignoring the overwhelming evidence that increasing numbers of high school graduates clearly lacked the necessary skills to be successful in post-secondary education, politicians in several states questioned the value of teaching unprepared students the essential skills that they had failed to develop in high school. In Connecticut, members of the State Legislature began to examine the ways in which remediation was carried out at the State's twelve community colleges.

Fortunately, unlike lawmakers in other states, who attempted to legislate the elimination of developmental courses and support in college, Connecticut legislators led by Beth Bye spoke with experienced educators from the community college system before finalizing a draft of what would become PA12-40. During the spring of 2012, PA12-40 was passed in an effort to reduce the amount of time unprepared students would be required to participate in remedial instruction. The legislation also addressed concerns about the limitations of standardized placement testing, in particular the use of a single placement instrument to assess student preparedness for college. And, the legislation supported proactive steps to reduce the need for remediation in college by calling for Connecticut high schools to do a better job of addressing their students' academic deficiencies before they graduated.

PA12-40

The key features of PA12-40 stated that beginning no later than the fall semester of 2014:

- 1) Colleges would use more than one method for determining student placement in initial math and English courses (multiple measures).
- 2) Colleges would offer an embedded support option that would enable eligible students to complete the gateway English and/or math courses during their first semester of attendance.
- 3) Colleges would be prohibited from offering a sequence of multiple levels of developmental courses.
- 4) For students with very low skills, colleges would make transitional level programs available free of charge (the legislation designated additional funds for this purpose).
- 5) To reduce the demand for remediation in college, by 2016 Connecticut high schools would develop a process to assess their students' level of readiness in time to offer remediation before these students earned their diplomas.

Implementation

PA12-40 would require a major overhaul of the existing approaches to remediation at most Connecticut community colleges because many of the community colleges offered a sequence of two or more levels of remedial coursework in reading, writing, and mathematics to address the wide range of academic deficiencies presented by entering students. Initially, there was widespread confusion over how to comply with this law in the weeks and months following the passage of the bill. The bill included new unfamiliar terminology; for example, the familiar term *developmental* instruction was replaced with *intensive* instruction. Questions arose about *embedded instruction* and placement processes that used *multiple measures*. Prior to 2012, none of the colleges had been offering embedded support in college-level courses in part due to what had been considered the prohibitive expense associated with this type of instruction (e.g., increased faculty costs for smaller class sizes and additional instruction time). PA12-40 not only required colleges to develop embedded curriculum, but the new bill provided additional funding to make this type of instruction possible. Questions also concerned the bill's one-semester of intensive instruction. Student advocates wanted to know if struggling students would be allowed to repeat an intensive course if they were unable to develop the competencies to pass the course in just one semester. There were also questions about funding the transitional-level programs for students with very low literacy and numeracy levels because these courses were not financial aid eligible. In addition, faculty from science, social science, humanities, and other academic departments expressed concern that students moving into their courses from accelerated developmental programs would not be prepared to keep up with the pace and reading expectations of college coursework.

To address these questions and improve transparency and communication, the PA12-40 Advisory Group, with representation from across the system, was convened in November 2012. One of the first tasks of the PA12-40 Advisory Group was to produce a Frequently Asked Questions (FAQ) document to answer key questions about PA12-40 and how it would be implemented.

One of the major decisions for responding to PA12-40 involved the process of establishing new curricula for transitional, developmental, and embedded math and English courses. Some saw this as an opportunity to unify the developmental curriculum of all the colleges while others were concerned that imposing a single curriculum would reduce the effectiveness of instruction for some groups of students. Fortunately, the newly created PA12-40 Advisory Group recognized that imposing a single approach at every college would be less likely to effectively address the needs of students in 12 different communities. Rather than using a top-down approach that would limit valuable faculty input, the Advisory Group recommended to the Vice Presidents that each college be allowed to fully engage its faculty and its local decision-making processes to create solutions that best meet the needs of its students. In this way, hundreds of faculty members were able to participate and contribute their expertise to develop curricula that addressed the needs of their students within the boundaries set forth by the law.

College Access Challenge Grants (CACG)

To inform the development of the curriculum that would respond to PA12-40, the BOR awarded College Access Challenge Grants to statewide math (Math Issues Group) and English (CCET) committees to research remediation efforts throughout the system and to make recommendations for effecting the changes required by PA12-40. These two committees – each open to members from every community college in the state – had ready access to information on current developmental and gateway course learning objectives and each college's Accuplacer placement scores as well as detailed information about developmental and gateway level curricula being used throughout the system. Throughout the spring and summer of 2013, the members of CCET and the Math Issues Group worked diligently to address the changes required by PA12-40. Each group examined the charge of PA12-40 to determine its impact on current approaches to basic skills instruction across the system. This examination involved surveying all twelve colleges to identify current practices with regard to instruction and placement. The work of CCET and Math Issues during this period established the foundation for curriculum development and placement practices for each of the twelve schools to build upon.

Connecticut Coalition of English Teachers (CCET)

Over eight months in the spring and summer of 2013, the Steering Committee of CCET collaborated at the state level while its individual members worked with their local English departments to realize the outcomes of the College Access Challenge Grant (CACG). The group began by identifying the competencies for entry into each of the levels described in PA12-40. Focus on these competencies grounded CCET's work on outcomes and placement. Subsequently, CCET members agreed on learning outcomes for developmental, embedded and gateway English courses, confirming that embedded and gateway English courses must have the same learning outcomes. The group also developed a course description of a six-credit intensive-level course (ENG096) with common learning outcomes for reading and writing. CCET's report included recommendations for the development of placement processes that incorporated the use of multiple measures as required by the legislation. Recommendations included the option of a challenge essay to supplement results from standardized instruments (SAT and Accuplacer).

Math Issues Group

Math Issues reviewed the alignment of the topics in both the Elementary Algebra and Intermediate Algebra courses. As a result, the scope and sequence of topics were carefully assessed and more abstract topics (e.g., factoring polynomials) were moved to Intermediate Algebra and more foundational algebraic topics (e.g., solving simultaneous equations) were moved to Elementary Algebra. All 12 community colleges reached 100% agreement on the learning outcomes of both Elementary Algebra and Intermediate Algebra. In 2018-2019, Math Issues conducted a survey of the 12 community colleges and found that the 100% alignment of the courses was still in place across the math curricula of the colleges. The members of the Math Issues Group also identified a range of Accuplacer scores for initial student placement in intensive-level, embedded-level, and college-level math courses.

Curriculum Design and Implementation

To address the development of embedded curriculum in the area of English Composition, some colleges used the ALP model that was developed by Peter Adams and colleagues at Baltimore County Community College. In this model, students who placed below college-level English would attend the same class as those who tested into college-level English. However, the former group would attend an additional hour after class in which they would receive supplementary instruction and feedback on their progress. Other schools used a model of embedded support in which students who tested just under college-level would be taught together but receive additional instruction time (ranging from 1 to 3 hours) with their professors each week throughout the semester. Each college could determine how much

additional time was optimum with most settling on an additional three hours per week. However, financial and logistical concerns also factored in the determination of the amount of additional time at some colleges.

Course Placement Instruments

For over a decade, Accuplacer by The College Board had been used by all of the community colleges to place entering students in their initial math and English courses. Although Accuplacer was the system's common instrument, each college determined its own cut-off scores for placement in college-level and developmental coursework. In May 2013, the BOR policy requiring colleges to use Accuplacer results to place students in their initial courses was relaxed to allow colleges to develop their own placement procedures to meet the multiple measures requirement of PA12-40. During this period, some colleges developed behavioral questionnaires to supplement Accuplacer scores. For one year, one college stopped using Accuplacer results altogether and conducted interviews with all entering students to determine their placement in math and English. Other placement measures included using students' SAT/ACT/GED scores, overall high school GPA, and student writing samples. During 2013 and 2014, Connecticut's public schools were planning to administer the competency test Smarter Balanced to all students in their junior year of high school. This instrument promised to provide diagnostic information on the academic skills of students. The use of junior year Smarter Balanced results was also proposed as a multiple measure for determining math and English course placement at the colleges. However, while the Smarter Balanced instrument was adopted for use with students from third to eighth grade, parental objections prevented it from being administered to high school students. Instead, beginning in March 2016, all high school juniors would be required to take the SAT. In 2018, The College Board released a new version of Accuplacer – Accuplacer Next Generation – that included significant changes to content, question format, and score ranges. CCET and CMAC thoroughly reviewed this instrument and revised their placement recommendations accordingly. In 2019, the Test Administrators Council recommended that an electronic bridge be developed between the BOR and the State Department of Education to obtain SAT scores of students who apply to the community colleges. Later that year, the community colleges adopted a uniform policy to accept AP test scores of 3 or higher for college credit.

Impact of PA12-40: Results

To examine the impact of changes related to PA12-40, this section will compare the performance of two entering student cohorts. The pre-PA12-40 cohort is made up of first-time students who entered a Connecticut community college in the fall semesters of 2011 and 2012. The post PA12-40 cohort is

composed of first-time students who began their studies in the fall semesters of 2015 and 2016 after changes made in response to PA12-40 had been fully implemented. Each cohort is divided into three subgroups based on their Accuplacer results. The first subgroup (Subgroup I) is composed of students whose Accuplacer results place them slightly below college-level coursework. Before the passage of PA12-40, these students would have been required to pass a developmental-level course to be eligible to take college English and math. Post PA12-40, most of these students are eligible to enroll in a college-level course with embedded support. The second subgroup (Subgroup II) is made up of students whose placement results were significantly below the cut-off for college-level coursework. Prior to PA12-40, some of these students would have been required to take one semester of developmental-level coursework and many would have been required to complete two semesters of coursework before being eligible to take college-level courses. Post PA12-40, these students would most likely begin their studies in one-semester intensive-level courses. The third subgroup (Subgroup III) is composed of students whose placement results indicate the most extreme level of academic deficiency. Many of these students lack the ability to do basic arithmetic and/or lack fundamental reading comprehension skills. Prior to PA12-40, most of these students were required to successfully complete two semesters of remedial coursework. Post PA12-40, these students are placed into the free transitional-level of instruction and support.

For all entering students at all academic levels, the impact of PA12-40 has been positive. Clearly, the students whose placements results put them just below college-level coursework (Subgroup I) have benefitted most from the new curriculum. Prior to 2014, these students, would have been required to complete one semester of developmental coursework, but now many are enrolling and completing college-level English and math courses during their first semester of attendance. In addition, being eligible to take ENG101 during their first semester also enables these students to take college-level coursework in other subject areas, which can further accelerate their progress toward earning a degree.

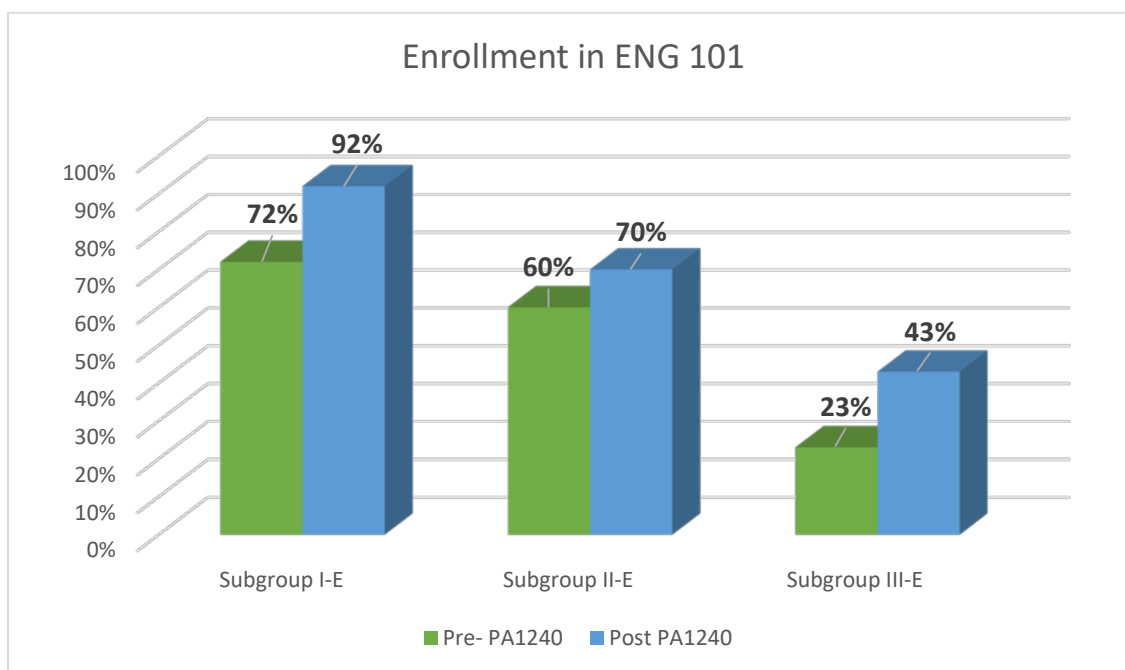
College English Enrollment

Achieving eligibility to enroll in college-level English Composition (ENG101) is an important milestone for a college student. A student identified as prepared for the challenges of ENG101 has demonstrated the ability to read and write sufficiently to participate fully in college-level coursework. At most colleges, eligibility for ENG101 is a prerequisite for enrollment in introductory courses in most subject areas. Consequently, many students cannot begin taking the courses that will count toward graduation until they are eligible to take ENG101.

The rates that students in all three English subgroups enroll in English 101 have increased since the implementation of PA12-40. Prior to the passage of PA12-40, 72% of entering students in Subgroup I-E enrolled in college-level Composition (ENG101) within three years of attendance. This number

jumped to 92% when PA12-40 curriculum and support took full effect. The percentage of students in Subgroup II-E enrolling in ENG101 increased by 10 percentage points from 60% pre- PA12-40 to 70% post PA12-40. And the lowest skilled students in Subgroup III-E nearly doubled their rate of eventually enrolling in ENG101 from just 23% before PA12-40 to 43% after PA12-40 took full effect (see figure 1).

Figure 1: All Subgroups ENG101 Enrollment

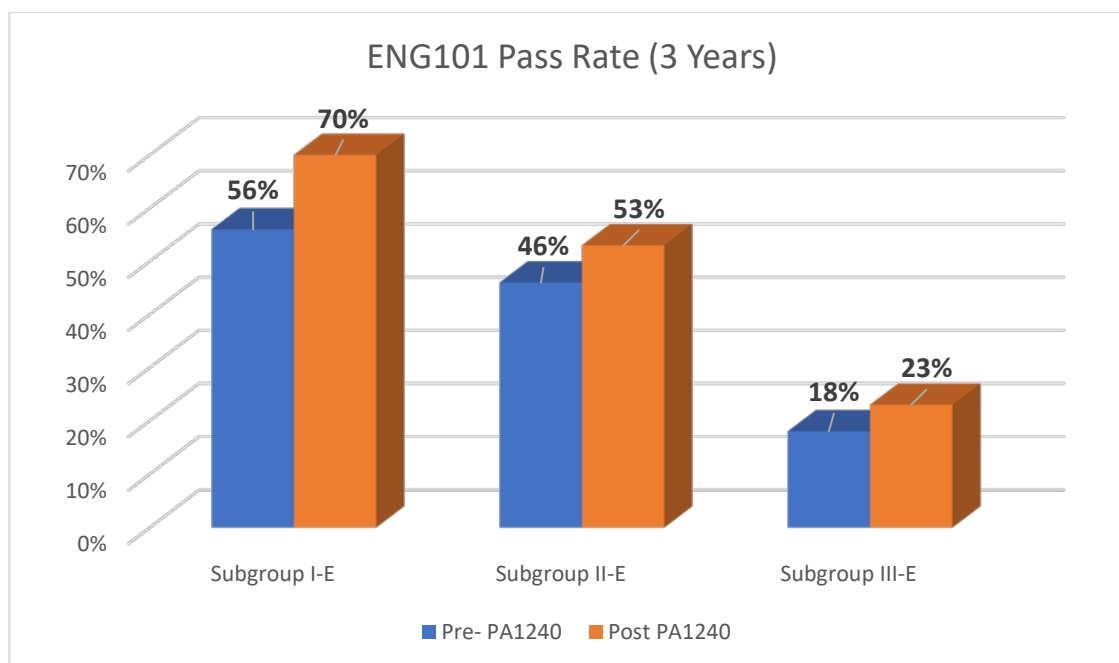


College English Pass Rate

While being eligible to enroll in ENG101 is an important progress marker for college students, passing this key course is essential for continued progress towards a degree. Prerequisites for many liberal arts and second-year program courses require that students have passed ENG101. Given that the majority of these courses require extensive writing, students must possess the skills associated with passing ENG101 in order to be successful. These skills not only include the ability to write grammatically correct sentences that express ideas clearly, but also the ability to organize information to communicate a complex line of thinking over several pages of text. The ENG101 pass rates of students in all three subgroups increased following the implementation of PA12-40. Pass rates for students in each cohort were tracked over three years and pass rates for all three subgroups improved under PA12-40. Prior to the passage of PA12-40, the pass rate (over three years) for students in Subgroup I-E was 56%. With PA12-40 in full effect, the pass rate of students in Subgroup I-E increased by 14 percentage points to 70%. The pre- and post PA12-40 ENG101 pass rates for students in Subgroup II-E increased more moderately by 7

percentage points from a pre-PA12-40 rate of 46% to a post PA12-40 rate of 53%. The ENG101 pass rate for students in the lowest skilled subgroup (Subgroup III-E) increased by 5 percentage points from 18% pre-PA12-40 to 23% post PA12-40 (see figure 2).

Figure 2: All Subgroups ENG101 Pass Rate



The average time required for developmental students to pass English 101 has declined significantly since the implementation of PA12-40. Prior to the implementation of PA12-40, students in Subgroup I-E took an average of one full academic year to pass college-level English Composition. After PA12-40 was implemented, the average time to passing ENG101 was cut to just one semester for this subgroup. The implementation of PA12-40 also reduced time to passing ENG101 for students in Subgroup II-E with most of these students successfully completing ENG101 in their first academic year.

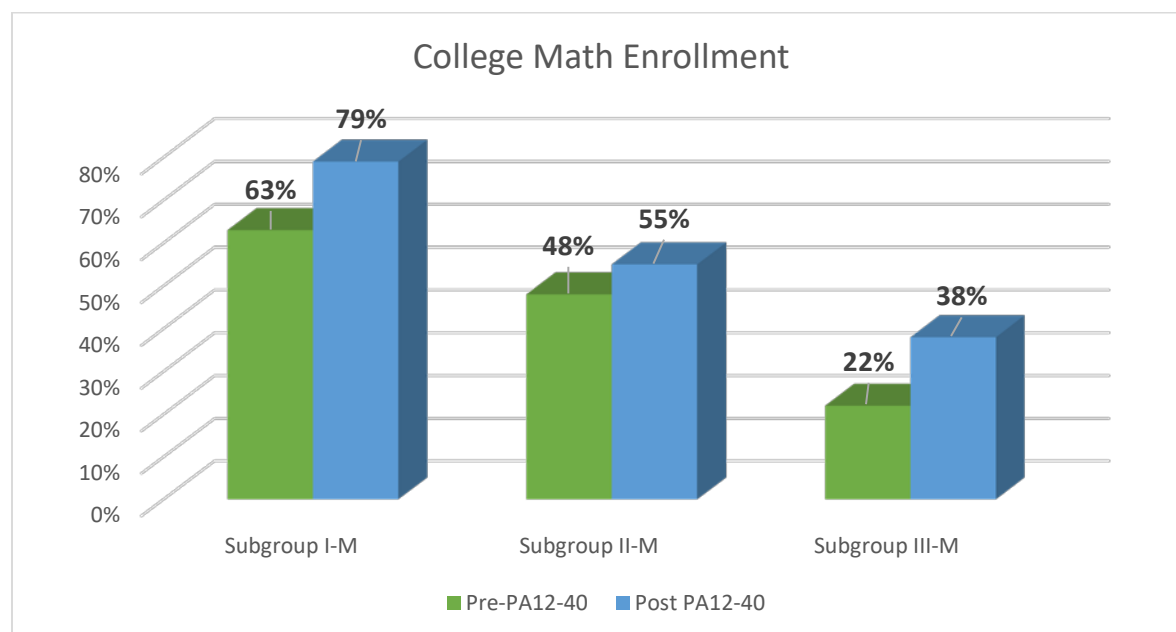
English 101 GPA has not improved for developmental students when they take college-level English since the implementation of PA 12-40. GPA in ENG101 for post PA12-40 Subgroup I-E students is flat compared to Subgroup I-E students from the pre PA12-40 cohort. Grades for Subgroup II-E students (whose scores are well below the college-level cutoff) show a slight trend downward. This trend is understandable given that students whose placement results indicate significant need for remediation are entering college-level English after fewer semesters of preparation. Despite slightly lower grades in English Composition, these students are still performing well enough to pass their college-level English course and progress toward degree completion.

The implementation of PA12-40 has had no discernable effect on fall-to-spring retention of students in Subgroup I-E and Subgroup II-E. Approximately 60% of students in Subgroup I-E in both cohorts returned for the subsequent spring semester. Students in both cohorts of Subgroup II-E returned for the subsequent spring at a rate of approximately 55%. For students in Subgroup III-E, however, retention to the spring semester improved from 41% for the pre-PA12-40 cohort to 48% for the post-PA12-40 cohort.

College Mathematics Enrollment

Achieving eligibility to enroll in college-level math is another important milestone for college students, especially for those who are pursuing careers in STEM fields. At most colleges, eligibility for Intermediate Algebra is a prerequisite for enrollment in most introductory physical science courses, such as chemistry. As seen in English, the rates that students in all subgroups enroll in college-level math have increased since the implementation of PA12-40. Prior to the passage of PA12-40, 63% of entering students in Subgroup I-M enrolled in college-level math within three years of attendance. This number rose to 79% when PA12-40 curriculum and support took full effect. The percentage of students in Subgroup II-M enrolling in college-level math increased from 48% pre- PA12-40 to 55% post PA12-40 while the rate of Subgroup III-M students enrolling in college-level math improved considerably by 16 percentage points from just 22% before PA12-40 to 38% after PA12-40 took full effect (see figure 3).

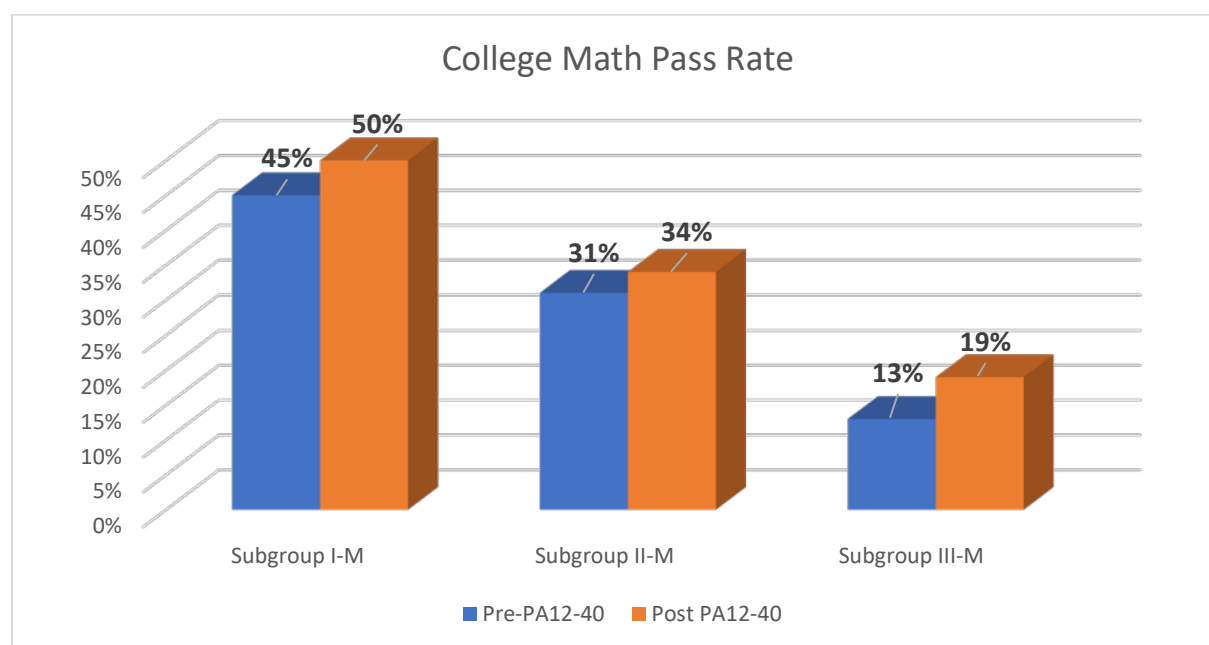
Figure 3: All Subgroups College Math Enrollment



Passing College-level Mathematics

The college-level math pass rates also increased following the implementation of PA12-40. Tracked over three years, pass rates for all three subgroups improved under PA12-40. The post PA12-40 college math pass rate for students in Subgroup I-M increased 5 percentage points from a pre-PA12-40 rate of 45% to a post PA12-40 rate of 50%. Prior to the passage of PA12-40, the pass rate (over three years) for students in Subgroup II-M was 31%. With PA 12-40 in full effect, the pass rate of students in Subgroup II-M improved to 34%. The college math pass rate for students in the lowest skilled subgroup (Subgroup III-M) increased by 6 percentage points from 13% pre-PA12-40 to 19% post PA12-40 (see figure 4).

Figure 4: All Subgroups College Math Pass Rate



PA12-40 Student Progress to Degree

The ultimate goal of PA12-40 was to enable more students to earn college degrees. So, while the steps taken in response to this legislation have led to more students completing their English and math requirements over a shorter period of time, it is important to evaluate the impact of PA12-40 curricular and support changes on degree attainment. Long term student success can be measured by the number of students who earn an associate degree over a given period of time. One measure used in IPEDS reporting involves determining how many first-time students in an incoming cohort graduate within 150% of the expected time it would take a student earning 30 credits per year to complete a degree. The 150%

completion marks are different for a four-year university and a community college. For a community college student, the expected time to complete the requirements of an associate degree is two years, so 150% of this period is three years.

A more accurate measure of community college student accomplishment may be *success rate*, which is a combination of graduation and transfer-out rates. Students who graduate or transfer to a four-year school within 150% of the expected completion time are counted as successes. For community colleges, the *success rate* is the percentage of students in a cohort who either graduate or transfer to a four-year college or university within three years of entering college. This metric has been used in our Accountability Reports to the Higher Education Coordinating Council for some time, with the rationale that it is a better measure of performance for non-selective two-year schools than graduation rate alone.

The *success rate* for developmental English students just below the testing cutoff for college-level English (the top half of Subgroup IE) has improved with the implementation of PA12-40. In the pre-PA12-40 cohort, these students graduated or transferred to a four-year school at a rate of 19%. With the full implementation of PA12-40, the success rate for the corresponding group of students rose to 21%. Credit accumulation also increased for students entering college at this level of proficiency. The pre-PA12-40 student cohort earned 17.82 credits over their first two years of attendance while the post-PA12-40 cohort earned an additional three credits (20.72) over the same period. Credit accumulation among students in the other subgroups remained flat or showed a very small increase.

In addition, the gap in *success rate* between college-ready English students and those testing just below the college-level English cutoff narrowed with the implementation of PA12-40 from 6% to 3%.

However, for the majority of developmental students, those in the lower half of Subgroup IE, as well as Subgroups IIE and IIIE, success rate and credit accumulation remained unchanged among the pre- and post- PA12-40 cohorts.

CONCLUSIONS

The implementation of PA12-40 was a major undertaking that required extensive individual and collaborative efforts across the system over the past six years. The data presented above provide clear evidence that these efforts have benefited students throughout the state. All available evidence indicates that the effects of implementing PA12-40 legislation have been positive for helping new students to enroll in and pass intensive, embedded, and gateway courses in math and English. Compared to students in the pre-PA12-40 era, today's students of all ability levels are enrolling in math and English gateway courses sooner, and higher percentages of these students are successfully completing these important courses than did students in the pre-PA12-40 era. The positive effects of PA12-40 implementation extend to students

who enter the community college system with a range of academic abilities. As indicated above, each of the six English and math subgroups showed improvement as a result of implementation.

While we have evidence that PA12-40 implementation has helped students to complete key English and math courses, the available evidence does not show improvement in the three-year graduation rate for students post PA12-40. However, three-year graduation rates are often a poor measure of our students' achievement, given that the majority of Connecticut community college students do not maintain full-time status throughout their college careers and would not be expected to graduate within three years. Due to the recency of full PA12-40 implementation, there is insufficient data on the four-year and five-year graduation rates of post PA12-40 students. As stated above, however, an increase in the combined graduation and transfer rates (*success rate*) of some developmental students provides some evidence of positive long-term impacts of PA12-40 on student achievement.

RECOMMENDATIONS

The implementation of PA12-40 has demonstrated that with adequate support, community college students can accelerate the pace at which they develop the reading, writing, and math skills necessary to participate in college-level studies. However, resources impact the extent to which individual colleges are able to make intensive and embedded courses and support available for their students. Due to resource considerations, some of the colleges have not been able to make a seat in an embedded support course available to every student who qualifies for one. Further, resource considerations have impacted the amount of additional time for embedded support as well as the availability of academic support in the forms of in-class tutoring and technology. We recommend that the resources allocated for PA12-40 be used to ensure that every student who is eligible for intensive or embedded coursework and who registers in a timely manner is able to enroll in those courses during the first semester of attendance. We further recommend that resources be allocated to make best practices such as in-class tutoring available to students at all colleges.

The research contained herein allows for very broad conclusions about the overall effectiveness of the restructured approaches to remediation that have been brought about by the implementation of PA12-40. One of the benefits of fostering local decision-making in the implementation of PA12-40 is that colleges were able to try out and evaluate different approaches to facilitating student achievement. Over the first years of implementation, colleagues shared the pros and cons of each method, and eventually the system saw a convergence of approaches to educating students in math and English. Throughout our work, the PA12-40 Advisory Council has recommended that long-term, in-depth studies of various forms of instruction and instructional support be carried out in order to determine if some approaches are more effective than others. However, while conducting this type of research on an ongoing basis is important, it

is essential to underscore that this research may not identify one method or combination of methods as superior. Various instructional methods may work equally well, and some methods may be particularly effective with students from particular academic, cultural, and socioeconomic backgrounds.

We also recommend continued research and exploration of placement tools and procedures. For over fifteen years, Accuplacer has been the placement measure common to all of the community colleges. In 2018, a new version of Accuplacer (Next Generation) was released, and the previous version became unavailable. Over the past two years, CCET has expressed concerns about the usefulness of the writing component of Accuplacer Next Generation, and some English departments are questioning whether the community colleges should continue to use this product. We recommend that additional research be conducted to assess the usefulness of Accuplacer Next Generation for placing students in their initial English and math courses. In response to direction from the Board of Regents, over the past four years, the PA12-40 Advisory Council has been attempting to identify a limited number of placement methods that qualify as approved multiple measures. While we understand the benefits of limiting the number of placement tools used throughout the system, we also believe that colleges should continue to explore the efficacy of alternative approaches to placement, especially those that do not rely solely on standardized multiple-choice instruments. To that end, we recommend increased collaboration among the colleges and the State Department of Education to facilitate the use of SAT results, Advanced Placement scores, and high school GPA in the placement process for entering community college students. The COVID 19 crisis necessitated utilization of SAT and GPA as primary placement measures and the use of both will provide data on the value of each as a placement measure. Second, we recommend the continued availability of non-standardized assessment measures such as writing samples for English placement. Finally, we recommend funding and support to develop opportunities for college faculty to collaborate with high school faculty to better prepare students for college-level work to realize the PA12-40 goal of reducing the need for remediation in college.

It is also critical that future research examine the effects of PA12-40 implementation on long-term student success, especially student progress towards an associate degree and eventual transfer to a four-year college or university. For decades, colleges have framed student preparedness for college-level work based on their demonstrated reading, writing, and mathematical skills. Consequently, the majority of resources for remediation have focused on these areas. As long as students struggled to pass these courses, which are typically prerequisites for other college-level coursework, helping students to be successful in math and English was considered essential and even sufficient for promoting college success in general. However, recent studies of remediation have shown that accelerating student progress in math and English does not always impact their accumulation of credits toward completing a degree over time. Therefore, it is important to assess whether the methods currently used in Connecticut's community

colleges to accelerate student progress in math and English have an enduring impact on degree completion among students who enter college with lower levels of English and math proficiency.

In the area of curriculum, we recommend that the levels of coursework outlined in PA12-40 continue to be made available to serve students of various levels of academic preparedness. The legislature recognized that our students enter with varying levels of readiness, and our multiple measures approach to placement has allowed us to effectively identify students and place them in the appropriate course level, either transitional, intensive, embedded, or college ready. The intensive level of instruction is particularly important to preserve. Time is an important resource for students who are building essential academic skills. English research indicates that many intensive level students register for the college-level course after a single semester of remediation, but not all students enter our colleges prepared to make the leap directly into an embedded curriculum. We strongly recommend continuation of this model of offering intensive, embedded, and college-level curriculum as the best strategy to meet the needs of our diverse student population.

Finally, we recommend that it is essential that faculty play a central role in all future curriculum planning and development. One important lesson of PA12-40 is the critically important part that faculty involvement played in the development of solutions that promoted effective teaching and learning within the parameters of the legislation. Faculty expertise and collaboration in the CCET, Math Issues, and Math Basic Skills statewide groups as well as the extensive contributions of faculty in the Math, English, and Developmental Studies Departments on individual campuses were largely responsible for the successful implementation of PA12-40. Because the members of these groups worked with students every day, they were able to draw upon their expertise to make informed decisions about the most effective ways to meet students' learning needs. Although faculty were not consulted when legislators developed this bill, it was the faculty who made it work to serve the best interests of our students. Therefore, we believe that changes of this magnitude should engage faculty involvement from the outset.

ITEM**Connecticut State Colleges & Universities (CSCU) FY 2019 Audited Financial Statements****BACKGROUND**

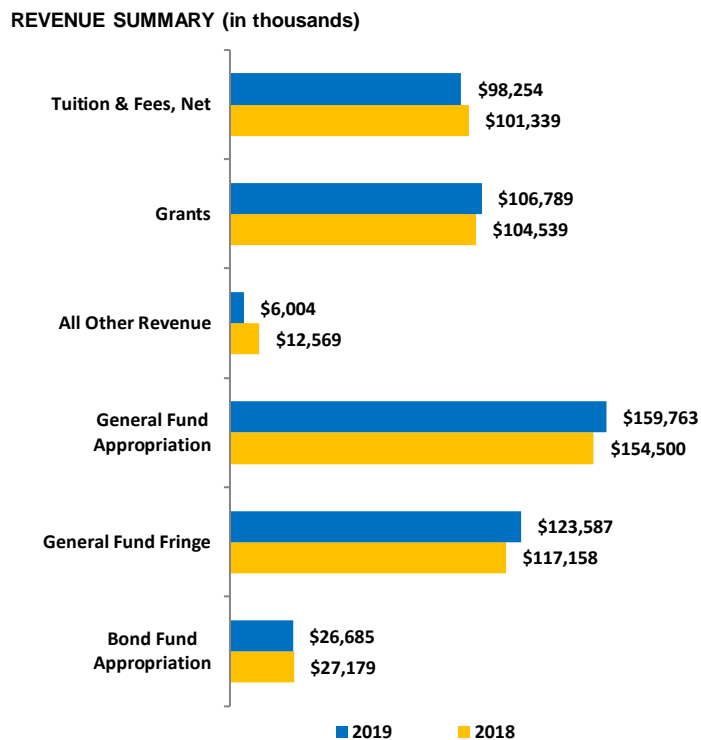
Separate audited financial statements are required for the Connecticut Community Colleges (“CCC”), Connecticut State Universities (“CSU”), and Charter Oak State College (“COSC”) in accordance with the manner in which state appropriations are received. Grant Thornton LLP is the primary auditor on all financial statement audits. FY 2019 is their fourth year auditing the financial statements of CSCU.

Single-year financial statements are being issued for FY 2019. In the current year, this facilitates the implementation of the new uniform chart of accounts and standardization of financial statement presentation across the colleges and universities.

The comments herein are intended to highlight operational events during the fiscal year.

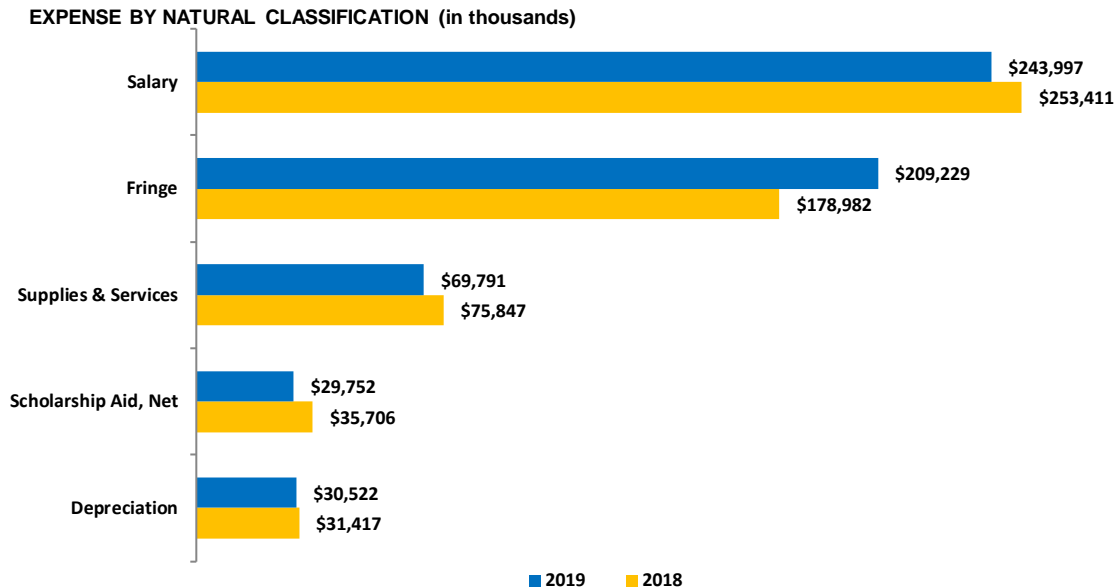
FINANCIAL HIGHLIGHTS**Connecticut Community Colleges**

1. **REVENUES** - The following chart illustrates the changes in revenue from FY 2018 to FY 2019:



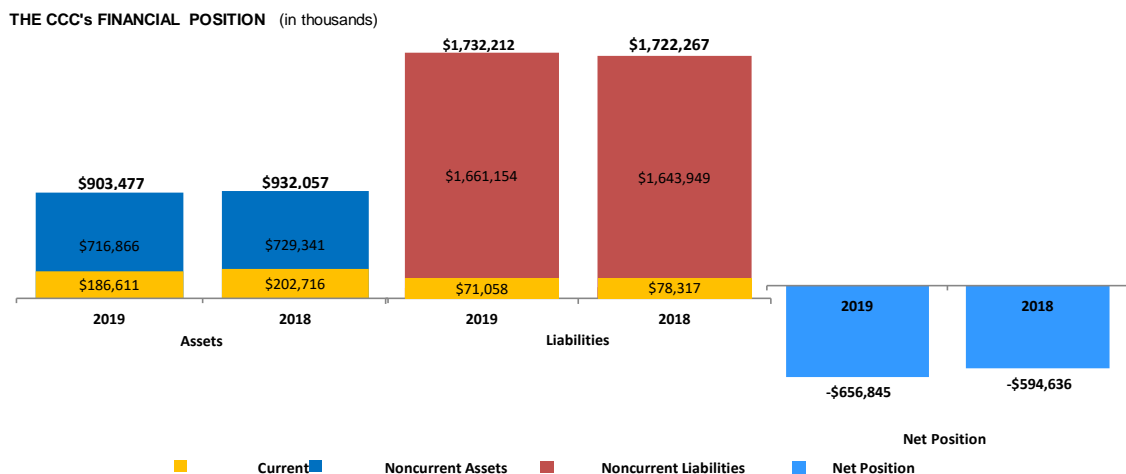
- a. The State general fund appropriation for salaries increased by 3.4% and the associated revenues to cover fringe benefit costs increased by 5.5%, to \$159.7 million and \$123.5 million, respectively
- b. Tuition revenues decreased by 0.15% from the previous year. These revenues reflect an FTE credit enrollment decrease of 3.1% in fiscal year 2019 offset by an increase in tuition and fees rate of 2.5%.

2. **EXPENSES** - The following chart illustrates the changes in expenses from FY 2018 to FY 2019:



- Salary expense declined by \$9.4M and expenses on supplies and services declined \$6.1M, which reflects continued budget restraint in the face of fewer State resources.
- Fringe benefit expenses increased \$30.2M primarily due to an increase in fringe expense related to the booking of pension and OPEB expenses.
- Operating expense before depreciation declined slightly, by 1.8%, if the impact of the pension and OPEB expense entries were not taken into consideration.

3. **NET POSITION** - Total Net Position for CCC decreased by \$62.2M from FY 2018 to FY 2019 mainly due to the recognition of both the net pension liability and the net OPEB liability attributable to CSCU.



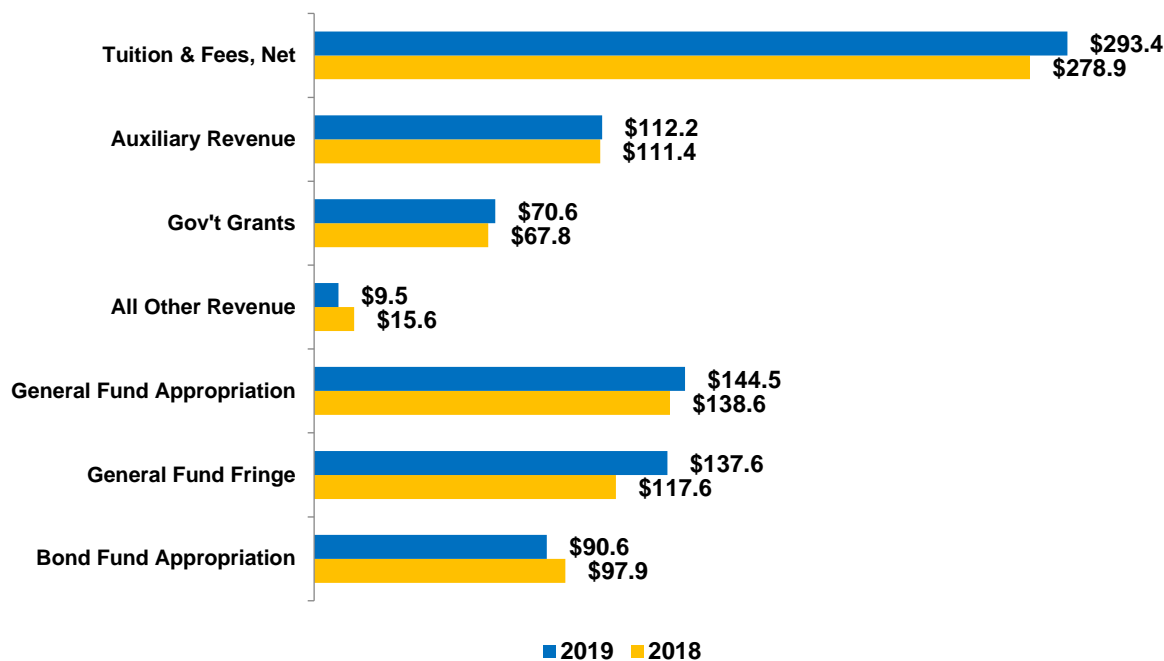
- Net Pension liability = \$795.8M
- Net OPEB liability = \$928.8M
- Unrestricted Net Position (UNP) is negative \$1.4B as a result of pension and OPEB liabilities. Given that these liabilities are ultimately the responsibility of the State, CSCU presents UNP before recognizing these liabilities in the MD&A. The UNP without the adjustment for these

liabilities was \$39.9M at June 30, 2019, a decline of \$10M from FY 2018. UNP adjusted for net pension liability beginning in FY 2015 and net OPEB liability beginning in FY 2017 is as follows:

	FY15	FY16	FY17	FY18	FY19
UNP \$	25.7	\$ 37.7	\$ 45.7	\$ 44.9	\$ 39.9
UNP Adjusted \$	(475.9)	\$ (466.0)	\$ (1,374.8)	\$ (1,366.8)	\$ (1,413.7)

Connecticut State Universities

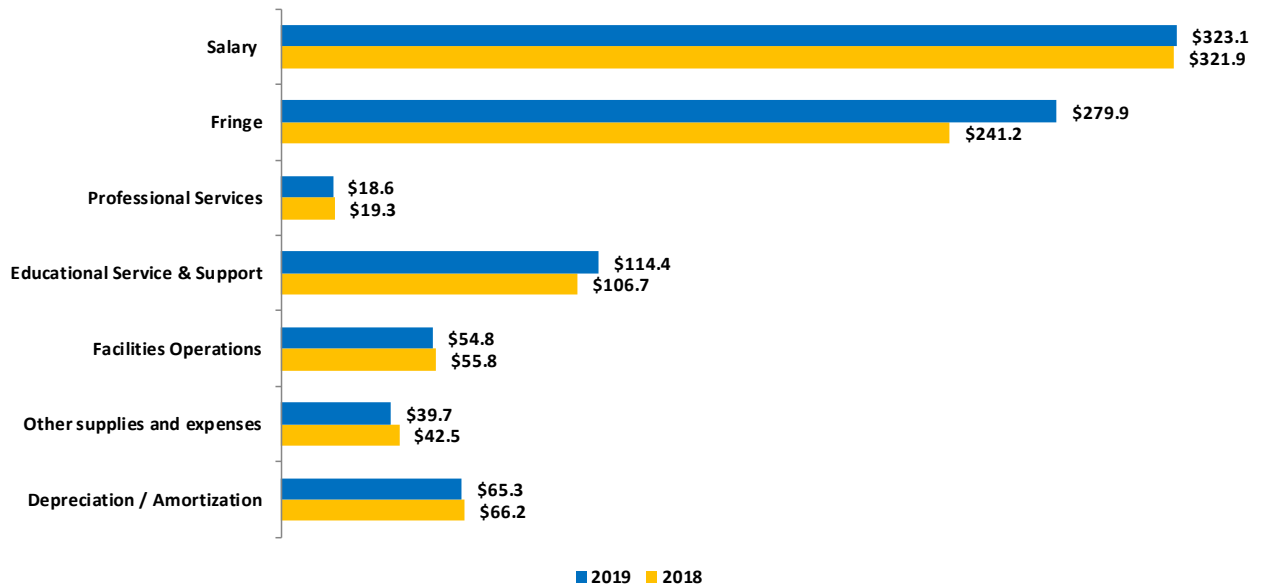
1. **REVENUES** - The following chart illustrates the changes in revenue from FY 2018 to FY 2019:



- FY 2019 General Fund Appropriations, including appropriations for fringe, were \$25.9M more than FY 2018.
- Gross tuition & fee revenue increased 5.2% reflecting a 4% increase in tuition and fee rates.

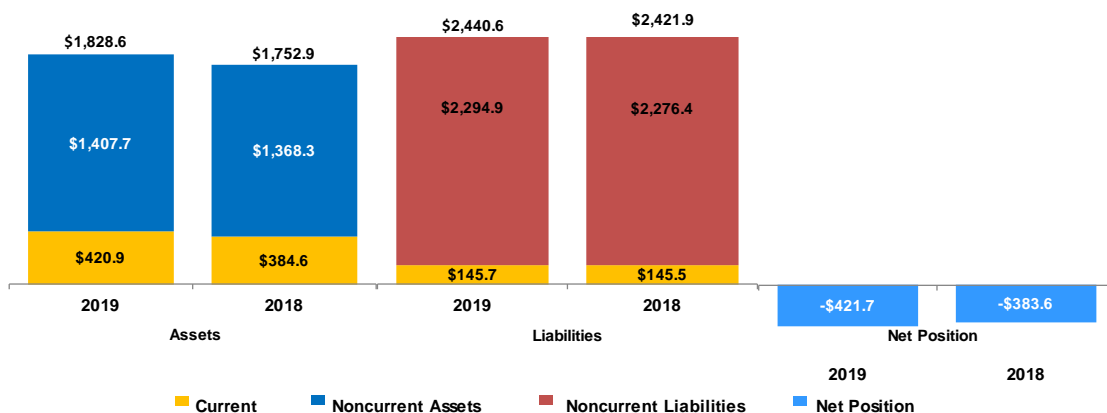
2. **EXPENSES** - The following chart illustrates the changes in expenses from FY 2018 to FY 2019:

EXPENSE BY NATURAL CLASSIFICATION (in millions)



- Operating expenses, less depreciation and amortization, of \$830.5 million increased by \$43.3 million or 5.5% from the prior fiscal year. The primary cause of the increase was related to an increase in fringe benefits of \$38.6 million and an increase in educational services and support costs of \$7.7 million.
 - Operating expense, before depreciation and amortization, increased by 2.9% if the impact of the pension and OPEB expense entries are not taken into consideration.
3. **NET POSITION** - Total Net Position for CSU decreased by \$38.1 from FY 2018 to FY 2019 which is mainly due to the recognition of both the net pension liability and the net OPEB liability attributable to CSCU.

FINANCIAL POSITION (in millions of dollars)



- Net pension liability = \$907.0M
- Net OPEB liability = \$961.8M
- Unrestricted Net Position (UNP) is negative \$1.5B as a result of the pension and OPEB liabilities. Given that these liabilities are ultimately the responsibility of the State, CSCU presents UNP,

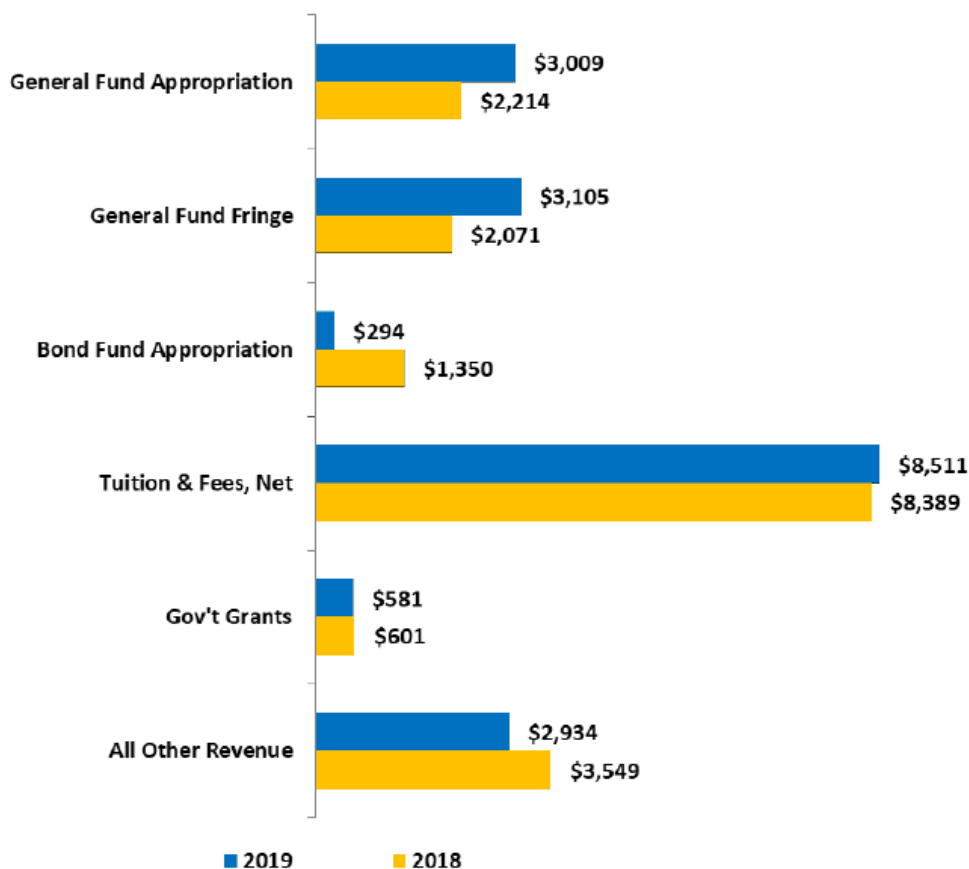
before recognizing these liabilities in the MD&A. The UNP, without the adjustment for these liabilities, was \$148.5M at June 30, 2019, an increase of \$5.0M from FY 2018. UNP adjusted for net pension liability beginning in FY 2015 and net OPEB liability beginning in FY 2017 is as follows:

	FY15	FY16	FY17	FY18	FY19
UNP:	115.1	136.8	143.1	143.5	148.5
UNP Adjusted:	(370.5)	(361.6)	(1,411.9)	(1,462.7)	(1,531.0)

Charter Oak State College

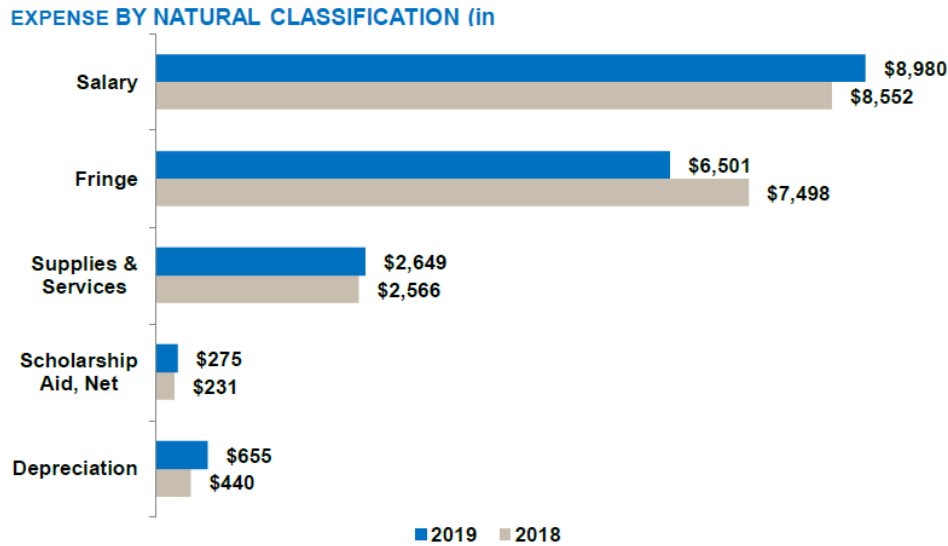
1. **REVENUES** - The following chart illustrates the changes in revenue from FY 2018 to FY 2019:

REVENUE SUMMARY (in thousands)

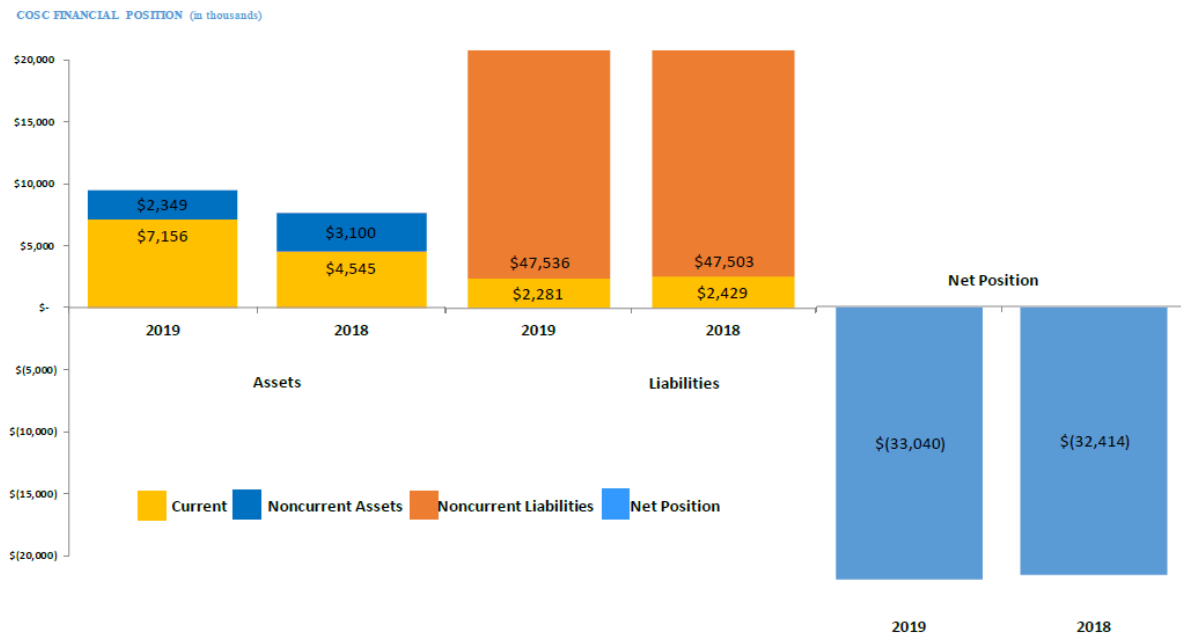


- FY 2019 General Fund Appropriations, including appropriations for fringe, were \$1.8M more than FY 2018.
- Tuition & fee, net revenue increased 1.4% reflecting a FTE credit enrollment increase coupled by tuition rate increases in 2019.

2. **EXPENSES** - The following chart illustrates the changes in expenses from FY 2018 to FY 2019:



- Operating expenses, less depreciation, of \$18.4M decreased by 2% from the prior fiscal year. The primary cause of the decrease was related to an overall decrease in personnel fringe expenses offset partially through expense increases across remaining categories.
 - Operating expense before depreciation declined by 7.4%, if the impact of the pension and OPEB expense entries were not taken into consideration.
3. **NET POSITION** - Total Net Position for COSC decreased by \$0.6M from FY 2018 to FY 2019, which is mainly due to the recognition of both the net pension liability and the net OPEB liability attributable to CSCU.



- Net pension liability = \$21.2M
- Net OPEB liability = \$25.5M

- c. Unrestricted Net Position (UNP) is negative \$36.0M as a result of the pension and OPEB liabilities. Given that these liabilities are ultimately the responsibility of the State, CSCU presents UNP before recognizing these liabilities in the MD&A. The UNP without the adjustment for these liabilities was \$3.5M at June 30, 2019, an increase of \$2.6M from FY 2018. UNP adjusted for net pension liability beginning in FY 2015 and net OPEB liability beginning in FY 2017 is as follows:

	FY15		FY16		FY17		FY18		FY19	
UNP	\$	1.2	\$	0.7	\$	0.8	\$	0.9	\$	3.5
UNP Adjusted	\$	(6.1)	\$	(6.7)	\$	(34.3)	\$	(36.0)	\$	(36.0)

ITEM

The University and College Foundations - Annual Foundation Report to the Board of Regents (BOR) for Fiscal Year 2019.

BACKGROUND

The foundations are required to submit their financial statements to the BOR annually, as well as other supplemental information identifying any major changes in organizational structure, policies and governance.

Each of the seventeen Colleges and Universities, as well as the Connecticut State Colleges and Universities System, has a related foundation. The Foundations are considered Component Units of the System for reporting purposes under GASB rules. Statements of Financial Position, Activity and Changes in Net Assets, Cash Flows and Functional Activity are included in their annually published financial statements, in most cases in a comparative format.

All foundation financial statements are audited as required by state statute (annually above a certain threshold, but not less than once every three years). Under Connecticut statutes and BOR policy requirements, various foundation information, including the foundation financial statements, are reviewed at a high level by each institution's President and Dean of Administration or Vice President of Finance. System management relies upon individual college and foundation compliance with these requirements, and the independently audited foundation financial statements, to ensure that information presented in the component unit section of the System's financial statements are materially correct.

ANALYSIS

In each report, the auditor's opinion states that the financial statements present fairly, in all material respects, the financial position of the Foundations as of June 30, 2019 or December 31, 2018) and the results of its activities and changes in net assets and functional activity for the year ended, in conformity with generally accepted accounting principles in the United States. (Thirteen foundations have fiscal years ending 6/30, and four have fiscal years ending 12/31.)

FINANCIAL HIGHLIGHTS

Connecticut Community Colleges

Norwalk CC Foundation continues to be the largest of the twelve foundations with net assets of \$27.5 million which comprise 43% of the Foundations' total net assets of \$63.8 million. The next two, in order of size, are Manchester at 22% and Three Rivers at 9% of the total, or \$13.8 million and \$5.6 million, respectively. FY19 total net assets of \$63.8 million represents an increase of 3.0% from the FY18 total of \$62.0 million.

Connecticut Community College Foundations**Net Asset Summary**

FY19 (In thousands)

School	Without Donor Restrictions	With Donor Restrictions	Net Assets Sum	% of Total
Asnuntuck at 12-31-18	(59)	478	419	1%
Capital at 6-30-19	146	1,927	2,073	3%
Gateway at 12-31-18	136	1,876	2,012	3%
Housatonic at 6-30-19	164	1,550	1,714	3%
Manchester at 12-31-18	9,817	4,005	13,822	22%
Middlesex at 6-30-19	42	752	794	1%
Naugatuck Valley at 6-30-19	217	1,934	2,151	3%
Northwestern at 12-31-18	242	1,214	1,456	2%
Norwalk at 12-31-18	1,533	26,007	27,540	43%
Quinebaug Valley at 6-30-19	253	4,695	4,948	8%
Three Rivers at 6-30-19	103	5,513	5,616	9%
Tunxis at 6-30-19	305	986	1,291	2%
Grand Total	\$ 12,899	\$ 50,937	\$ 63,836	100%

Net Assets increased primarily as a result of an increase in investments from \$50.9 million in FY18 to \$60.1 million in FY19, a 17.9% increase.

Connecticut Community College Foundations**Condensed Statement of Net Position (In Thousands)**

5 year comparison

Account	Condensed Title	FY19	FY18	FY17	FY16	FY15
Asset	Cash and Cash Equivalents	4,414	4,909	6,614	7,805	5,186
	Receivables	1,385	7,511	2,034	2,137	2,856
	Investments	60,074	50,958	45,426	41,146	44,647
	Other Assets	69	36	60	56	419
Asset Sum		65,942	63,414	54,134	51,144	53,108
Liabilities	Accounts Payable and Other Liabilities	2,106	1,420	2,369	1,993	2,618
Liabilities Sum		2,106	1,420	2,369	1,993	2,618
Net Assets	Without Donor Restrictions	12,899	10,455	4,518	3,976	2,768
	With Donor Restrictions	50,937	51,539	47,247	45,175	47,722
Net Assets Sum		63,836	61,994	51,765	49,151	50,490

Revenue fluctuations from year to year are highly dependent on contributions and investment income and realized and unrealized gain on investments. Total revenue decreased by \$7.7 million or 38.8% in

FY19. A significant factor is a decline in contributions of \$3.5 million and decline in investment income and gain/loss on investments of \$4.2 million. Expenses in FY19 increased by 7.6%, primarily as a result of an increase in program expenses.

Connecticut Community College Foundations

Condensed Statement of Activities (In Thousands)

5 year comparison

Account	Condensed Title	FY19	FY18	FY17	FY16	FY15
Revenue	Contributions	9,844	13,347	7,637	6,806	6,044
	Program Income	830	780	902	1,002	889
	Investment Income (loss)	(441)	1,173	623	326	486
	Gain (loss) on investments	1,848	4,422	2,567	(1,021)	1,047
	Other	-	24	-	90	4
Revenue Total		12,081	19,746	11,729	7,203	8,470
Expenses	Fundraising Expense	939	482	575	724	588
	Program Expense	5,679	4,577	5,111	4,025	3,720
	Scholarships and Awards	2,459	2,730	1,866	1,954	2,093
	Management and general	1,162	1,728	1,563	1,839	1,346
Expenses Total		10,239	9,517	9,115	8,542	7,747
Change in Net Assets		1,842	10,229	2,614	(1,339)	723

Connecticut State Universities

Central Connecticut State University (CCSU) Foundation continues to be the largest of the five CSU-affiliated foundations. CCSU Foundation has net assets of \$81.2 million which comprises 50% of the Foundations' total net assets of \$163.7 million. The next largest in order of size are Southern Connecticut State University (SCSU) Foundation with 23% and Western Connecticut State University with 15% of the total or \$38.1 and \$234.6 million, respectively. FY19 total net assets of \$163.7 million represents an increase of 5.4% from the FY18 total of \$155.3 million.

Connecticut State Universities Foundations

Net Asset Summary

FY19 (In thousands)

School	Without Donor Restrictions	With Donor Restrictions	Net Assets Sum	% of Total
Central	2,529	78,629	81,158	50%
Eastern	(606)	19,901	19,295	12%
Southern	2,812	35,325	38,137	23%
Western	1,810	22,755	24,565	15%
System Office	77	494	571	0%
Grand Total	6,622	157,104	163,726	100%

The trend over the last five years shows substantial growth in Net Assets with an increase of \$35.8 million or 28.0% since FY15. This is primarily a result of an increase in investments of \$45.5 million. The ECSU Foundation unrestricted net position increased from (\$637,000) in FY18 to (\$606,000) in FY19. ECSU Foundation has carried a negative unrestricted net position for several years and in the

past have identified temporarily restricted net assets that will offset this when they are released from restrictions.

Connecticut State Universities Foundations

Condensed Statement of Financial Position (In Thousands)

5 year comparison

Account Class	Condensed Title	FY19	FY18	FY17	FY16	FY15
Asset	Cash and cash equivalents	5,006	7,142	7,176	5,524	5,794
	Investments	150,138	139,356	127,949	109,271	104,616
	Contributions and other receivables	5,195	5,828	8,218	9,833	12,461
	Prepaid expenses and other assets	191	334	60	974	1,074
	Beneficial interest in trusts	644	110	-	-	-
	Investment in plant, net	3,811	4,042	4,425	5,179	5,509
Asset Sum		164,985	156,812	147,828	130,781	129,454
Liabilities	Accounts payable	682	355	259	302	182
	Custodial obligation payable	-	47	60	58	39
	Other liabilities	577	1,083	928	726	1,231
	Long-term debt	-	-	15	57	98
Liabilities Sum		1,259	1,485	1,262	1,143	1,550
Net Assets	Without donor restrictions	6,622	5,906	7,311	2,177	2,254
	With donor restrictions	157,104	149,421	139,255	127,461	125,650
Net Assets Sum		163,726	155,327	146,566	129,638	127,904

Revenue fluctuations from year to year are highly dependent on contributions and investment income, net which includes realized and unrealized gain on investments. Total revenue in FY19 increased 0.7% from FY18. Expenses in FY19 have increased by 3.9%. Since FY15, expenses have increased 34.4%. This is mostly driven by a 43.3% increase in spending on program services and a 51.3% increase in spending on management and general expenses.

Connecticut State Universities Foundations

Condensed Statement of Activities (In Thousands)

5 year comparison

Account	Account Title	FY19	FY18	FY17	FY16	FY15
Revenue	Contributions	13,726	11,032	13,472	13,068	13,413
	Program income	466	671	581	408	496
	Investment income, net	7,837	9,701	14,334	(311)	2,848
	Other income/loss	(49)	430	342	354	294
Revenue Total		21,980	21,834	28,729	13,519	17,051
Expenses	Program services	11,012	10,249	8,477	8,965	7,684
	Fundraising	1,083	1,440	1,522	1,608	1,442
	Management and general	1,486	1,384	1,802	1,181	982
Expenses Total		13,581	13,073	11,801	11,754	10,108
Change in Net Assets		8,399	8,761	16,928	1,765	6,943

Charter Oak State College Foundation

The Charter Oak State College (COSC) Foundation has net assets of \$2.2 million. Net assets have increased by 20.5% since FY15. This is primarily a result of an increase in investments of 20.9% over the same period.

Charter Oak State College Foundation**Net Asset Summary****FY19 (In thousands)**

School	Without Donor Restrictions	With Donor Restrictions	Net Assets Sum
COSC Foundation	23	2,166	2,189

Charter Oak State College Foundation**Condensed Statement of Financial Position (In Thousands)**

5 year comparison

Account Class	Condensed Title	FY19	FY18	FY17	FY16	FY15
Asset	Cash and cash equivalents	153	149	127	162	121
	Investments	2,035	1,951	1,856	1,648	1,683
	Contributions and other receivables	1	1	1	1	11
	Prepaid expenses and other assets	-	-	-	1	1
Asset Sum		2,189	2,101	1,984	1,812	1,816
Liabilities	Accounts payable	-	-	1	1	-
Liabilities Sum		-	-	1	1	-
Net Assets	Without donor restrictions	23	21	25	40	52
	With donor restrictions	2,166	2,080	1,958	1,771	1,764
Net Assets Sum		2,189	2,101	1,983	1,811	1,816

Total revenue in FY19 decreased 20.3% from FY18 as a result of lower investment returns. Expenses in FY19 have decreased 15.8%.

Charter Oak State College Foundation**Condensed Statement of Activities (In Thousands)**

5 year comparison

Account	Account Title	FY19	FY18	FY17	FY16	FY15
Revenue	Contributions	117	117	88	106	112
	Fundraising Income	4	6	1	5	4
	Investment income, net	79	128	204	8	54
Revenue Total		200	251	293	119	170
Expenses	Program services	82	105	91	89	94
	Supporting services	30	28	30	35	29
Expenses Total		112	133	121	124	123
Change in Net Assets		88	118	172	(5)	47

BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

FY2021 BUDGET/SPENDING PLAN

THE CONNECTICUT STATE COLLEGES & UNIVERSITIES

June 18, 2020

- WHEREAS, Pursuant to the provisions of Section 10a-8 of the Connecticut General Statutes, "...the Board of Regents for Higher Education shall be deemed the budgeted agency for the Connecticut State University System, the regional community-technical college system and Charter Oak State College. The Board of Regents for Higher Education shall develop a formula or program-based budgeting system to be used by each institution in preparing operating budgets..."; and
- WHEREAS, Each college, university, the System Office and the newly established Connecticut State Community College have all submitted a budget for FY 2021 to the Board of Regents summarized in Attachment A; and
- WHEREAS, The Board of Regents approves an overall spending level for all funds except for federal and private grants, bond funds, and intra/inter agency funds; and
- WHEREAS, Each institution shall adhere to the approved budget; and
- WHEREAS, The FY2021 Budget/Spending has been developed based on the approved state budget and state appropriations to CSCU dated June 5, 2019; and
- WHEREAS, The institutional budgets have incorporated information provided by the Governor's office/OPM, the Office of the State Comptroller, legislative pronouncements, and agreements (including provisions of SEBAC); and
- WHEREAS, The institutions all face considerable uncertainty, particularly regarding enrollment, revenue levels and the costs of operating under applicable public health restrictions, as a result of the ongoing COVID-19 pandemic, and in response the institutions have prepared austere plans built on conservative assumptions; and
- WHEREAS, Nonetheless the FY2021 Budget presents a significant loss position for Community Colleges and the four universities; and

- WHEREAS, Management continues to implement the Students First plan, which, in conjunction with other anticipated savings and demographic trends, is expected to allow the system to return to sustainable, balanced operations over the next several years; and
- WHEREAS, The Board of Regents has reviewed and discussed the budget proposal and determined that the losses reflected in the spending plans submitted by the Community Colleges are so great as to jeopardize the financial viability of the system, particularly if enrollment is unexpectedly lower; and
- WHEREAS, The institutions, in recognition of the financial peril from the pandemic, have included spending reduction targets in their spending plans and will provide detailed reductions to meet those targets once campus reopening plans have been approved and enrollment data is available; therefore, be it
- RESOLVED THAT, The Board of Regents for Higher Education approves the FY2020 Budget/Spending Plan as summarized in Attachment A; and be it further
- RESOLVED THAT, The Board of Regents for Higher Education requires that each institution shall provide to the Finance and Infrastructure Committee, at its October 2020 meeting: (1) a detailed plan describing how each institution will meet any spending reduction targets or holdbacks included in this approved plan; (2) a new projection of revenues and expenses for FY 2021; and (3) further contingency plans that will reduce spending by 5% from the spending levels approved herein.

A True Copy:

Erin A. Fitzgerald, Secretary
Board of Regents for Higher Education

Connecticut State Colleges & Universities
CONSOLIDATED
FY2020-21 Operating Budget

	TOTAL REVENUE	PS	FRINGE	OTHER EXPENSES	TOTAL EXPENDITURES	DEBT SERVICE	OTHER CONTINGENCIES	TRANSFERS IN / OUT	ADDITIONAL FUNDS	NET
State Universities										
Central Connecticut State University	238,771,855	108,859,752	71,561,398	60,637,567	241,058,717	(8,836,368)	5,180,519	(1,057,289)		(7,000,000)
Eastern Connecticut State University	141,314,823	60,779,559	42,476,533	35,837,841	139,093,933	(6,937,812)	-	(1,057,289)		(5,774,211)
Southern Connecticut State University	225,701,730	105,688,257	70,143,948	55,761,893	231,594,098	(7,970,572)	-	(1,057,289)		(14,920,230)
Western Connecticut State University	130,466,021	58,478,407	39,561,328	31,353,703	129,393,438	(5,567,329)	-	(1,057,289)	245,004	(5,307,031)
CSU System Office	8,537,867	4,941,852	3,396,015	4,429,156	12,767,023	-	-	4,229,156		(0)
State Universities Total	744,792,295	338,747,827	227,139,222	188,020,160	753,907,209	(29,312,081)	5,180,519	-	245,004	(33,001,472)
Community Technical Colleges										
Asnuntuck Community College	22,488,231	11,138,223	8,122,951	3,016,408	22,277,582	n/a	445,552	(844,557)	460,774	272,418
Capital Community College	36,758,057	21,108,691	13,997,330	4,651,760	39,757,781	n/a	795,156	(1,417,090)	240,605	(3,381,053)
Gateway Community College	65,409,066	34,176,093	23,222,550	12,151,369	69,550,012	n/a	1,391,000	(3,156,682)	1,814,136	(4,092,492)
Housatonic Community College	46,752,041	24,582,466	16,736,295	8,248,267	49,567,028	n/a	991,341	(2,351,736)	1,420,438	(2,754,945)
Manchester Community College	57,549,009	28,964,701	21,985,510	6,838,730	57,788,941	n/a	1,155,779	(2,494,567)	1,246,329	(332,391)
Middlesex Community College	26,560,211	13,832,641	9,650,737	3,932,386	27,415,763	n/a	548,315	(1,245,677)	525,452	(1,027,462)
Naugatuck Valley Community College	65,565,171	32,951,100	23,635,616	7,657,045	64,243,761	n/a	1,284,875	(3,016,050)	1,602,137	1,192,372
Northwestern Community College	17,380,507	9,209,192	6,556,749	9,353,382	25,119,323	n/a	1,098,036	(590,689)	249,534	(6,981,935)
Norwalk Community College	52,844,994	28,384,129	17,164,309	1,927,216	47,475,654	n/a	353,863	(2,518,162)	1,179,948	4,384,989
Quinebaug Valley Community College	18,088,800	9,595,182	6,383,048	2,284,630	18,262,861	n/a	365,257	(648,099)	349,756	(107,146)
Three Rivers Community College	39,045,642	20,481,338	13,379,275	6,098,830	39,959,443	n/a	799,189	(1,909,708)	944,849	(1,079,471)
Tunxis Community College	40,135,629	20,559,155	14,500,867	6,255,142	41,315,164	n/a	826,303	(1,524,820)	941,554	(936,498)
CCC System Office	2,563,737	1,563,130	1,000,607	290,210	2,853,947	n/a	(3,000,000)	290,210		(3,000,000)
CSCC	14,834,577	8,968,881	5,865,696	23,812,082	38,646,659		2,889,170	22,462,082	1,350,000	2,889,170
Community Technical College Total	505,975,672	265,514,922	182,201,540	96,517,458	544,233,920	-	9,943,836	1,034,455	12,325,512	(14,954,445)
Charter Oak State College	18,247,785	8,708,895	6,154,622	3,397,476	18,260,993	-	-	-		(13,208)
Board of Regents	770,029	408,341	361,688	-	770,029	-	-	-	-	-
GRAND TOTAL CSCU	1,269,785,782	613,379,985	415,857,071	287,935,094	1,317,172,151	(29,312,081)	15,124,355	1,034,455	12,570,516	(47,969,125)

ITEM

FY 2021 CSCU Spending Plan

OVERVIEW

This is an extraordinary year with disruption and uncertainty created by the COVID-19 pandemic. All CSCU institutions are in the process of planning for safe operations under the guidelines and directives provided by the State of Connecticut and the CSCU system, and the fiscal implications of those plans cannot yet be definitively reflected in any campus budget. Furthermore, considerable uncertainty remains regarding the course of the pandemic, forcing the institutions to develop contingency plans the costs of which are very difficult to predict. On top of these direct impacts of the pandemic, the system must consider the ongoing and widespread economic disruption, including mass unemployment and plummeting state tax revenues, and its potential impact on state appropriations, enrollment, revenue, and operations.

This uncertainty comes in a year of change for CSCU, particularly the community colleges, including the recent establishment of the Connecticut State Community College, the ongoing implementation of Students First including holistic case management advising and Guided Pathways, and the new PACT program. This spending plan accommodates these changes, as discussed in further detail below.

These spending plans submitted to the Board of Regents reflect a realistic, but not worst-case, scenario, in which the colleges and universities will operate on their respective campuses utilizing various hybrid approaches to instruction and, in the case of the universities, allowing dormitories and food services to operate with limitations. The universities have budgeted based on moderate drops in enrollment as indicated by early data on registration and enrollment. The colleges' plans and the Charter Oak proposal reflect the assumption that they will see enrollment at the same level as 2020, or slightly higher in some cases. While these assumptions are generally supported by the limited early data related to enrollment, we simply do not know how the pandemic, high unemployment and civil unrest will affect the choices of our prospective students this fall.

Because of this unprecedented uncertainty all CSCU institutions, working with the system office budget staff, will undertake an early review of budget and operations following the first quarter. This review will be reported to the Board of Regents in October and will reflect actual enrollment for the fall and a month of operating experience under the public health requirements that ultimately are in effect this fall. If necessary, changes to the budget will be recommended at that time, potentially including the enactment of contingency plans to reduce expenditures that the institutions will develop this summer alongside their reopening plans.

CONNECTICUT STATE UNIVERSITIES

The Connecticut State Universities are proposing Fiscal Year 2021 Spending Plans including combined revenues of \$745 million supporting expenditures of \$778 million, resulting in an anticipated drawdown of reserves totaling \$33 million.

The table below summarizes the operating and revenue assumptions made by each campus in preparing these plans:

Assumptions

	Fall Enrollment Change from FY 2020	Housing Occupancy Rate	Change in Total Revenue (compared to FY 20 budget)
CCSU	-10%	76%	-5.3%
ECSU	-2%	83%	-1.4%
SCSU	-10%	75%	-4.8%
WCSU	-10%	71%	-4.0%

In general, these proposed spending plans reflect the following:

- Revenue is anticipated to decline by \$32 million, despite implementation of the Board-approved 4% increase in tuition rates, and slightly smaller increase in housing fees.
- Universities are planning to hold spending on personal services and other expenses close to FY 20 budgeted levels, even while paying raises and growth in fringes. This entails challenging spending reductions at each campus.
- In the cases of CCSU and SCSU, which face the steepest revenue declines, the spending plans reflect spending reduction targets recommended by each university in order to reduce the impact on university reserves. The target at CCSU is \$5.2 million; at Southern it is \$9.5 million. Additional details regarding the manner by which these reductions will be achieved will be provided along with a budget projection in October.
- The CARES Act funds under the Higher Education Emergency Relief Fund kept the losses in FY20 under \$10 million by reimbursing about half of room and board refunds made this spring.
- The \$94 million projection for housing and meal revenue is down from the FY 20 budget of \$105 million, but is still better than FY 20 actual with its COVID refunds amounting to approximately one quarter of this revenue.
- Raises of 5.5% are provided for employees pursuant to the SEBAC agreement. These raises are budgeted to cost \$11.7 million. Note that pay increases or other

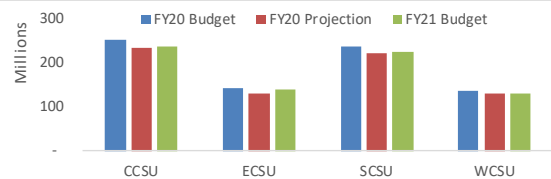
compensation changes for non-union employees are not enacted by this budget, and will be coordinated with other state employers.

The following table shows high-level data on spending and revenue proposed for each university and for the system as a whole.

CSU Proposed FY 2021 Spending Plan Summary

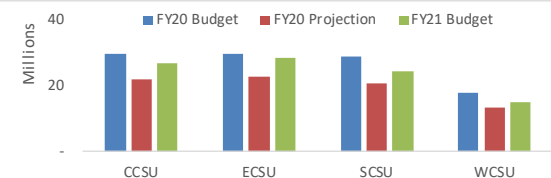
Total Revenue

	FY20 Budget	FY20 Projection	FY21 Budget
CCSU	252,264,725	234,039,905	238,771,855
ECSU	143,335,553	131,884,508	141,314,823
SCSU	237,155,581	221,728,499	225,701,730
WCSU	135,941,526	130,253,048	130,466,021
SO	8,099,910	7,361,578	8,537,867
CSU System	776,797,295	725,267,538	744,792,295



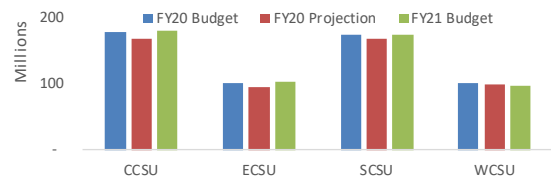
Housing and Meal Revenue

	FY20 Budget	FY20 Projection	FY21 Budget
CCSU	29,643,222	21,831,983	26,674,336
ECSU	29,744,111	22,556,715	28,366,094
SCSU	28,864,232	20,527,923	24,203,004
WCSU	17,679,338	13,214,701	15,055,549
SO	-	-	-
CSU System	105,930,903	78,131,322	94,298,983



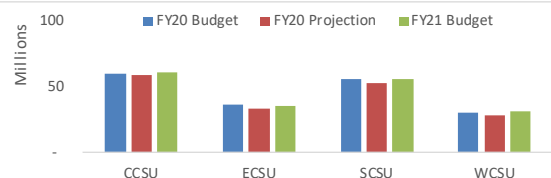
PS and Fringe

	FY20 Budget	FY20 Projection	FY21 Budget
CCSU	179,245,280	168,155,218	180,421,150
ECSU	101,101,526	95,973,968	103,256,092
SCSU	174,945,247	168,777,716	175,832,205
WCSU	100,651,188	99,167,886	98,039,735
SO	8,164,712	7,158,307	8,337,867
CSU System	564,107,953	539,233,095	565,887,049



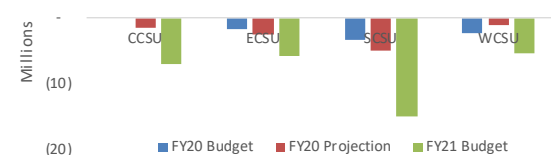
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	FY20 Budget	FY20 Projection	FY21 Budget
CCSU	60,102,359	59,319,407	60,637,567
ECSU	35,931,514	32,933,922	35,837,841
SCSU	55,497,797	52,694,131	55,761,893
WCSU	30,805,691	28,507,151	31,353,703
SO	4,146,344	4,146,344	4,429,156
CSU System	186,483,705	177,600,955	188,020,160



Results

	FY20 Budget	FY20 Projection	FY21 Budget
CCSU	-	(1,560,890)	(7,000,000)
ECSU	(1,779,519)	(2,522,209)	(5,774,211)
SCSU	(3,270,795)	(5,028,263)	(14,920,230)
WCSU	(2,406,320)	(1,060,049)	(5,307,031)
SO	(64,802)	203,271	(0)
CSU System	(7,521,436)	(9,968,140)	(33,001,472)



Revenue Sensitivity

Because these spending plans are presented to the Board in the context of unprecedented uncertainty, it is important to quantify the potential scale of those risks. The following table shows the potential revenue impacts of several plausible scenarios, including a cut in state aid, further reductions of dormitory use, and deeper drops in enrollment. Any of these events alone would push the system's operating loss close to \$50 million.

Revenue Sensitivity Analysis			
	5% reduction in State Appropriation*	Housing and Meal Revenue at FY 20 Actual levels	Additional drop in enrollment: 5% on Tuition and Fees**
CCSU	\$ (3,879,850)	(4,842,353)	\$ (5,746,904)
ECSU	\$ (2,597,429)	(5,809,379)	\$ (2,715,799)
SCSU	\$ (3,694,826)	(3,675,081)	\$ (5,484,204)
WCSU	\$ (2,422,654)	(1,840,848)	\$ (2,904,308)
CSU System	\$ (12,594,760)	\$(16,167,661)	\$ (16,851,215)
* assumes Fringe rate of 70%			
** compared to proposed FY 21 levels			

In addition to the uncertainty that the Universities face with respect to public health conditions, the economy, and the behavior of students, there is also the possibility that the institutions will need to adjust the academic calendar to best meet these circumstances. Such adjustments could be by plan or as a result of unforeseen developments. If the plans being developed now by the universities include a reduced number of days on campus it will fall to the Board of Regents to consider later this summer any corresponding change in the housing and meal fees. The possibility of a sudden closure like the one in March 2020 where refunds are granted must be considered a plausible but, one hopes, unlikely risk in the coming year.

Impact on Reserves

The table below shows audited reserve levels for June 30, 2019 and the impact of projected operations in FY20 and the FY 21 spending plan proposals:

	FY 2019 Actual Reserves	Projected Reserves on 6/30/2020	Reserves on 6/30/2021 based on Spending Plan
CCSU	38,288,167	36,727,277	29,727,277
ECSU	30,617,369	28,095,160	22,320,949
SCSU	49,730,020	44,701,757	29,781,528
WCSU	7,632,903	6,572,854	1,265,823
SO	22,217,300	22,420,571	22,420,571
CSU System	148,485,759	138,517,619	105,516,147

Individual campus narratives are presented below.

CCSU

In FY 2020, Central Connecticut State University incurred approximately \$9.5M in COVID expenses. This amount was reduced by \$4,504,507 from the institutional funding portion of the CARES Act and resulted in a balance of approximately \$5M. Of this balance, approximately \$650,000 pertains to direct expenses for preparing campus for the state's COVID crisis emergency response in providing additional hospital capacity and temporary housing for front-line responders. A freeze on purchasing, travel and hiring produced \$3.5 M in savings resulting in a projected shortfall (due to COVID-incurred expenses) of \$1.5M for FY 2020.

For FY 2021, the University is assuming a 10% decline in enrollment and residential services over FY 2020 resulting in a projected shortfall of \$17.1M. To avoid unfavorable impact to students approximately \$7M will be funded via reserves. The University will implement a \$10.1M reduction plan to address the balance, of which at least \$5M will be achieved via personal services savings as a result of only hiring critical positions with the remaining \$5.1M in reductions being identified over the coming weeks. The University has a long standing commitment to managing our budget via resource reallocation and contingency planning to not only address budget shortfalls, but to also ensure we are able to continue to invest in activities which support the student experience and enhance student success.

ECSU

In the development of the FY Spending Plan for 2021 the university considered the potential impact of the changing face of higher education in Connecticut and projected a decrease in enrollment of 2% over FY 2020. We believe our strong name recognition and national standings would not be impacted to a great degree by the no cost college option, we believe students who preferred to attend Eastern would still choose Eastern. Our early numbers indicate we will

meet our enrollment budget for Fall 2020. Our new student enrollment is tracking at the same level as the prior year of approximately 1,000 students. Our returning numbers are slightly lower, and we are currently contacting them to determine why they have not registered, many have indicated they are waiting to hear if we will be on ground or online for the fall. Once the announcement is made that we plan to return to on ground we expect many will register at that time. The estimated enrollment does not provide for the potential negative impact we would experience if we do not return to on ground classes and were required to move to an on-line delivery of classes.

We did include a reduction of 7% for housing and a related 5% drop in meal plans. This provides for the possibility that some students would prefer to commute, and fewer out of state students might decide not to travel to another state for their education. Our housing is 82.6% of our 2020 capacity and 85.5% of our current capacity. We took action to reduce capacity by reducing the number of beds available in FY 2021 budget by converting smaller two person bedrooms into multiple single bedrooms. This action proved to be very popular with our students as many students are choosing this option.

Our staffing assumptions included filling only positions that directly support the student, this includes filling open four custodian positions and five public safety officers, representing positions that are required due to the additional cleaning requirements and proper security coverage without the use of excessive mandatory overtime.

As we move forward into FY 2021, we have a great many factors unknown as to how we will be able to operate while focusing on the impact of COVID-19. The potential remains for a spike in infections, and the possibility we will only be able to go back to on-line instruction only, this change would have a significant impact on the revenue for the university.

We do not have many cost saving opportunities and anticipate the use of \$5.8 million of our reserves as the majority of our expenses are related to personnel expenses and the areas within operating expenses are minor in comparison to the potential loss in revenue. We expect we would save in travel and conference expense as well as other areas that might be constrained, however the greatest potential savings will be in the reduction of utility expenses if we do not have as many individuals and residents on campus. If our residents go home our food contract costs will offer some savings, however the overall impact of the lost revenue from housing revenue will be a significant impact to the bottom line with little reduction in operating expenses.

SCSU

Southern expects a 10% decline in enrollment this Fall, and housing occupied at about the 75% level. This will create a deficit of \$24.4 million, or 10%, in Southern's \$241 million budget for the coming fiscal year.

It is very important to note that this estimate, despite its magnitude, is in some respects, a best-case scenario. This estimate assumes on-site operations, and housing occupancy at about the level specified above. If enrollment declines further, housing occupancy does not achieve this modest goal, expenses related to COVID are not reimbursed, or forgone revenue from another pre-emptive closure has to be accounted for; this estimate will be worse. Finally, this estimate does not include any reduction in appropriation.

This estimate does include planned raises, but little, if any, other new additional expenses. The university is tentatively committed to reducing its budget by approximately \$9.5 million. Southern will therefore operate in the coming fiscal year with a deficit, net of reductions, of approximately \$14.9 million. The \$14.9 million will be funded from reserves. This strategy is summarized below:

Projected Deficit - \$24.4 million

Tentative Budget Adjustments - \$9.5 million

Projected Deficit Net of Budget Adjustments - \$14.9 million

Essential parameters needed to determine the exact magnitude of the deficit are not yet known, and the consultative process needed to determine exactly what expenses will be cut or reduced has just begun, and will take some time. Therefore, details of the reduction plan are subject to change. However, the university is committed to achieve approximately this reduction target, and will report back to the Board at the end of the first quarter, after the results of the Fall 2020 student census are known, concerning the progress of its plan.

WCSU

Total revenues of \$ 130.5 million are projected to be \$3.5 million or 2.61% below FY20. This is primarily due to a projected decrease in full time enrollment of 10% offset by increased tuition and fees rates resulting in lower revenue of \$2.8 million. Additionally, a decrease in housing and food services revenue of \$1.9 is due lower occupancy in resident halls offset slightly by higher rates. There is also an increase in state appropriation of \$2.7 million. Part time enrollment is projected to be flat with an increase in revenue of \$.6 million as a result of rate increases. Other Revenue is projected to be \$2.1 million lower due to FY20 one-time Foundation contribution.

With the potential negative impact of COVID-19 on tuition & fees/ room & board, WCSU has been as conservative as possible with the projections. For FY20, room & board refunds were issued to students living on campus totaling \$3.7 million. Institutional Federal CARES Act funds only covered \$2.1 million of this loss. FY21 will depend on the direction of the pandemic and the mode of instructional learning (on-line, hybrid, or on-campus). These circumstances could impact our projections.

Total expenses of \$129.4 million increased over FY 20 by \$1.7 million or 1.4%. Personal services, excluding fringe benefit expenses, are projected to be favorable by \$1.8 million, as a result of delayed hiring of FY20 vacancies and the Provost's initiative to reduce adjunct costs. FY21 pay

increases account for \$2.2 million of full time personal services estimate. Fringe benefit costs are projected to increase by \$.7 million due to continued rate increases.

Total other expenses will increase \$2.8 million due primarily to increase in FY20 deferred maintenance and contractual service agreements.

Transfers and other requests are slightly lower for FY 21 due to lower transfers for debt service offset by less funding from the WCSU Foundation related to the out of state tuition offset. The University spending plan includes a potential projected use of reserves of \$5.3 million. WCSU will continue to monitor expenses and look for efficiencies to lower costs and delays in the filing of positions in an effort to reduce the use of reserves in FY21.

Assumptions/Plan of action:

Decrease of enrollment = 10%

Decrease of Housing = 10% with 71% occupancy

Projected unrestricted reserves = \$5,038,408

Projected FY21 deficit = (\$5,307,031)

WCSU will be holding campus-wide spending reduction sessions throughout FY21 to address the projected deficit. Along with the use of potential state funds to reimburse COVID-19 expenses, we will attempt to reduce expenses as much as possible. We hope these two factors, and the partial use of the projected \$5 million of unrestricted reserves can be used to cover the projected shortfall.

CONNECTICUT COMMUNITY COLLEGES

The Connecticut Community Colleges are proposing Fiscal Year 2021 Spending Plans including combined revenues of \$506 million supporting expenditures and transfers of \$518 million, resulting in an anticipated drawdown of reserves totaling \$12 million for operations, plus an additional \$3 million to fund the Pledge to Advance Connecticut (PACT), the “last dollar”, debt free, student financial aid program.

This spending plan proposal continues to implement the Students First Plan, including funding the new Connecticut State Community College (CSCC). CSCC is organized to achieve financial sustainability. CSCC will provide back-office services through an efficient, shared-services model and will create a strong administration that can be effective in enrollment management and student success. As we must maintain individual accreditation during this transition to a single accredited institution, this spending plan provides that each existing accredited college has the resources and staff necessary to manage those resources in accordance with Standard 7 of the NECHE accreditation standards. At the same time this plan supplements the capacity of the colleges with new resources in key areas outside of the standard, especially enrollment management, advising, and back-office support.

Fiscally, this proposed budget includes spending levels that are \$30 million (6%) below what expected in the most recent 5-year projection of Students First presented to the BOR in February. That projection included \$536 million in FY 2021 in expenditures compared to the spending plan total of \$506 million (excluding over \$12 million in expenditures to respond to COVID-19, which were not factored into the February analysis.) In addition to exceeding savings targets, the plan begins to implement Guided Pathways, key to achieving Students First's student success goals. The plan also includes significant back-office consolidation, with payroll, purchasing and human resources provided under a shared-services model. Barring significant changes as a result of changing public health requirements, this budget will support the fiscal and organizational demands and savings goals of Students First, as planned since 2017.

This spending plan proposal entails drawing down scarce reserves. This too was anticipated in the Board's Students First projections from February, which anticipated a \$12 million shortfall in 2021 and reserves at the end of the year of only \$14 million. The Board of Regents should be assured that significant efforts have been undertaken to identify savings, to maximize the use of federal relief funds, and to maintain reserve levels. The impact of this spending plan proposal on Community College reserves is shown here, compared to the 5-year projection.

Community College Reserves (\$ millions)		
	Proposed Spending Plan	Students First Projection (2/6/2020)
FY 2019 Actual Reserves	40.2	40.2
FY 2020 Projected results	(8.1)	(14.1)
FY 2020 Projected Reserves	32.1	26.1
FY 2021 Spending Plan	(15.0)	(12.3)
FY 2021 Projected Reserves	17.1	13.8
Reserves reflect Unrestricted Net Assets, excluding long-term pension and retiree health liabilities.		

In order to produce a timely budget, the colleges have relied on the following assumptions:

- Enrollment will be flat from FY 2020 at a minimum. In several cases, colleges that have early enrollment data to support growth have projected slight enrollment increases.
- The remaining Institutional portion of the Higher Education Emergency Relief Fund under the CARES Act will be available to acquire personal protective equipment, extraordinary cleaning supplies and services, and instructional equipment and supplies necessary to support a major expansion of remote learning in the colleges.
- The additional remote learning opportunities, coupled with various approaches to maximize capacity in on-ground and hybrid courses, will allow the colleges to meet demand up to and exceeding the level in 2020.
- CSCU will continue to push forward with the transition to a single accredited college under Students First, including moving many expenses previously budgeted in the System Office back to campuses or into the new Connecticut State Community College budget.
- The PACT program will be implemented as required under statute, using \$3 million in system reserves for the fall, and relying on a future state appropriation for the spring.

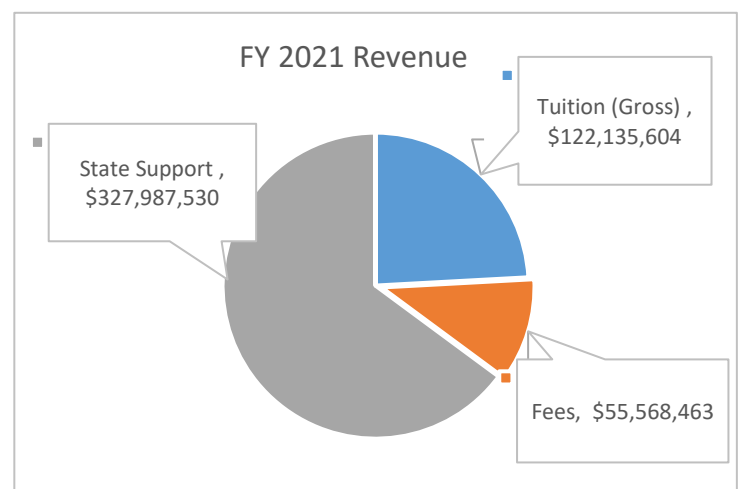
- Raises of 5.5% are provided for employees pursuant to the SEBAC agreement. These raises are budgeted to cost \$9.0 million. Note that pay increases or other compensation changes for non-union employees are not enacted by this budget, and will be coordinated with other state employers.

In recent years the number of high school graduates has gradually declined while other institutions have aggressively competed for the interest of our prospective students. This has led to declining enrollment in the colleges overall in recent years. However, community college enrollment has always been strongly countercyclical. High unemployment and poor economic conditions should lead to strong enrollment growth based on history in Connecticut and nationally. Nevertheless, FY 2021 poses new, unprecedented challenges and uncertainty. The impact of pandemic conditions on demand for community college education is difficult to predict. For instance, there is a distinct possibility that any increase in demand will appear later, in the spring or fall of 2021, as students and their families struggle to cope with the pandemic now. Even more ominous is the possibility that our colleges will struggle to meet demand for classes because social distancing and other public health requirements limit the capacity of our courses.

Because of this unprecedented uncertainty, the colleges will undertake an early review of budget and operations following the first quarter. This review will be reported to the Board of Regents in October and will reflect actual enrollment for the fall and a month of operating experience under the public health requirements that ultimately are in effect this fall. If necessary, changes to the budget will be recommended at that time.

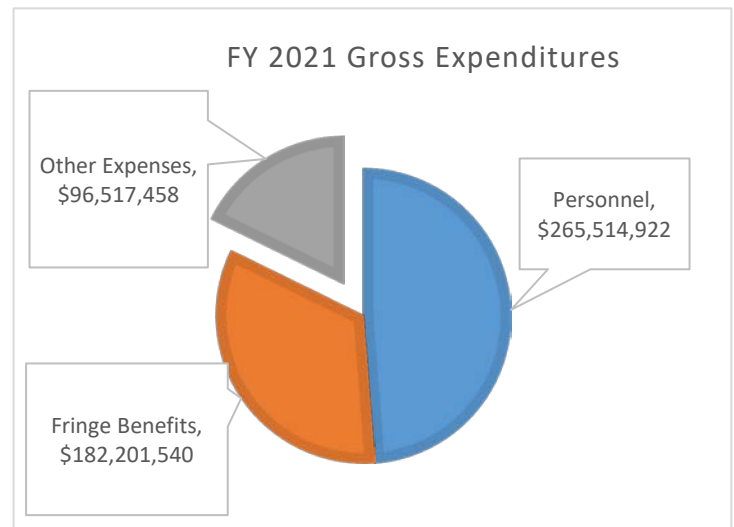
Revenues

Overall, revenues for FY 2021 have increased 6.1%, or \$29.1 million, over FY 2020 projections. This increase is primarily due to \$23.3 million in additional fringe benefit support from the state. Tuition revenue has increased by 1.7% with fee revenue decreasing by 3.7%. The primary source of revenues for the community colleges remains the state appropriations for the block grant, developmental education and outcomes-based funding, and fringe benefit support at 65%. Tuition and fee revenue make up 35% of the overall revenue.



Expenditures

Personnel and associated fringe benefit costs make up 82% of FY 2021 budgeted expenditures, with 18% in Other Expenses. Total FY 2021 budgeted gross expenditures have increased by 11.5%, or \$55.9 million from FY 2020 projections. This growth is primarily due to increased total personnel and fringe benefit costs of \$36.9 million including \$9 million for collective bargaining increases. These figures do not include the \$12.9 million in holdback reductions that will be identified by the campuses in October, discussed below.



In order to limit the use of reserves, this spending plan proposal requires colleges to meet a combined budget reduction target of \$12.9 million (2.4% of expenditures.) Detailed plans for meeting this target, along with additional contingency plans for achieving a 5% reduction, will be provided to the Board in October.

Community College Budget Reduction Targets (holdbacks)		
		% of expenditures
Asnuntuck	445,552	2.0%
Capital	795,156	2.0%
Gateway	1,391,000	2.0%
Housatonic	991,341	2.0%
Manchester	1,155,779	2.0%
Middlesex	548,315	2.0%
Naugatuck	1,284,875	2.0%
Norwalk	1,098,036	2.0%
Northwestern	353,863	2.0%
Quinebaug	365,257	2.0%
Three Rivers	799,189	2.0%
Tunxis	826,303	2.0%
CSCC	2,889,170	7.5%
Grand Total	12,943,836	2.4%

Funding for the Pandemic Response

The community colleges received \$28.4 million from Higher Education Emergency Relief (HEER) Fund under the CARES Act. Half of that has been directed to student assistance in the form of direct financial relief, while the remaining \$14.2 million is available for institutional assistance. For FY 2020, \$1.9 million in HEER funding was used for system information technology and instructional support (\$0.6 million), and to offset COVID-related losses (\$1.3 million). The balance of \$12.3 million in HEER funding will be used in FY 2021 for personal protective

equipment (PPE), extraordinary cleaning supplies or services, instructional equipment and supplies, and to offset other COVID-related losses, as shown below.

Use of Institutional HEER Funds under CARES Act			FY 2021 Planned Use of funds			
	Total Available	Expended in 2020	PPE 2021	Other NEW COVID-related 2021	Technology 2021	Offset COVID-related losses 2021
Asnuntuck	607,719	89,357	70,951	230,387	57,588	159,436
Capital	1,016,011	679,128	119,625	120,303	96,278	678
Gateway	2,148,362	130,646	265,642	907,068	203,580	641,425
Housatonic	1,725,435	141,494	187,883	710,219	163,503	522,336
Manchester	1,617,601	217,987	214,183	623,165	153,285	408,982
Middlesex	661,690	73,536	92,443	262,726	62,702	170,283
Naugatuck	1,909,764	126,656	235,624	801,069	180,970	565,445
Norwalk	1,594,831	263,756	186,402	589,974	151,127	403,572
Northwestern	301,133	23,064	50,739	124,767	28,536	74,028
Quinebaug	444,524	52,645	53,431	174,878	42,123	121,446
Three Rivers	1,126,615	75,007	144,020	472,424	106,759	328,404
Tunxis	1,092,753	47,649	147,279	470,777	103,550	323,498
SO/One College	-	-	-	-	-	-
Grand Total	14,246,438	1,920,926	1,768,222	5,487,756	1,350,000	3,719,534

Honoring our PACT with Students

Established by the Board of Regents pursuant to Public Act 19-117, the debt-free community college program entitled Pledge to Advance Connecticut (PACT) is a last-dollar scholarship that makes Connecticut's 12 community colleges tuition and fee free for students who meet certain criteria. To qualify students must:

- be a Connecticut high school graduate;
- be a full-time student attending college for the first time;
- complete the free federal application for financial aid and accept all awards;
- remain in good academic standing; and
- apply and register by July 15, 2020 for priority consideration.

However, due to the pandemic response the General Assembly did not enact any budget bills providing the funding necessary to implement PACT. Therefore, in order to honor the commitment to students for the Fall 2020 semester, \$3 million is provided from the system reserves to fund the program for the Fall 2020 semester. It is anticipated that funding for Spring 2021 and beyond will be provided when the General Assembly reconvenes.

While it is a challenge to consider use of scarce reserves for PACT this year, our analysis suggests that with funding at \$3 million the program will cover the tuition costs of eligible students with minimal pro-rating, while attracting a net increase in revenue. This is the result of attracting new students who are eligible for Pell grants. In addition, implementing this fall with system resources allows us to capitalize on the significant investment in marketing for the program, and also positions the colleges for strong enrollment growth as the state emerges from the grip of the pandemic in the next few years.

Realigning System Office Costs & Building the CT State Community College

As the Board of Regents (BOR) recognized in 2017 with the adoption of Students First, Connecticut's community colleges have been challenged by fiscal instability, declining enrollments, and unacceptable student outcomes. Central to the Board's action is the merger of the 12 independent community colleges into a single accredited college.

Over the past year, the focus has been on developing an organizational structure and governance for the single college, while engaging faculty and staff in curriculum alignment efforts and in the design of a new model for providing holistic student supports. At the May 14th meeting of the Board of Regents, the future college was named CT State Community College (CSCC) and its interim leadership team was appointed with Dr. David Levinson being selected to serve as Interim College President. These actions enable the merged college to begin to stand separate and apart from the CSCU system office and the FY 2021 budget reflects the reallocation of costs previously contained in the System Office back to campuses and into the new CSCC budget, as shown below.

Students First depends on streamlining administrative functions and personnel to enhance the college's fiscal sustainability. Originally, the plan called for \$23 million in savings from various non-student-facing functions, including workforce reductions. That target remains realistic, although the means for achieving it have changed to rely on attrition rather than staff reductions through layoffs. The plan has already produced annual net savings of \$10.9 million in FY 2020 through attrition in administrative positions. This plan includes additional attrition and operating savings, exceeding those projected for FY 2021 in the most recent Students First projection.

During the transition to CSCC we are balancing constrained resources in order to ensure funding for the individual 12 colleges to maintain accreditation while at the same time investing in the necessary infrastructure for the CT State Community College. This balance is critical to ensuring that campuses have the resources necessary to sustain their educational programs per the NECHE standards while at the same time allowing the Board of Regents to make strategic investments to put the CSCC on the path to success. While this does result in some duplication of costs during the transition, these upfront costs will diminish as CSCC moves toward accreditation.

Community College Budget Changes, FY 2021 compred to FY 2020 Budget

	FY2020 Budget	FY 2021 Budget	FY2020 budget to FY 2021 Budget Change \$	Change %
System Office	35,250,568	2,853,947	(32,396,621)	-92%
Connecticut State Community College	-	35,757,489	35,757,489	na
12 Campuses	<u>461,730,719</u>	<u>479,734,811</u>	<u>18,004,092</u>	4%
Total Expenditures	496,981,287	518,346,247	21,364,960	4%

Major Categories of Expenditure Change

SEBAC Raises	9,045,487
Fringe Benefit Increases	14,222,561
COVID-related (CARES Act)	12,325,512
Guided Pathways	3,166,259
Spending Reductions, including Students First	<u>(17,394,859)</u>
Total Expenditure Change:	21,364,960

The increase in overall expenditures between the FY 2020 budget and the spending plans for FY 2021 reflects the major categories listed above. In addition to the SEBAC raises and changes in Fringe benefit costs, which are beyond the system's control, the increases include the use of \$12.3 million in federal funds for COVID response, \$3.2 million for the roll-out of Guided Pathways, and a net reduction of \$19.8 million including savings related to Students First, which includes attrition offset by one-time technology costs and some limited new hiring for CSCC, described below.

For FY 2021, funding of \$35.7 million is provided to establish the CSCC and build academic and student supports. This budget includes \$11.9 million for 28 staff, and \$23.8 million for other expenses. This budget reflects a holdback of \$2.9 million, or 7.5%, that will be accomplished by deferring hiring of 52 out of 80 planned CSCC positions pending reconsideration in October based on updated information regarding revenue and operations. If circumstances allow the release of that holdback by the BOR, the CSCC will employ 80 staff members with personnel and fringe benefit costs of \$14.8 million. The \$23.8 million in Other Expenses is to develop IT supports for a single instance of Banner and other enrollment management and student advising IT systems necessary to achieve Students First's student success goals.

Of the 80 CSCC positions included in the budget, 13 key positions are in place, 15 will be hired or re-allocated to CSCC from elsewhere in the system by September 2020, while 52 will be hired after reconsideration in October. These staff are organized into four main areas:

- *Executive Leadership Team* - consists of 8 staff who are not otherwise part of Academic Affairs or Enrollment Management. The naming of the single college and the leadership team is an important step in separating CSCC from the CSU system office and allowing for growing autonomy and authority of the institution's leadership and design. This includes interim positions such as the Interim President and the interim CFO, as well as the three Regional Presidents and the three Regional Fiscal Staff. The reporting lines for all CSCC staff, permanent and interim, now all lead up to the CSCC interim President who reports to the CSU President. These appointments and this structure provide the capacity needed to complete the work of consolidation while supporting the colleges in enrollment management, financial aid and advising. The present leadership and fiscal staff at the twelve separately accredited colleges will continue to fulfill current roles until CSCC accepts its first students.
- *Academic and Student Affairs* - consist of 11 positions. During this transition period, three interim Associate Vice Presidents report to the interim Provost and provide much needed capacity to lead the consolidation work. As CSCC moves closer to enrolling its first students other administrative positions will be filled as needed. The present academic leadership at the twelve separately accredited colleges will continue to fulfill their current roles until CSCC accepts its first students.
- *Admissions, Enrollment Management, Registration and Financial Aid*- consists of 17 staff who provide essential strategic support to the colleges. This area is developing and implementing shared services type models to address key areas of student success that must be improved. Providing these services to the colleges can be implemented without affecting the existing accreditations of the twelve colleges.
- *Guided Pathways* –includes an additional 3 staff members. An additional 41 staff members will be requested in October if resources allow. This investment will support the implementation of a Holistic Case Management Advising Model beginning at three campuses in FY 2021 with all remaining campuses coming onboard in the following two academic years. This policy supports not only an increase in the number of advisors, but a redesign of how student advising services are delivered. Each student will have a dedicated advisor who follows the student from admission to completion of goals and serves as a case manager, tracking the student's successes and addressing the student's needs as they arise. That advising work will be supported by using the latest student success technology platform.

Because of the uncertainty in the CSU budget, the timetable for full implementation of Guided Pathways will not be established until the October review of the fiscal environment. The three staff members included in the spending plan will establish procedures, training, and systems necessary to launch Guided Pathways, but 41 new

advisors are among the 52 positions for which a final determination will be made in the fall.

Regional narratives providing additional details regarding individual campus budgets are provided below.

Northwest Region

The spending plan for FY 2021 was projected to be difficult prior to the sudden and unexpected onset of the COVID-19 pandemic. Even under the best of circumstances, it was unlikely that revenue would rise sufficiently to keep pace with increasing costs, the most notable of which are collectively bargained salary increases paired with the rising costs of employee fringe benefits.

The pandemic has exacerbated the financial difficulties by introducing significant uncertainty into the colleges' operational assumptions. Projections for revenue and expenditures that typically rely upon historical precedent and analysis of recent trends have been reduced to little more than guesses in some instances. The following is a summary of the North-West region's currently projected spending plans for FY21.

Revenue:

Both Naugatuck Valley (2%) and Northwestern Connecticut (3%) projected modest increases to their respective enrollment figures. Both expressed optimism that the PACT program would be funded and subsequently drive a net increase. The COVID-19 pandemic also contributed to positive enrollment projections. Community college enrollment has historically been buoyed during times of economic difficulty as individuals look to save money on educational costs, diversify their educational attainment level in the interest of securing employment, or both. There is also anecdotal evidence to suggest that uncertainty regarding how COVID-19 might change the residential four-year college experience may drive prospective students to community colleges, even if only temporarily.

Asnuntuck and Tunxis subscribe to these viewpoints as well but decided to budget more conservatively by projecting traditional student enrollments as flat to FY 2020 levels. Personnel at the colleges felt that data were too preliminary to project enrollment-driven revenue increases in addition to having concerns over how COVID-19 related operational disruptions might interfere with the logistical capabilities necessary to service potentially increased demand. It should be noted that while Asnuntuck's tuition revenue is projected as flat, it is forecasting a substantial reduction in fees due to the shuttering of its inmate education program, also known as "second chance Pell", whose students are charged extension credit fees as opposed to tuition. Due to the COVID-19 pandemic, the Department of Correction is not allowing Asnuntuck to enter its facilities to provide instruction this coming fall. As a result, the

college reduced its projected enrollment, which can account for upwards of 10% of its typical overall figure, to zero.

Asnuntuck's Advanced Manufacturing and Technology Center also derives significant revenue from contracted employee retraining agreements with several industry partners. The COVID-19 pandemic has negatively impacted the college's ability to predict the extent to which these programs will be practical and has therefore significantly reduced associated revenue projections.

All four colleges experienced an increase in both general and operating fund fringe benefit support. This revenue was critical in helping to offset significant increases in both projected salary expenses as well as in the SERS retirement contribution rate.

Expenditures:

Salary and Fringe:

All four colleges reported difficulties in absorbing costs associated with collectively bargained raises projected at 5.5% coupled with a projected increase in the SERS retirement contribution of 4.6%. Two of the colleges (Asnuntuck and Naugatuck Valley) offset portions of those increases via attrition resulting from projected staff changes and retirements. Only the most critical positions will be considered to refill across the region. All four colleges continue to work with the system office staff to identify potential savings via the reallocation of campus personnel expenses to the recently enacted shared services and CSCC budget lines, respectively.

Operating Expenses:

The COVID-19 pandemic introduced uncertainty into budgeting for projected operating expenses at all four colleges. Those colleges that projected enrollment increases noted an increase in need-based institutional financial aid which per state statute must be indexed to net tuition revenue at a rate of at least 15%.

Expenses that rely upon assumptions relative to regular campus access and normal on-ground operations (e.g. utility costs, security, routine maintenance, educational supplies etc.) were more difficult to project.

Naugatuck Valley assumed significant reductions in overtime expenses as well as utility costs due to the likelihood of mostly online offerings in the fall.

Northwestern assumed slight increases on the assumption that due to the likelihood of mostly online offerings in the fall, there would be a need for additional technology resources and software applications. The college also plans to restock significantly depleted educational supplies as a result of budget cuts in this area in recent years, purchase online library materials, and plan for additional credit card fees so as to encourage students to conduct their financial business online.

Tunxis is anticipating a slight increase in expenses associated with the purchase of textbooks for students attending as part of a non-credit program for Supplemental Nutrition Assistance Program (SNAP) recipients. The textbooks are included in the cost of the program and are partially offset by federal revenue received by virtue of the college's participation in the program. The SNAP program has increased in popularity as of late and it is anticipated that economic hardship as related to the COVID-19 pandemic will create additional interest.

While Tunxis has invested in technologies as of late that have driven down its overall utility costs, the college anticipates that trend to be blunted by additional costs to be assumed at its recently acquired 44,000 square foot manufacturing facility. In addition to the facility overhead, Tunxis also anticipates additional costs for consumable manufacturing supplies necessary to grow that program. The COVID-19 pandemic has made it difficult to project both the expenses associated with the property acquisition and related manufacturing program costs as well as the college's relative ability to generate revenue via program enrollment and contracted incumbent worker retraining agreements.

All operating expenses resulting from the COVID-19 pandemic (e.g. personal protective equipment, cleaning supplies, glass partitions, etc.) are projected to be covered by federal CARES act grant funds.

Capital-East Region

The FY 2021 spending plan was troubled before any of the numbers were entered. The plan combines collectively bargained salary increases, increased fringe benefit rates, and no tuition increases. In addition, the amount to be paid into the system office for system-wide services increased by approximately 50% to cover the additional costs for the call center, guided pathways and for IT systems that were previously covered by bond funds.

Normally, colleges would look to increase their revenues to offset the increased expenditures but the ongoing pandemic limits options. Colleges are focused on providing current services within the temporary environment and new social distancing restrictions. Enrollment trends that used to guide our spending plans are no longer applicable. The Colleges are doing all that they can to reduce operating expenses, to capture savings from the campus closures, and use our approved CARES funding to help fund the additional COVID expenses and required PPE. Unfortunately, despite our best efforts we project to end FY 2021 with a deficit. Below is summary of the Capital-East region's spending plan for FY 2021.

Revenue:

Enrollment trends typically define how we predict tuition and fee revenue, but it is difficult to determine with any certainty how this pandemic will affect enrollment. There is potential for an increase in the population that traditionally goes to a 4-year residential school that would now rather stay home and attend their local community college, savings thousands of dollars in

the process. There may also be a decrease in students that decide that remote learning is not for them or students that choose to defer attending college until we are in more certain times. Our best determination is that enrollments will remain close to flat from FY 20 levels.

Capital Community College is projecting flat enrollment for the fall with a slight increase in the spring semester. The overall revenue increase of 5.7% seen at Capital was mostly attributed to the \$1.87 million increase in the fringe benefits paid by the state.

Manchester Community College is also projecting flat enrollment in FY 2021. They show a shift between tuition and fees that represents changes in how a small group of courses was classified. MCC is preparing for a slight decrease in summer enrollment. Middlesex Community College anticipated an increase in summer enrollment and extension credit revenue but has also set a flat enrollment goal for the fall and spring semesters. Quinebaug Valley Community College's spending plan reflects a flat enrollment projection. Three Rivers Community College, like many of the other colleges in the Capital-East region, is planning for FY 21 enrollment and tuition revenue to be equal to FY 2020.

Expenditures:

Much of our region is showing similar patterns in expenditures for the FY 21 spending plan. All of the schools have collectively bargained salary increases of approximately 5.5% across the board. Fringe rates are expected to increase as a result of higher health insurance and SERS rates. Salary and fringe expenses account for 84% of the campus costs so any increase to these rates greatly impacts the bottom line.

Many colleges in the region were able to offset some of the increased expenditures by capturing operational savings from the time the campus was closed due to the pandemic. And while there are many additional operating costs associated with COVID, such as PPE, plexiglass partitions, additional cleaning supplies, etc., the colleges are planning to use the approved CARES Act grant funding to cover those extra expenses.

Capital Community College is projecting an increase of 5.1% in personnel costs due to collectively bargained raises, reinstating salaries to the operating funds that were covered by grants in FY 2020, and the addition of temporary part-time staff in Admissions to support the department during transition. The college was able to reduce operating expenses by capturing savings from reduced operations and from reduced costs realized from renegotiating the Morgan Street parking garage agreement.

Manchester Community College is showing a net increase in personnel services of only 3.9%. The college was able to offset the collectively bargained raises and increase fringe rates with reductions in temporary labor and extension credit lecturers. MCC was able to reduce their operating expenses by 3.4% by capturing the savings from the temporary college closure and from reduced waiver expenses that were previously incurred from the GEAR Up Grant. The GEAR Up grant is ending at MCC in FY 2021 but in previous years GEAR Up students were given

waivers for all tuition and fees. MCC is also showing a reduction in operating expenses from \$100,000 in equipment expenses in FY 2020 that they will not have in FY 2021.

Middlesex Community College was able to limit their salary and fringe increase to 4.4% by re-setting salaries back to entry-level after retirements and resignations. And while the college was able to capture some savings from the campus being underutilized, they also expect FY 2021 utilities to be higher if we have a normal or colder winter instead of the milder-than-normal winter that was seen in FY20. MxCC is also planning for the additional expenses related to several program accreditation visits in FY 2021 and the potential for new cleaning costs shared with community partners that host MxCC academic programs through MOUs.

Quinebaug Valley Community College was able to reduce the impact of their collectively bargained raises and fringe rate increases by deferring the replacement of three retirements and keeping those positions vacant in FY 2021. QVCC is projecting savings in utilities and operating expenses due to the campus closures and made a conscious effort to decrease other expenses without any disruption to services to their students.

Three Rivers Community College's increase in personnel costs are largely attributed to the collectively bargained employee raises. They also have additional part-time lecturer costs associated with the replacement costs for five faculty members on sabbatical leave who were previously denied due to lack of funding. TRCC also shows an increase in temporary employee costs associated with partial-year FY20 appointments being allocated for the full year in FY 2021. Three Rivers' Manufacturing and Apprenticeship Center (MAC) will operate its first full year in FY 2021 resulting in increased operating expenditures.

Shoreline West

Norwalk Community College:

Norwalk Community College is a resource to lower Fairfield County with most students enrolling from Norwalk, Stamford and Greenwich. Norwalk supports a very large population of English as a second language students with offerings in credit and non-credit divisions. Developmental education needs have continued to grow with first year students. The FY21 Spending Plan for Norwalk Community College reflects a \$2.3 million deficit.

Enrollment is projected to be flat for FY 2021 compared to FY 2020.

High cost programming including Nursing, Respiratory Care, Medical Assisting, and Physical Therapy:

- Limited entry programs
- High demand for sciences supporting programs
- Clinical ratios required for accreditation requirements
- Clinical faculty pay rates

Other high cost programs include:

- Culinary Program with high cost educational supplies
- Early Learning Center/Learning Lab for 60 children that must adhere NAYEC teacher-child ratios
- Engineering program and maker space lab

Gateway Community College:

Gateway is the largest Community College and an intercity college supporting students who have the greatest need for resources. For FY 19/20 Gateway had 10,553 FAFSA applications and awarded \$11,566,586 to 4,096 PELL recipients. The college has the largest work study program in the system.

Enrollment is projected to be flat for FY 2021.

Gateway offers a number of high cost programs, including STEM accredited programs in Allied Health, Nursing, and Engineering, an NAEYC-accredited early learning center/learning lab, and automotive, culinary, and athletic programs.

Revenue:

College generated revenues are flat with no tuition increase in FY21. Although BOR Allocated revenues for Fringe benefits are up \$1.4M, fringe benefit costs are expected to rise by \$2.4M leaving us with a \$1M shortfall. Fringe benefit rates are expected to rise from 64% to 68%.

Personal Services:

Collective bargaining increases 5.5% cost GWCC in excess of \$1.5 million:

- Full time positions \$909,000
- Part time lecturers \$382,000
- Summer lecturers \$57,000
- Non-credit lecturers \$27,000
- Clinical Educational assistants \$55,000
- Educational Assistants \$135,000

Vacancy Savings from FY 2020 will result in annualized costs in FY 2021. Examples include 9 faculty, 3 Academic Advisors, Continuing Ed Coordinator, Grant Development Specialist, Admissions Transfer Coordinator, and Testing Specialist. The full cost of management previously shared with Housatonic or vacant in FY 2020 are now filled for full year FY 2021 (CEO, Dean of Students).

Other Expenses anticipated to rise by \$476,000, including reinstating security levels and providing for increasing technology and facilities costs. Savings generated by the Temple Street garage renegotiation resulted in \$80,946 in FY20 and \$62,603 in FY21.

Housatonic Community College:

Housatonic Community College (HCC) is a gem in downtown Bridgeport enrolling approximately 5,000 students. It serves a diverse population of students who have tremendous need for supportive services especially in developmental education.

Enrollment projections for Housatonic for FY 2021 are flat. However, there is a large risk with the enrollment projection as current enrollment trends are reflective of the uncertainty of Fall course delivery during the COVID-19 pandemic. Current preliminary enrollment data for Fall 2020 are trending down.

Personnel cost increases reflect the full cost of management previously shared with Gateway or vacant in FY20 that are now filled for full year FY21 (CEO, Associate Dean of Campus Operations). The only other vacancies to be filled in FY21 are faculty positions.

Housatonic supports a manufacturing program that has significant equipment and instructional cost.

Operating Expenses are under pressure from COVID-19 compliance include reduced class sizes, increased security and custodial hours to maintain facility. This may be another risk factor in FY21.

CHARTER OAK STATE COLLEGE

FY20 Projection vs Budget

Charter Oak will experience approximately breakeven results in fiscal year 2020, down from the initial projection of a \$500k surplus. The negative turn represents the impact of the COVID-19 pandemic with much of the loss attributed to student credits and losses on suspended collections. A slight uptick in other operating costs associated with mobilizing the workforce to a remote work environment also hurt COSC's results. Charter Oak was not awarded any emergency relief funding directly by the Federal Government. Nevertheless, the college provided students impacted by the pandemic the opportunity to retake a class from which they withdrew for COVID-19-related reasons free of charge. All collections were ceased to afford additional flexibility to households experiencing financial strain. Student reception was very positive with Charter Oak's actions which is expected to have branding value in the market at a future time. Charter Oak is eligible for funding through the Governor's Office should such discretionary amounts from the CARES Act be awarded.

FY21 Plan

With the current planned levels of state funding Charter Oak is able to present a balanced budget in addition to honoring the Board of Regents approval of removing a nuisance summer fee charged to all Charter Oak students regardless of course registration. Charter Oak will work to preserve state funding levels as all money paid to students associated with the COVID-19 pandemic has been sourced exclusively by Charter Oak and a rescission in State Appropriations would have a direct result on student tuition rates. Raises of 5.5% are provided for unionized employees pursuant to the SEBAC agreement. Note that pay increases or other compensation changes for non-union employees are not enacted by this budget, and will be coordinated with other state employers.

Enrollment is expected to be flat as compared to FY20, however Charter Oak will be launching several new marketing campaigns across the new fiscal year to preserve its position within the competitive landscape of the post traditional adult learner. Institutional aid is projected to increase similar to prior budget periods as graduates from the CSCU community colleges are able to access scholarship opportunities which reduces the cost of Charter Oak to those amounts paid at the Community College. The notable increase in fringe benefit expense continues to be an issue similar to Charter Oak's peer institutions which ultimately limits the funding available for academic programs, select grant opportunities and the ability to replace staff that has turned over.

Attachments:

Attachment A: CSCU FY21 Budget

Attachment B: CSCU FY20 Budget

Attachment C: CSCU FY20 Projection

Attachment D: Consolidated CSCU FY21 Budget and FY 20 Projection and Budget

Attachment E: CSU FY21 Budget and FY 20 Projection and Budget

Attachment F: CCC FY21 Budget and FY 20 Projection and Budget

Attachment G: Institutional Enrollment, HC and FTE

06/10/20 Finance & Infrastructure Committee

06/18/20 Board of Regents

**Connecticut State Colleges & Universities
CONSOLIDATED
FY2020-21 Operating Budget**

	TOTAL REVENUE	PS	FRINGE	OTHER EXPENSES	TOTAL EXPENDITURES	DEBT SERVICE	OTHER CONTINGENCIES	TRANSFERS IN / OUT	ADDITIONAL FUNDS	NET
State Universities										
Central Connecticut State University	238,771,855	108,859,752	71,561,398	60,637,567	241,058,717	(8,836,368)	5,180,519	(1,057,289)		(7,000,000)
Eastern Connecticut State University	141,314,823	60,779,559	42,476,533	35,837,841	139,093,933	(6,937,812)	-	(1,057,289)		(5,774,211)
Southern Connecticut State University	225,701,730	105,688,257	70,143,948	55,761,893	231,594,098	(7,970,572)	-	(1,057,289)		(14,920,230)
Western Connecticut State University	130,466,021	58,478,407	39,561,328	31,353,703	129,393,438	(5,567,329)	-	(1,057,289)	245,004	(5,307,031)
CSU System Office	8,537,867	4,941,852	3,396,015	4,429,156	12,767,023	-	-	4,229,156		(0)
State Universities Total	744,792,295	338,747,827	227,139,222	188,020,160	753,907,209	(29,312,081)	5,180,519	-	245,004	(33,001,472)
Community Technical Colleges										
Asnuntuck Community College	22,488,231	11,138,223	8,122,951	3,016,408	22,277,582	n/a	445,552	(844,557)	460,774	272,418
Capital Community College	36,758,057	21,108,691	13,997,330	4,651,760	39,757,781	n/a	795,156	(1,417,090)	240,605	(3,381,053)
Gateway Community College	65,409,066	34,176,093	23,222,550	12,151,369	69,550,012	n/a	1,391,000	(3,156,682)	1,814,136	(4,092,492)
Housatonic Community College	46,752,041	24,582,466	16,736,295	8,248,267	49,567,028	n/a	991,341	(2,351,736)	1,420,438	(2,754,945)
Manchester Community College	57,549,009	28,964,701	21,985,510	6,838,730	57,788,941	n/a	1,155,779	(2,494,567)	1,246,329	(332,391)
Middlesex Community College	26,560,211	13,832,641	9,650,737	3,932,386	27,415,763	n/a	548,315	(1,245,677)	525,452	(1,027,462)
Naugatuck Valley Community College	65,565,171	32,951,100	23,635,616	7,657,045	64,243,761	n/a	1,284,875	(3,016,050)	1,602,137	1,192,372
Northwestern Community College	17,380,507	9,209,192	6,556,749	9,353,382	25,119,323	n/a	1,098,036	(590,689)	249,534	(6,981,935)
Norwalk Community College	52,844,994	28,384,129	17,164,309	1,927,216	47,475,654	n/a	353,863	(2,518,162)	1,179,948	4,384,989
Quinebaug Valley Community College	18,088,800	9,595,182	6,383,048	2,284,630	18,262,861	n/a	365,257	(648,099)	349,756	(107,146)
Three Rivers Community College	39,045,642	20,481,338	13,379,275	6,098,830	39,959,443	n/a	799,189	(1,909,708)	944,849	(1,079,471)
Tunxis Community College	40,135,629	20,559,155	14,500,867	6,255,142	41,315,164	n/a	826,303	(1,524,820)	941,554	(936,498)
CCC System Office	2,563,737	1,563,130	1,000,607	290,210	2,853,947	n/a	(3,000,000)	290,210		(3,000,000)
CSCC	14,834,577	8,968,881	5,865,696	23,812,082	38,646,659		2,889,170	22,462,082	1,350,000	2,889,170
Community Technical College Total	505,975,672	265,514,922	182,201,540	96,517,458	544,233,920	-	9,943,836	1,034,455	12,325,512	(14,954,445)
Charter Oak State College	18,247,785	8,708,895	6,154,622	3,397,476	18,260,993	-	-	-		(13,208)
Board of Regents	770,029	408,341	361,688	-	770,029	-	-	-	-	-
GRAND TOTAL CSCU	1,269,785,782	613,379,985	415,857,071	287,935,094	1,317,172,151	(29,312,081)	15,124,355	1,034,455	12,570,516	(47,969,125)

Connecticut State Colleges & Universities
CONSOLIDATED
FY2019-20 Operating Budget

	TOTAL REVENUE	PS	FRINGE	OTHER EXPENSES	TOTAL EXPENDITURES	DEBT SERVICE	OTHER CONTINGENCIES	TRANSFERS IN / OUT	ADDITIONAL FUNDS	NET
State Universities										
Central Connecticut State University	252,264,725	107,854,623	71,390,657	60,102,359	239,347,639	(11,880,500)		(1,036,586)		1,036,586
Eastern Connecticut State University	143,335,553	58,940,825	42,160,701	35,931,514	137,033,040	(7,045,446)		(1,036,586)		(742,933)
Southern Connecticut State University	237,155,581	105,784,998	69,160,249	55,497,797	230,443,044	(8,946,746)		(1,036,586)		(2,234,209)
Western Connecticut State University	135,941,526	61,262,031	39,389,157	30,805,691	131,456,879	(5,854,381)		(1,036,586)		(1,369,734)
CSU System Office	8,099,910	4,681,216	3,483,496	4,146,344	12,311,056	-		4,146,344		(4,211,146)
State Universities Total	776,797,295	338,523,693	225,584,260	186,483,705	750,591,658	(33,727,073)	-	-	-	(7,521,436)
Community Technical Colleges										
Asnuntuck Community College	22,744,413	11,409,321	7,734,953	3,003,619	22,147,893	n/a	-	(534,109)		62,411
Capital Community College	34,685,261	19,165,804	13,271,352	4,609,356	37,046,512	n/a	-	(929,685)		(3,290,936)
Gateway Community College	61,272,248	30,545,759	19,888,915	10,028,284	60,462,958	n/a	-	(2,037,589)		(1,228,299)
Housatonic Community College	44,300,440	22,429,547	14,874,702	7,797,597	45,101,846	n/a	-	(1,528,372)		(2,329,778)
Manchester Community College	55,685,203	27,866,048	20,379,378	6,221,854	54,467,280	n/a	-	(1,592,562)		(374,639)
Middlesex Community College	25,169,436	12,711,274	8,431,272	4,134,867	25,277,413	n/a	-	(836,248)		(944,225)
Naugatuck Valley Community College	61,718,776	31,824,569	22,378,391	6,863,828	61,066,788	n/a	-	(1,988,074)		(1,336,086)
Northwestern Community College	16,359,316	8,283,499	6,249,407	1,544,461	16,077,367	n/a	-	(388,271)		(106,322)
Norwalk Community College	49,470,535	26,611,565	15,424,485	8,024,912	50,060,962	n/a	-	(1,813,013)		(2,403,440)
Quinebaug Valley Community College	17,282,785	8,803,688	6,136,673	2,076,800	17,017,161	n/a	-	(456,726)		(191,102)
Three Rivers Community College	37,324,737	18,928,895	12,470,487	5,301,885	36,701,267	n/a	-	(1,247,878)		(624,408)
Tunxis Community College	38,230,151	19,147,043	12,604,026	4,552,203	36,303,272	n/a	-	(1,171,759)		755,120
CCC System Office	21,075,014	15,675,454	8,134,938	11,440,176	35,250,568	n/a	-	14,524,286	(1,000,000)	(651,268)
Community Technical College Total	485,318,315	253,402,466	167,978,979	75,599,842	496,981,287	-	-	-	(1,000,000)	(12,662,972)
Charter Oak State College	17,868,092	8,605,808	5,828,728	3,370,390	17,804,926	-	-	-		63,166
Board of Regents	697,987	387,053	310,934	-	697,987	-	-	-	-	-
GRAND TOTAL CSCU	1,280,681,689	600,919,020	399,702,901	265,453,937	1,266,075,858	(33,727,073)	-	-	(1,000,000)	(20,121,242)

Connecticut State Colleges & Universities
CONSOLIDATED
FY2019-20 Projection

	TOTAL REVENUE	PS	FRINGE	OTHER EXPENSES	TOTAL EXPENDITURES	DEBT SERVICE	OTHER CONTINGENCIES	TRANSFERS IN / OUT	CARES Act Funding	NET
State Universities										
Central Connecticut State University	234,039,905	102,843,463	65,311,755	59,319,407	227,474,625	(11,594,091)	-	(1,036,586)	4,504,507	(1,560,890)
Eastern Connecticut State University	131,884,508	57,556,607	38,417,361	32,933,922	128,907,890	(6,679,104)		(1,036,586)	2,216,863	(2,522,209)
Southern Connecticut State University	221,728,499	103,377,716	65,400,000	52,694,131	221,471,847	(8,348,329)		(1,036,586)	4,100,000	(5,028,263)
Western Connecticut State University	130,253,048	60,295,215	38,872,671	28,507,151	127,675,037	(5,816,128)	1,086,458	(1,036,586)	2,128,196	(1,060,049)
CSU System Office	7,361,578	4,286,063	2,872,244	4,146,344	11,304,651	-		4,146,344	-	203,271
State Universities Total	725,267,538	328,359,064	210,874,031	177,600,955	716,834,050	(32,437,652)	1,086,458	-	12,949,566	(9,968,140)
Community Technical Colleges										
Asnuntuck Community College	22,097,924	11,133,453	7,652,756	2,694,179	21,480,388	n/a	-	(310,616)	62,858	369,778
Capital Community College	33,444,424	18,760,437	13,298,248	4,674,357	36,733,042	n/a	-	(760,456)	634,825	(3,414,249)
Gateway Community College	61,483,826	30,880,682	19,581,236	10,727,357	61,189,275	n/a	-	(1,731,989)	36,968	(1,400,470)
Housatonic Community College	43,148,368	21,117,182	14,594,182	7,494,365	43,205,729	n/a	-	(1,528,372)	66,258	(1,519,475)
Manchester Community College	53,921,204	26,891,560	19,331,564	6,214,740	52,437,864	n/a	-	(1,483,340)	147,452	147,452
Middlesex Community College	24,629,465	12,840,190	8,234,182	3,673,212	24,747,584	n/a	-	(836,248)	44,683	(909,684)
Naugatuck Valley Community College	60,710,771	30,668,328	22,007,076	6,297,835	58,973,239	n/a	-	(1,803,033)	43,382	(22,118)
Northwestern Community College	16,441,137	8,641,525	6,060,590	1,689,672	16,391,787	n/a	-	(152,419)	9,933	(93,136)
Norwalk Community College	49,441,525	25,247,740	15,170,500	8,260,692	48,678,932	n/a	-	(1,459,198)	194,215	(502,391)
Quinebaug Valley Community College	17,290,881	8,576,393	5,969,368	2,243,109	16,788,870	n/a	-	(349,599)	33,262	185,674
Three Rivers Community College	35,968,128	18,595,780	12,141,668	5,217,323	35,954,771	n/a	-	(824,994)	25,882	(785,755)
Tunxis Community College	36,980,331	18,455,421	12,318,418	5,228,622	36,002,461	n/a	-	(926,902)	-	50,968
CCC System Office	21,313,012	14,910,247	7,734,192	13,064,196	35,708,635	n/a	-	13,568,407	621,208	(206,007)
Community Technical College Total	476,870,996	246,718,937	164,093,980	77,479,659	488,292,575	-	-	1,401,241	1,920,926	(8,099,413)
Charter Oak State College										
	17,429,133	8,617,387	5,227,577	3,424,107	17,269,071	-	-	-	-	160,062
Board of Regents										
	713,560	387,053	326,507	-	713,560	-	-	-	-	-
GRAND TOTAL CSCU	1,220,281,227	584,082,441	380,522,095	258,504,721	1,223,109,256	(32,437,652)	1,086,458	1,401,241	14,870,492	(17,907,490)

CONNECTICUT STATE COLLEGES & UNIVERSITIES

Expenditure Plan General & Operating Funds

FY21 Budget, FY20 Projection and Budget

ATTACHMENT D

Account Name	FY20 Budget	FY20 Projection	FY21 Budget	FY21 Bud vs. FY20 Proj	
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Inc (Dec)	Percent %
Revenue:					
Tuition (FT and PT Gross)	313,511,913	302,010,740	296,242,510	(5,768,230)	-1.90%
Student Fees	247,415,034	238,067,699	229,551,543	(8,516,156)	-3.60%
State Appropriations	289,414,175	288,837,522	306,226,681	17,389,159	6.00%
Additional State Approp (Dev Edu, Outcomes and IMRP)	10,414,729	10,424,155	9,303,222	(1,120,933)	-10.80%
Fringe Benefits Paid By State	272,515,416	261,468,341	285,618,973	24,150,633	9.20%
CCC (OF) Fringe Benefits Paid by State	24,400,000	24,400,002	36,550,000	12,149,998	49.80%
Accident Insurance	1,179,704	718,688	655,467	(63,221)	-8.80%
Housing	70,725,911	51,899,464	62,426,136	10,526,673	20.30%
Food	35,204,992	26,231,859	31,872,846	5,640,988	21.50%
All Other Revenue	26,510,169	25,851,332	21,310,444	(4,540,888)	-17.60%
Less: Contra Revenue	(10,610,329)	(9,628,574)	(9,972,042)	(343,468)	3.60%
Total Revenue	1,280,681,714	1,220,281,227	1,269,785,782	49,504,554	4.10%
Expenditures:					
Personnel Services:					
Full-Time	427,258,303	416,163,943	446,739,637	30,575,694	7.30%
Part-Time					
Lecturers (PTLs)	97,163,371	94,283,125	95,469,120	1,185,995	1.30%
Lecturer (NCLs)	7,909,989	7,013,558	7,309,650	296,093	4.20%
Permanent Part-time	3,008,578	3,059,471	2,944,333	(115,138)	-3.80%
Temporary Part-time	23,284,035	22,811,876	23,209,547	397,671	1.70%
CSU University Assistants	4,592,822	4,046,397	4,294,799	248,402	6.10%
CSU Graduate Assistants	2,403,174	4,132,408	4,256,214	123,806	3.00%
Student Labor	13,237,293	10,858,867	10,683,193	(175,675)	-1.60%
Overtime	4,904,586	4,986,912	4,889,304	(97,608)	-2.00%
All Other Personnel Services	17,156,869	16,725,883	13,584,188	(3,141,695)	-18.80%
Subtotal Personnel Services	600,919,020	584,082,441	613,379,985	29,297,545	5.00%
Fringe Benefits	399,702,926	380,522,095	415,857,071	35,334,977	9.30%
Total P.S. & Fringe Benefits	1,000,621,946	964,604,535	1,029,237,057	64,632,522	6.70%
Other Expenses:					
Inst. Financial Aid/Match	59,909,625	58,640,399	59,602,465	962,066	1.60%
Waivers	17,665,108	18,972,915	18,277,045	(695,871)	-3.70%
Utilities	32,854,088	29,557,209	31,183,811	1,626,601	5.50%
All Other Expenses	155,025,116	151,334,197	178,871,774	27,537,577	18.20%
Total Other Expenses	265,453,937	258,504,721	287,935,094	29,430,373	11.40%
Total Expenditures	1,266,075,883	1,223,109,256	1,317,172,151	94,062,895	7.70%
Addition to (Use of) Funds Before Transfers	14,605,831	(2,828,029)	(47,386,369)	(44,558,341)	1575.60%
CSU Transfers					
Debt Service	(33,727,073)	(32,437,652)	(29,312,081)	3,125,571	-9.60%
CARES Act Funding Support	-	12,949,566	-	(12,949,566)	-100.00%
CCSU Projected Reduction plans to address shortfall	-	-	5,180,519	5,180,519	NA
Total CSU Transfers	(33,727,073)	(19,488,086)	(24,131,562)	(4,643,476)	23.80%
CCC Transfers					
Transfer in	15,432,192	17,896,055	23,786,746	5,890,691	32.90%
Transfer out	(15,432,192)	(16,494,815)	(22,752,291)	(6,257,477)	37.90%
CARES Act Funding Support	-	1,920,926	12,325,512	10,404,586	541.60%
One College delayed hiring	-	-	12,943,836	12,943,836	NA
Total CCC Transfers	-	3,322,166	26,303,803	22,981,636	691.80%
Net Change Subtotal	(19,121,242)	(18,993,948)	(45,214,129)	(26,220,180)	138.00%
WCSU Foundation Reserves - Tuition Offset	-	1,086,458	245,004	(841,454)	-77.40%
CCC systemwide marketing campaign	(1,000,000)	-	-	-	NA
Net Change	(20,121,242)	(17,907,490)	(44,969,125)	(27,061,634)	151.10%

State Universities
Expenditure Plan General & Operating Funds
FY21 Budget, FY20 Projection and Budget

Account Name	FY20 Budget Dollars (\$)	FY20 Projection Dollars (\$)	FY21 Budget Dollars (\$)	FY21 Bud vs. FY20 Proj Inc (Dec)	
				Dollars (\$)	Percent %
Revenue:					
Tuition (FT and PT Gross)	178,265,034	171,685,507	163,584,933	(8,100,574)	-4.70%
Student Fees	186,084,618	179,653,777	173,439,372	(6,214,405)	-3.50%
State Appropriations	145,180,562	144,603,909	153,315,495	8,711,586	6.00%
Additional State Approp (Dev Edu, Outcomes and IMRP)	1,850,052	1,900,572	1,940,572	40,000	2.10%
Fringe Benefits Paid By State	144,628,877	134,481,635	147,182,875	12,701,240	9.40%
Accident Insurance	1,179,704	718,688	655,467	(63,221)	-8.80%
Housing	70,725,911	51,899,464	62,426,136	10,526,673	20.30%
Food	35,204,992	26,231,859	31,872,846	5,640,988	21.50%
All Other Revenue	21,510,104	21,604,495	17,948,599	(3,655,895)	-16.90%
Less: Contra Revenue	(7,832,559)	(7,512,367)	(7,574,001)	(61,634)	0.80%
Total Revenue	776,797,295	725,267,538	744,792,295	19,524,757	2.70%
Expenditures:					
Personnel Services:					
Full-Time	265,276,099	256,015,187	266,930,373	10,915,186	4.30%
Part-Time					
Lecturers (PTLs)	36,613,547	35,976,517	35,027,007	(949,511)	-2.60%
Lecturers (NCLs)	3,338,650	3,721,544	3,555,745	(165,799)	-4.50%
Perm/Intermit PT	1,383,516	1,285,539	1,389,240	103,701	8.10%
University Assistants	4,592,822	4,046,397	4,294,799	248,402	6.10%
Graduate Assistants	2,403,174	4,132,408	4,256,214	123,806	3.00%
Student Labor	10,605,811	8,708,956	8,613,692	(95,264)	-1.10%
Other Part Time	1,782,629	1,736,575	1,908,949	172,374	9.90%
Overtime	3,771,562	3,856,162	3,851,241	(4,921)	-0.10%
All Other Personnel Services (Vac, Sick, Accr Abs)	8,755,883	8,879,778	8,920,567	40,789	0.50%
Subtotal Personnel Services	338,523,693	328,359,064	338,747,827	10,388,764	3.20%
Fringe Benefits	225,584,260	210,874,031	227,139,222	16,265,191	7.70%
Total P.S. & Fringe Benefits	564,107,953	539,233,095	565,887,049	26,653,954	4.90%
Other Expenses:					
Inst. Financial Aid/Match	43,175,806	43,265,518	42,642,208	(623,310)	-1.40%
Waivers	12,959,194	13,392,165	13,410,448	18,282	0.10%
Utilities	22,813,871	19,955,189	21,659,275	1,704,086	8.50%
All Other Expenses	107,534,834	100,988,082	110,308,229	9,320,147	9.20%
Total Other Expenses	186,483,705	177,600,955	188,020,160	10,419,205	5.90%
Total Expenditures	750,591,658	716,834,050	753,907,209	37,073,160	5.20%
Addition to (Use of) Funds Before Transfers	26,205,637	8,433,488	(9,114,914)	(17,548,403)	-208.10%
Transfers, Additional Funds and Commitments					
Debt Service	(33,727,073)	(32,437,652)	(29,312,081)	3,125,571	-9.60%
CARES Act Funding Support Received	-	12,949,566	-	(12,949,566)	-100.00%
CCSU Projected Reduction plans to address shortfall	-	-	5,180,519	5,180,519	NA
Total Transfers, Additional Funds and Commitments	(33,727,073)	(19,488,086)	(24,131,562)	(4,643,476)	23.80%
Net Change Subtotal	(7,521,436)	(11,054,598)	(33,246,476)	(22,191,879)	200.70%
WCSU Foundation Reserves - Tuition Offset	-	1,086,458	245,004	(841,454)	-77.40%
Net Change	(7,521,436)	(9,968,140)	(33,001,472)	(23,033,333)	231.10%

Community Colleges
Expenditure Plan General & Operating Funds
FY21 Budget, FY20 Projection and Budget

Account Name	FY20 Budget Dollars (\$)	FY20 Projection Dollars (\$)	FY21 Budget Dollars (\$)	FY21 Bud vs. FY20 Proj Inc (Dec)	
				Dollars (\$)	Percent %
Revenue:					
Tuition (FT and PT Gross)	124,593,177	120,125,233	122,135,604	2,010,371	1.70%
Student Fees	60,620,616	57,713,922	55,568,463	(2,145,460)	-3.70%
State Appropriations	140,733,737	140,733,737	149,218,817	8,485,080	6.00%
Additional State Approp (Dev Edu, Outcomes and IMRF)	8,564,677	8,523,583	7,362,650	(1,160,933)	-13.60%
Fringe Benefits Paid By State	124,525,013	123,671,889	134,856,063	11,184,175	9.00%
OF Fringe Benefits Paid by State	24,400,000	24,400,002	36,550,000	12,149,998	49.80%
All Other Revenue	4,700,065	3,818,837	2,682,117	(1,136,720)	-29.80%
Less: Contra Revenue	(2,818,970)	(2,116,207)	(2,398,041)	(281,834)	13.30%
Total Revenue	485,318,315	476,870,996	505,975,672	29,104,676	6.10%
Expenditures:					
Personnel Services:					
Full-Time	156,283,754	154,326,629	173,567,664	19,241,034	12.50%
Part-Time					
Lecturers (PTL and ECL, 601302 and 601301)	58,049,297	55,891,230	58,069,038	2,177,808	3.90%
Contractual (NCL, 601300)	4,571,339	3,292,014	3,753,905	461,892	14.00%
Permanent Part-time (601100)	1,249,839	1,382,616	1,301,835	(80,781)	-5.80%
Temporary Part-time (601200, 02, 03, 04, 601303)	21,280,050	20,994,615	21,195,292	200,677	1.00%
Student Labor (601400, 01, 02, 601406)	2,458,177	1,919,977	1,990,726	70,748	3.70%
Overtime (601501, 601502)	1,133,024	1,130,750	1,038,063	(92,687)	-8.20%
All Other Personnel Services	8,376,986	7,781,105	4,598,399	(3,182,706)	-40.90%
Subtotal Personnel Services	253,402,466	246,718,937	265,514,922	18,795,985	7.60%
Fringe Benefits	167,978,979	164,093,980	182,201,540	18,107,560	11.00%
Total P.S. & Fringe Benefits	421,381,445	410,812,916	447,716,462	36,903,546	9.00%
Other Expenses:					
Inst. Financial Aid/Match	15,826,995	14,629,881	16,040,304	1,410,423	9.60%
Waivers	4,670,914	5,349,750	4,539,661	(810,089)	-15.10%
Utilities	9,945,254	9,517,461	9,442,005	(75,456)	-0.80%
All Other Expenses	45,156,679	47,982,567	66,495,488	18,512,921	38.60%
Total Other Expenses	75,599,842	77,479,659	96,517,458	19,037,799	24.60%
Total Expenditures	496,981,287	488,292,575	544,233,920	55,941,344	11.50%
Addition to (Use of) Funds Before Transfers	(11,662,972)	(11,421,579)	(38,258,247)	(26,836,668)	235.00%
Transfers, Additional Funds and Commitments					
CCC Transfer in	15,432,192	17,896,055	23,786,746	5,890,691	32.90%
CCC Transfer out	(15,432,192)	(16,494,815)	(22,752,291)	(6,257,477)	37.90%
CARES Act Funding Support	-	1,920,926	12,325,512	10,404,586	541.60%
Holdback	-	-	12,943,836	12,943,836	NA
Total Transfers, Additional Funds and Commitments	-	3,322,166	26,303,803	22,981,636	691.80%
Net Change Subtotal	(11,662,972)	(8,099,413)	(11,954,445)	(3,855,032)	47.60%
CCC systemwide marketing campaign	(1,000,000)	-	-	-	NA
CCC PACT			(3,000,000)		
Net Change	(12,662,972)	(8,099,413)	(14,954,445)	(6,855,032)	84.60%

Charter Oak State College and CT Distance Learning Consortium
Expenditure Plan General & Operating Funds
FY21 Budget, FY20 Projection and Budget

Account Name	FY20 Budget Dollars (\$)	FY20 Projection Dollars (\$)	FY21 Budget Dollars (\$)	FY21 Bud vs. FY20 Proj Inc (Dec)	
				Dollars (\$)	Percent %
Revenue:					
Tuition (Gross)	10,653,702	10,200,000	10,521,973	321,973	3.20%
Student Fees	709,800	700,000	543,709	(156,291)	-22.30%
State Appropriations	3,112,823	3,112,823	3,284,028	171,205	5.50%
Additional State Approp (Dev Edu, Outcomes and IMRP)	-	-	-	-	NA
Fringe Benefits Paid By State	3,050,567	2,988,310	3,218,347	230,037	7.70%
All Other Revenue	300,000	428,000	679,728	251,728	58.80%
Less: Contra Revenue	41,200	-	-	-	NA
Total Revenue	17,868,092	17,429,133	18,247,785	818,652	4.70%
Expenditures:					
Personnel Services:					
Full-Time	5,311,397	5,435,074.00	5,833,259	398,185	7.30%
Part-Time				-	NA
Lecturers	2,500,527	2,415,377	2,373,075	(42,302)	-1.80%
Permanent Part-time	375,223	391,316	253,258	(138,058)	-35.30%
Student Labor	173,305	229,934	78,775	(151,159)	-65.70%
Temporary Part Time	221,356	80,686	105,306	24,620	30.50%
Overtime	-	-	-	-	NA
All Other Personnel Services	24,000	65,000	65,222	222	0.30%
Subtotal Personnel Services	8,605,808	8,617,387	8,708,895	91,508	1.10%
Fringe Benefits	5,828,728	5,227,577	6,154,622	927,045	17.70%
Total P.S. & Fringe Benefits	14,434,536	13,844,964	14,863,517	1,018,553	7.40%
Other Expenses:					
Inst. Financial Aid/Match	906,824	745,000	919,953	174,953	23.50%
Waivers	35,000	231,000	326,936	95,936	41.50%
Utilities	94,963	84,559	82,530	(2,029)	-2.40%
All Other Expenses	2,333,603	2,363,548	2,068,057	(295,491)	-12.50%
Total Other Expenses	3,370,390	3,424,107	3,397,476	(26,631)	-0.80%
Total Expenditures	17,804,926	17,269,071	18,260,993	991,922	5.70%
Addition to (Use of) Funds Before Transfers	63,166	160,062	(13,208)	(173,270)	-108.30%
Net Change	63,166	160,062	(13,208)	(173,270)	-108.30%

Connecticut State Colleges & Universities - System Office
Expenditure Plan General & Operating Funds
FY21 Budget, FY20 Projection and Budget

Account Name	FY20 Budget Dollars (\$)	FY20 Projection Dollars (\$)	FY21 Budget Dollars (\$)	FY21 Bud vs. FY20 Proj Inc (Dec)	
				Dollars (\$)	Percent %
Revenue:					
Tuition (Gross)				-	NA
Fees				-	NA
State Appropriations	387,053	387,053	408,341	21,288	5.50%
Additional State Approp (Dev Edu, Outcomes and IMRP)	-	-	-	-	NA
Fringe Benefits Paid By State	310,959	326,507	361,688	35,181	10.80%
Sales of Educational Activities				-	NA
All Other Revenue				-	NA
Less: Contra Revenue					
Total Revenue	<u>698,012</u>	<u>713,560</u>	<u>770,029</u>	<u>56,469</u>	<u>7.90%</u>
				-	NA
Expenditures:				-	NA
Personnel Services:				-	NA
Full-Time	387,053	387,053	408,341	21,288	5.50%
Permanent Part-time	-	-	-	-	NA
Student Labor	-	-	-	-	NA
Other Part Time				-	NA
Overtime	-	-	-	-	NA
All Other Personnel Services	-	-	-	-	NA
Subtotal Personnel Services	<u>387,053</u>	<u>387,053</u>	<u>408,341</u>	<u>21,288</u>	<u>5.50%</u>
Fringe Benefits	<u>310,959</u>	<u>326,507</u>	<u>361,688</u>	<u>35,181</u>	<u>10.80%</u>
Total P.S. & Fringe Benefits	<u>698,012</u>	<u>713,560</u>	<u>770,029</u>	<u>56,469</u>	<u>7.90%</u>
Other Expenses:					
Inst. Financial Aid/Match	-	-	-	-	NA
Waivers	-	-	-	-	NA
Utilities	-	-	-	-	NA
All Other Expenses	-	-	-	-	NA
Total Other Expenses	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>NA</u>
				-	NA
Total Expenditures	<u>698,012</u>	<u>713,560</u>	<u>770,029</u>	<u>56,469</u>	<u>7.90%</u>
Addition to (Use of) Funds Before Transfers	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>NA</u>
Net Change	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>NA</u>

CONNECTICUT STATE UNIVERSITIES

Expenditure Plan (Operating E&G /Auxiliary Services/Self-Supporting)

FY21 Budget, FY20 Budget and Projection

Attachement E

	FY20 Budget	FY20 Projection	FY21 Budget	FY21 Budget. vs. Projection Inc (Dec)	
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Percent %
Revenue:					
Tuition FT and PT (Gross)	178,265,034	171,685,507	163,584,933	(8,100,574)	-4.70%
Student Fees	186,084,618	179,653,777	173,439,372	(6,214,405)	-3.50%
State Appropriations	145,180,562	144,603,909	153,315,495	8,711,586	6.00%
Additl State Appropriation (Dev Education, Outcomes and IMRP)	1,850,052	1,900,572	1,940,572	40,000	2.10%
Fringe Benefits Paid By State	144,628,877	134,481,635	147,182,875	12,701,240	9.40%
Accident Insurance	1,179,704	718,688	655,467	(63,221)	-8.80%
Housing	70,725,911	51,899,464	62,426,136	10,526,673	20.30%
Food Service	35,204,992	26,231,859	31,872,846	5,640,988	21.50%
All Other Revenue	21,510,104	21,604,495	17,948,599	(3,655,895)	-16.90%
Less: Contra Revenue	(7,832,559)	(7,512,367)	(7,574,001)	(61,634)	0.80%
Total Revenue	776,797,295	725,267,538	744,792,295	19,524,757	2.70%
Expenditures:					
Personal Services:					
Total Full Time	265,276,099	256,015,187	266,930,373	10,915,186	4.30%
Part Time:					
Lecturers (PTLs)	36,613,547	35,976,517	35,027,007	(949,511)	-2.60%
Lecturers (NCLs)	3,338,650	3,721,544	3,555,745	(165,799)	-4.50%
Perm/Intermit PT	1,383,516	1,285,539	1,389,240	103,701	8.10%
University Assistants	4,592,822	4,046,397	4,294,799	248,402	6.10%
Graduate Assistants	2,403,174	4,132,408	4,256,214	123,806	3.00%
Student Labor	10,605,811	8,708,956	8,613,692	(95,264)	-1.10%
Other Part Time	1,782,629	1,736,575	1,908,949	172,374	9.90%
Total Part Time	60,720,149	59,607,937	59,045,646	(562,291)	-0.90%
Overtime	3,771,562	3,856,162	3,851,241	(4,921)	-0.10%
All Other Personal Services	8,755,883	8,879,778	8,920,567	40,789	0.50%
Subtotal Personal Services	338,523,693	328,359,064	338,747,827	10,388,764	3.20%
Fringe Benefits	224,431,290	209,738,979	225,991,466	16,252,487	7.70%
Worker's Comp. Recovery	1,152,970	1,135,052	1,147,756	12,704	1.10%
Total P.S. & Fringe Benefits	564,107,953	539,233,095	565,887,049	26,653,954	4.90%
Other Expenses:					
Inst. Financial Aid/Match	43,175,806	43,265,518	42,642,208	(623,310)	-1.40%
Waivers	12,959,194	13,392,165	13,410,448	18,282	0.10%
Utilities	22,813,871	19,955,189	21,659,275	1,704,086	8.50%
All Other Expenses	107,534,834	100,988,082	110,308,229	9,320,147	9.20%
Total Other Expenses	186,483,705	177,600,955	188,020,160	10,419,205	5.90%
Total Expenditures	750,591,658	716,834,050	753,907,209	37,073,160	5.20%
Addition to (Use of) Funds Before Transfers	26,205,637	8,433,488	(9,114,914)	(17,548,403)	-208.10%
Designated Transfers					
Debt Service	(33,727,073)	(32,437,652)	(29,312,081)	3,125,571	-9.60%
Auxiliary Renewal and Replacement	-	-	-	-	NA
Total Designated Transfers	(33,727,073)	(32,437,652)	(29,312,081)	3,125,571	-9.60%
Other Requests, Transfers and Additional Commitments					
Transfer to SO - GF/OF swap	-	-	-	-	NA
CARES Act Funding Support Received	-	12,949,566	-	(12,949,566)	-100.00%
CCSU Projected Reduction plans to address shortfall	-	-	5,180,519	5,180,519	NA
Total Transfers and Commitments	-	12,949,566	5,180,519	(7,769,047)	-60.00%
Net Change Subtotal	(7,521,436)	(11,054,598)	(33,246,476)	(22,191,879)	200.70%
WCSU Foundation Reserves - Tuition Offset	-	1,086,458	245,004	(841,454)	-77.40%
Net Change	(7,521,436)	(9,968,140)	(33,001,472)	(23,033,333)	231.10%

CONNECTICUT STATE UNIVERSITIES

Expenditure Plan (Operating E&G /Auxiliary Services/Self-Supporting)

FY20 Budget

	CSU Total	Central	Eastern	Southern	Western	System Office
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:						
Tuition FT and PT (Gross)	178,265,034	62,951,203	26,870,991	58,271,468	30,171,372	
Student Fees	186,084,618	63,392,695	29,560,870	61,565,127	31,565,926	
State Appropriations	145,180,562	42,911,250	29,222,133	40,879,589	27,551,177	4,616,413
Additl State Appropriation (Dev Education, Outcomes anc	1,850,052	687,513	387,513	387,513	387,513	-
Fringe Benefits Paid By State	144,628,877	46,169,627	26,069,614	43,747,762	25,158,377	3,483,497
Accident Insurance	1,179,704	341,000	187,560	469,209	181,935	-
Housing	70,725,911	17,458,807	22,434,475	19,344,974	11,487,655	-
Food Service	35,204,992	12,184,415	7,309,636	9,519,258	6,191,683	-
All Other Revenue	21,510,104	9,259,949	2,349,911	5,385,681	4,514,563	-
Less: Contra Revenue	(7,832,559)	(3,091,734)	(1,057,150)	(2,415,000)	(1,268,675)	-
Total Revenue	776,797,295	252,264,725	143,335,553	237,155,581	135,941,526	8,099,910
Expenditures:						
Personal Services:						
Total Full Time	265,276,099	85,954,021	45,184,513	81,538,652	48,020,903	4,578,010
Part Time:						
Lecturers (PTLs)	36,613,547	11,310,835	5,481,172	12,373,432	7,448,108	-
Lecturers (NCLs)	3,338,650	1,525,835	300,131	1,260,000	252,684	-
Perm/Intermit PT	1,383,516	301,000	234,000	692,847	117,267	38,402
University Assistants	4,592,822	995,000	1,748,891	1,083,406	765,525	-
Graduate Assistants	2,403,174	620,580	290,000	1,275,782	216,812	-
Student Labor	10,605,811	2,742,000	2,910,337	3,087,054	1,866,420	-
Other Part Time	1,782,629	644,000	253,221	461,936	423,472	-
Total Part Time	60,720,149	18,139,250	11,217,752	20,234,457	11,090,288	38,402
Overtime	3,771,562	802,000	1,033,000	1,093,607	842,955	-
All Other Personal Services	8,755,883	2,959,352	1,505,560	2,918,282	1,307,885	64,804
Subtotal Personal Services	338,523,693	107,854,623	58,940,825	105,784,998	61,262,031	4,681,216
Fringe Benefits	224,431,290	71,032,560	41,961,388	68,760,249	39,193,597	3,483,496
Worker's Comp. Recovery	1,152,970	358,097	199,313	400,000	195,560	-
Total P.S. & Fringe Benefits	564,107,953	179,245,280	101,101,526	174,945,247	100,651,188	8,164,712
Other Expenses:						
Inst. Financial Aid/Match	43,175,806	13,820,649	11,444,282	12,304,750	5,606,125	-
Waivers	12,959,194	3,204,591	1,496,704	6,934,620	1,323,279	-
Utilities	22,813,871	6,113,662	5,109,420	7,351,500	4,239,289	-
All Other Expenses	107,534,834	36,963,457	17,881,108	28,906,927	19,636,998	4,146,344
Total Other Expenses	186,483,705	60,102,359	35,931,514	55,497,797	30,805,691	4,146,344
Total Expenditures	750,591,658	239,347,639	137,033,040	230,443,044	131,456,879	12,311,056
Addition to (Use of) Funds Before Transfers	26,205,637	12,917,086	6,302,513	6,712,537	4,484,647	(4,211,146)
Designated Transfers						
Debt Service	(33,727,073)	(11,880,500)	(7,045,446)	(8,946,746)	(5,854,381)	-
Auxiliary Renewal and Replacement	-	-	-	-	-	-
Total Designated Transfers	(33,727,073)	(11,880,500)	(7,045,446)	(8,946,746)	(5,854,381)	-
Other Requests, Transfers and Additional Commitments						
Transfer to SO - GF/OF swap	-	(1,036,586)	(1,036,586)	(1,036,586)	(1,036,586)	4,146,344
Total Transfers and Commitments	-	(1,036,586)	(1,036,586)	(1,036,586)	(1,036,586)	4,146,344
Net Change Subtotal	(7,521,436)	-	(1,779,519)	(3,270,795)	(2,406,320)	(64,802)
WCSU Foundation Reserves - Tuition Offset	-	-	-	-	-	-
Net Change	(7,521,436)	-	(1,779,519)	(3,270,795)	(2,406,320)	(64,802)

CONNECTICUT STATE UNIVERSITIES

Expenditure Plan (Operating E&G /Auxiliary Services/Self-Supporting)

FY20 Projection

	CSU Total	Central	Eastern	Southern	Western	System Office
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:						
Tuition FT and PT (Gross)	171,685,507	60,497,549	25,592,201	55,898,541	29,697,216	-
Student Fees	179,653,777	61,420,603	28,062,475	59,428,627	30,742,072	-
State Appropriations	144,603,909	42,845,944	29,076,022	40,675,191	27,413,421	4,593,331
Additl State Appropriation (Dev Education, Outcomes and	1,900,572	745,143	385,143	385,143	385,143	-
Fringe Benefits Paid By State	134,481,635	43,100,980	24,310,059	40,839,863	23,462,486	2,768,247
Accident Insurance	718,688	-	168,745	391,062	158,881	-
Housing	51,899,464	12,716,783	16,902,129	13,634,248	8,646,304	-
Food Service	26,231,859	9,115,200	5,654,586	6,893,675	4,568,398	-
All Other Revenue	21,604,495	6,694,261	2,971,805	5,481,859	6,456,570	-
Less: Contra Revenue	(7,512,367)	(3,096,558)	(1,238,657)	(1,899,710)	(1,277,442)	-
Total Revenue	725,267,538	234,039,905	131,884,508	221,728,499	130,253,048	7,361,578
Expenditures:						
Personal Services:						
Total Full Time	256,015,187	81,150,273	44,556,797	79,201,448	46,903,917	4,202,752
Part Time:						
Lecturers (PTLs)	35,976,517	11,323,126	5,182,583	12,173,432	7,297,376	-
Lecturers (NCLs)	3,721,544	1,300,000	354,032	1,400,000	667,512	-
Perm/Intermit PT	1,285,539	315,112	212,135	640,000	118,292	-
University Assistants	4,046,397	1,025,000	1,301,001	1,050,000	657,136	13,260
Graduate Assistants	4,132,408	604,800	239,880	3,087,054	200,674	-
Student Labor	8,708,956	2,730,000	2,836,754	1,275,782	1,866,420	-
Other Part Time	1,736,575	635,000	318,528	350,000	433,047	-
Total Part Time	59,607,937	17,933,038	10,444,913	19,976,268	11,240,458	13,260
Overtime	3,856,162	800,600	1,012,607	1,200,000	842,955	-
All Other Personal Services	8,879,778	2,959,552	1,542,290	3,000,000	1,307,885	70,051
Subtotal Personal Services	328,359,064	102,843,463	57,556,607	103,377,716	60,295,215	4,286,063
Fringe Benefits	209,738,979	64,951,822	38,222,675	65,000,000	38,692,238	2,872,244
Worker's Comp. Recovery	1,135,052	359,933	194,686	400,000	180,433	-
Total P.S. & Fringe Benefits	539,233,095	168,155,218	95,973,968	168,777,716	99,167,886	7,158,307
Other Expenses:						
Inst. Financial Aid/Match	43,265,518	13,617,912	11,471,991	11,961,919	6,213,696	-
Waivers	13,392,165	2,802,514	1,349,128	7,910,321	1,330,202	-
Utilities	19,955,189	5,762,141	3,971,943	5,854,211	4,366,894	-
All Other Expenses	100,988,082	37,136,840	16,140,860	26,967,680	16,596,358	4,146,344
Total Other Expenses	177,600,955	59,319,407	32,933,922	52,694,131	28,507,151	4,146,344
Total Expenditures	716,834,050	227,474,625	128,907,890	221,471,847	127,675,037	11,304,651
Addition to (Use of) Funds Before Transfers	8,433,488	6,565,280	2,976,618	256,652	2,578,011	(3,943,073)
Designated Transfers						
Debt Service	(32,437,652)	(11,594,091)	(6,679,104)	(8,348,329)	(5,816,128)	-
Auxiliary Renewal and Replacement	-	-	-	-	-	-
Total Designated Transfers	(32,437,652)	(11,594,091)	(6,679,104)	(8,348,329)	(5,816,128)	-
Other Requests, Transfers and Additional Commitments						
Transfer to SO - GF/OF swap	-	(1,036,586)	(1,036,586)	(1,036,586)	(1,036,586)	4,146,344
CARES Act Funding Support Received	12,949,566	4,504,507	2,216,863	4,100,000	2,128,196	-
Total Transfers and Commitments	12,949,566	3,467,921	1,180,277	3,063,414	1,091,610	4,146,344
Net Change Subtotal	(11,054,598)	(1,560,890)	(2,522,209)	(5,028,263)	(2,146,507)	203,271
WCSU Foundation Reserves - Tuition Offset	1,086,458	-	-	-	1,086,458	-
Net Change	(9,968,140)	(1,560,890)	(2,522,209)	(5,028,263)	(1,060,049)	203,271

CONNECTICUT STATE UNIVERSITIES
Expenditure Plan (Operating E&G /Auxiliary Services/Self-Supporting)

FY21 Budget

	CSU Total	Central	Eastern	Southern	Western	System Office
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:						
Tuition FT and PT (Gross)	163,584,933	56,328,218	26,080,550	52,911,025	28,265,140	-
Student Fees	173,439,372	58,609,862	28,235,439	56,773,052	29,821,019	-
State Appropriations	153,315,495	45,645,299	30,557,990	43,468,547	28,501,807	5,141,852
Addtl State Appropriation (Dev Education, Outcomes and	1,940,572	785,143	385,143	385,143	385,143	-
Fringe Benefits Paid By State	147,182,875	47,222,333	26,507,604	44,936,787	25,120,136	3,396,015
Accident Insurance	655,467	-	183,741	304,172	167,554	-
Housing	62,426,136	15,710,462	21,278,192	15,627,067	9,810,416	-
Food Service	31,872,846	10,963,874	7,087,902	8,575,937	5,245,133	-
All Other Revenue	17,948,599	6,597,559	2,261,692	4,720,000	4,369,349	-
Less: Contra Revenue	(7,574,001)	(3,090,895)	(1,263,430)	(2,000,000)	(1,219,676)	-
Total Revenue	744,792,295	238,771,855	141,314,823	225,701,730	130,466,021	8,537,867
Expenditures:						
Personal Services:						
Total Full Time	266,930,373	87,134,576	47,274,208	82,063,482	45,529,515	4,928,592
Part Time:						
Lecturers (PTLs)	35,027,007	11,235,213	5,441,712	11,327,021	7,023,061	-
Lecturers (NCLs)	3,555,745	1,300,000	351,648	1,323,000	581,097	-
Perm/Intermit PT	1,389,240	268,355	263,271	727,489	130,125	-
University Assistants	4,294,799	960,000	1,550,437	1,005,577	765,525	13,260
Graduate Assistants	4,256,214	604,800	250,000	3,204,602	196,812	-
Student Labor	8,613,692	2,890,000	2,617,701	1,339,571	1,766,420	-
Other Part Time	1,908,949	635,000	355,869	485,033	433,047	-
Total Part Time	59,045,646	17,893,368	10,830,638	19,412,293	10,896,087	13,260
Overtime	3,851,241	802,000	1,058,000	1,148,286	842,955	-
All Other Personal Services	8,920,567	3,029,808	1,616,713	3,064,196	1,209,850	-
Subtotal Personal Services	338,747,827	108,859,752	60,779,559	105,688,257	58,478,407	4,941,852
Fringe Benefits	225,991,466	71,191,020	42,271,348	69,743,948	39,389,135	3,396,015
Worker's Comp. Recovery	1,147,756	370,378	205,185	400,000	172,193	-
Total P.S. & Fringe Benefits	565,887,049	180,421,150	103,256,092	175,832,205	98,039,735	8,337,867
Other Expenses:						
Inst. Financial Aid/Match	42,642,208	14,134,300	11,396,109	11,196,392	5,915,407	-
Waivers	13,410,448	3,202,530	1,395,714	7,532,640	1,279,564	-
Utilities	21,659,275	5,762,141	4,325,899	7,051,500	4,519,735	-
All Other Expenses	110,308,229	37,538,596	18,720,119	29,981,361	19,638,997	4,429,156
Total Other Expenses	188,020,160	60,637,567	35,837,841	55,761,893	31,353,703	4,429,156
Total Expenditures	753,907,209	241,058,717	139,093,933	231,594,098	129,393,438	12,767,023
Addition to (Use of) Funds Before Transfers	(9,114,914)	(2,286,862)	2,220,890	(5,892,369)	1,072,583	(4,229,156)
Designated Transfers						
Debt Service	(29,312,081)	(8,836,368)	(6,937,812)	(7,970,572)	(5,567,329)	-
Auxiliary Renewal and Replacement	-	-	-	-	-	-
Total Designated Transfers	(29,312,081)	(8,836,368)	(6,937,812)	(7,970,572)	(5,567,329)	-
Other Requests, Transfers and Additional Commitments						
Transfer to SO - GF/OF swap	-	(1,057,289)	(1,057,289)	(1,057,289)	(1,057,289)	4,229,156
CARES Act Funding Support	-	-	-	-	-	-
Reduction plans to address shortfall	5,180,519	5,180,519	-	-	-	-
Total Transfers and Commitments	5,180,519	4,123,230	(1,057,289)	(1,057,289)	(1,057,289)	4,229,156
Net Change Subtotal	(33,246,476)	(7,000,000)	(5,774,211)	(14,920,230)	(5,552,035)	(0)
WCSU Foundation Reserves - Tuition Offset	245,004	-	-	-	245,004	-
Net Change	(33,001,472)	(7,000,000)	(5,774,211)	(14,920,230)	(5,307,031)	(0)

CENTRAL CONNECTICUT STATE UNIVERSITY

Expenditure Plan (Operating E&G /Auxiliary Services/Self-Supporting)

FY21 Budget, FY20 Budget and Projection

	FY20 Budget	FY20 Projection	FY21 Budget	FY21 Budget vs. FY20 Projection	
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Inc (Dec)	Percent %
Revenue:					
Tuition (Gross)	49,881,281	48,116,453	44,856,831	(3,259,622)	-6.80%
Part Time Tuition (Gross)	13,069,922	12,381,096	11,471,387	(909,709)	-7.30%
General University Fee (PT students)	12,466,406	11,671,504	10,882,388	(789,116)	-6.80%
University General Fee (excluding Accident Ins.)	29,731,000	29,040,000	27,209,000	(1,831,000)	-6.30%
University Fee (DS)	7,273,000	7,021,000	6,438,000	(583,000)	-8.30%
Extension Fee (Gross)	11,106,331	11,051,809	11,394,684	342,875	3.10%
All Other Student Fees	2,815,958	2,636,290	2,685,790	49,500	1.90%
Accident Insurance	341,000	-	-	-	NA
State Appropriations	42,911,250	42,845,944	45,645,299	2,799,355	6.50%
Additl State Appropriation (Dev Education, Outcomes and IMRP)	687,513	745,143	785,143	40,000	5.40%
Fringe Benefits Paid By State	46,169,627	43,100,980	47,222,333	4,121,353	9.60%
Housing	17,458,807	12,716,783	15,710,462	2,993,679	23.50%
Food Service	12,184,415	9,115,200	10,963,874	1,848,674	20.30%
All Other Revenue	9,259,949	6,694,261	6,597,559	(96,703)	-1.40%
Less: Contra Revenue	(3,091,734)	(3,096,558)	(3,090,895)	5,663	-0.20%
Total Revenue	252,264,725	234,039,905	238,771,855	4,731,950	2.00%
Expenditures:					
Personal Services:					
Total Full Time	85,954,021	81,150,273	87,134,576	5,984,303	7.40%
Part Time:					
Lecturers (PTLs)	11,310,835	11,323,126	11,235,213	(87,913)	-0.80%
Lecturers (NCLs)	1,525,835	1,300,000	1,300,000	-	0.00%
Perm/Intermit PT	301,000	315,112	268,355	(46,757)	-14.80%
University Assistants	995,000	1,025,000	960,000	(65,000)	-6.30%
Graduate Assistants	620,580	604,800	604,800	-	0.00%
Student Labor	2,742,000	2,730,000	2,890,000	160,000	5.90%
Other Part Time	644,000	635,000	635,000	-	0.00%
Total Part Time	18,139,250	17,933,038	17,893,368	(39,670)	-0.20%
Overtime	802,000	800,600	802,000	1,400	0.20%
All Other Personal Services	2,959,352	2,959,552	3,029,808	70,256	2.40%
Subtotal Personal Services	107,854,623	102,843,463	108,859,752	6,016,289	5.80%
Fringe Benefits	71,032,560	64,951,822	71,191,020	6,239,198	9.60%
Worker's Comp. Recovery	358,097	359,933	370,378	10,445	2.90%
Total P.S. & Fringe Benefits	179,245,280	168,155,218	180,421,150	12,265,932	7.30%
Other Expenses:					
Inst. Financial Aid/Match	13,820,649	13,617,912	14,134,300	516,388	3.80%
Waivers	3,204,591	2,802,514	3,202,530	400,016	14.30%
Utilities	6,113,662	5,762,141	5,762,141	-	0.00%
All Other Expenses	36,963,457	37,136,840	37,538,596	401,756	1.10%
Total Other Expenses	60,102,359	59,319,407	60,637,567	1,318,160	2.20%
Total Expenditures	239,347,639	227,474,625	241,058,717	13,584,092	6.00%
Addition to (Use of) Funds Before Transfers	12,917,086	6,565,280	(2,286,862)	(8,852,142)	-134.80%
Designated Transfers					
Debt Service (University Fee)	(7,160,000)	(6,908,000)	(6,325,000)	583,000	-8.40%
Debt Service Residence Halls	(4,000,000)	(4,000,000)	(1,000,000)	3,000,000	-75.00%
Debt Service Parking Garage (Welte & W/D Design)	(720,500)	(686,091)	(791,118)	(105,027)	15.30%
Debt Service Parking Garage (W/D Garage Construction)	-	-	(720,250)	(720,250)	NA
Auxiliary Renewal and Replacement	-	-	-	-	NA
Total Designated Transfers	(11,880,500)	(11,594,091)	(8,836,368)	2,757,723	-23.80%
Other Requests, Transfers and Additional Commitments					
Transfer to SO - GF/OF swap	(1,036,586)	(1,036,586)	(1,057,289)	(20,703)	2.00%
CARES Act Funding Support Received	-	4,504,507	-	(4,504,507)	-100.00%
Projected reduction plan to address shortfall	-	-	5,180,519	5,180,519	NA
Total Transfers and Commitments	(1,036,586)	3,467,921	4,123,230	655,309	18.90%
Net Change	-	(1,560,890)	(7,000,000)	(5,439,110)	348.50%

EASTERN CONNECTICUT STATE UNIVERSITY

Expenditure Plan (Operating E&G /Auxiliary Services/Self-Supporting)

FY21 Budget, FY20 Budget and Projection

	FY20 Budget	FY20 Projection	FY21 Budget	FY21 Budget vs. FY20 Project	
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Percent %
Revenue:					
Tuition (Gross)	25,102,923	23,989,835	24,498,230	508,395	2.10%
Part Time Tuition (Gross)	1,768,068	1,602,366	1,582,320	(20,046)	-1.30%
General University Fee (PT students)	1,997,565	1,818,480	1,760,142	(58,338)	-3.20%
University General Fee (excluding Accident Ins.)	19,835,512	18,855,580	19,098,191	242,611	1.30%
University Fee (DS)	3,950,130	3,753,747	3,765,874	12,127	0.30%
Extension Fee (Gross)	2,776,294	2,846,383	2,834,850	(11,533)	-0.40%
All Other Student Fees	1,001,369	788,285	776,382	(11,903)	-1.50%
Accident Insurance	187,560	168,745	183,741	14,996	8.90%
State Appropriations	29,222,133	29,076,022	30,557,990	1,481,968	5.10%
Additl State Appropriation (Dev Education, Outcomes and IMRP)	387,513	385,143	385,143	-	0.00%
Fringe Benefits Paid By State	26,069,614	24,310,059	26,507,604	2,197,545	9.00%
Housing	22,434,475	16,902,129	21,278,192	4,376,063	25.90%
Food Service	7,309,636	5,654,586	7,087,902	1,433,316	25.30%
All Other Revenue	2,349,911	2,971,805	2,261,692	(710,113)	-23.90%
Less: Contra Revenue	(1,057,150)	(1,238,657)	(1,263,430)	(24,773)	2.00%
Total Revenue	143,335,553	131,884,508	141,314,823	9,430,315	7.20%
Expenditures:					
Personal Services:					
Total Full Time	45,184,513	44,556,797	47,274,208	2,717,411	6.10%
Part Time:					
Lecturers (PTLs)	5,481,172	5,182,583	5,441,712	259,129	5.00%
Lecturers (NCLs)	300,131	354,032	351,648	(2,384)	-0.70%
Perm/Intermit PT	234,000	212,135	263,271	51,136	24.10%
University Assistants	1,748,891	1,301,001	1,550,437	249,436	19.20%
Graduate Assistants	290,000	239,880	250,000	10,120	4.20%
Student Labor	2,910,337	2,836,754	2,617,701	(219,053)	-7.70%
Other Part Time	253,221	318,528	355,869	37,341	11.70%
Total Part Time	11,217,752	10,444,913	10,830,638	385,725	3.70%
Overtime	1,033,000	1,012,607	1,058,000	45,393	4.50%
All Other Personal Services	1,505,560	1,542,290	1,616,713	74,423	4.80%
Subtotal Personal Services	58,940,825	57,556,607	60,779,559	3,222,952	5.60%
Fringe Benefits	41,961,388	38,222,675	42,271,348	4,048,673	10.60%
Worker's Comp. Recovery	199,313	194,686	205,185	10,499	5.40%
Total P.S. & Fringe Benefits	101,101,526	95,973,968	103,256,092	7,282,124	7.60%
Other Expenses:					
Inst. Financial Aid/Match	11,444,282	11,471,991	11,396,109	(75,882)	-0.70%
Waivers	1,496,704	1,349,128	1,395,714	46,586	3.50%
Utilities	5,109,420	3,971,943	4,325,899	353,956	8.90%
All Other Expenses	17,881,108	16,140,860	18,720,119	2,579,259	16.00%
Total Other Expenses	35,931,514	32,933,922	35,837,841	2,903,919	8.80%
Total Expenditures	137,033,040	128,907,890	139,093,933	10,186,043	7.90%
Addition to (Use of) Funds Before Transfers	6,302,513	2,976,618	2,220,890	(755,728)	-25.40%
Designated Transfers					
Debt Service (University Fee)	(3,914,101)	(3,703,747)	(3,715,712)	(11,965)	0.30%
Debt Service Residence Halls	(2,768,130)	(2,630,358)	(2,724,727)	(94,369)	3.60%
Debt Service Parking Garage	(363,215)	(344,999)	(497,373)	(152,374)	44.20%
Auxiliary Renewal and Replacement	-	-	-	-	NA
Total Designated Transfers	(7,045,446)	(6,679,104)	(6,937,812)	(258,708)	3.90%
Transfers and Additional Commitments					
Transfer to SO - GF/OF swap	(1,036,586)	(1,036,586)	(1,057,289)	(20,703)	2.00%
CARES Act Funding Support Received	-	2,216,863	-	(2,216,863)	-100.00%
Total Transfers and Commitments	(1,036,586)	1,180,277	(1,057,289)	(2,237,566)	-189.60%
Net Change	(1,779,519)	(2,522,209)	(5,774,211)	(3,252,002)	128.90%

SOUTHERN CONNECTICUT STATE UNIVERSITY

Expenditure Plan (Operating E&G /Auxiliary Services/Self-Supporting)

FY21 Budget, FY20 Budget and Projection

	FY20 Budget	FY20 Projection	FY21 Budget	FY21 Budget vs. FY20 Projec	
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Inc (Dec)	
				Dollars (\$)	Percent %
Revenue:					
Tuition (Gross)	48,693,459	47,789,249	44,648,322	(3,140,927)	-6.60%
Part Time Tuition (Gross)	9,578,009	8,109,292	8,262,703	153,411	1.90%
General University Fee (PT students)	9,745,838	9,069,335	9,239,462	170,127	1.90%
University General Fee (excluding Accident Ins.)	30,595,812	30,274,948	28,884,426	(1,390,522)	-4.60%
University Fee (DS)	7,121,746	7,023,329	6,445,572	(577,757)	-8.20%
Extension Fee (Gross)	11,301,731	11,050,314	10,393,961	(656,353)	-5.90%
All Other Student Fees	2,800,000	2,010,701	1,809,631	(201,070)	-10.00%
Accident Insurance	469,209	391,062	304,172	(86,890)	-22.20%
State Appropriations	40,879,589	40,675,191	43,468,547	2,793,356	6.90%
Additl State Appropriation (Dev Education, Outcomes and IMRP)	387,513	385,143	385,143	-	0.00%
Fringe Benefits Paid By State	43,747,762	40,839,863	44,936,787	4,096,924	10.00%
Housing	19,344,974	13,634,248	15,627,067	1,992,819	14.60%
Food Service	9,519,258	6,893,675	8,575,937	1,682,262	24.40%
All Other Revenue	5,385,681	5,481,859	4,720,000	(761,859)	-13.90%
Less: Contra Revenue	(2,415,000)	(1,899,710)	(2,000,000)	(100,290)	5.30%
Total Revenue	237,155,581	221,728,499	225,701,730	3,973,231	1.80%
Expenditures:					
Personal Services:					
Total Full Time	81,538,652	79,201,448	82,063,482	2,862,034	3.60%
Part Time:					
Lecturers (PTLs)	12,373,432	12,173,432	11,327,021	(846,411)	-7.00%
Lecturers (NCLs)	1,260,000	1,400,000	1,323,000	(77,000)	-5.50%
Perm/Intermit PT	692,847	640,000	727,489	87,489	13.70%
University Assistants	1,083,406	1,050,000	1,005,577	(44,423)	-4.20%
Graduate Assistants	1,275,782	3,087,054	3,204,602	117,548	3.80%
Student Labor	3,087,054	1,275,782	1,339,571	63,789	5.00%
Other Part Time	461,936	350,000	485,033	135,033	38.60%
Total Part Time	20,234,457	19,976,268	19,412,293	(563,975)	-2.80%
Overtime	1,093,607	1,200,000	1,148,286	(51,714)	-4.30%
All Other Personal Services	2,918,282	3,000,000	3,064,196	64,196	2.10%
Subtotal Personal Services	105,784,998	103,377,716	105,688,257	2,310,541	2.20%
Fringe Benefits	68,760,249	65,000,000	69,743,948	4,743,948	7.30%
Worker's Comp. Recovery	400,000	400,000	400,000	-	0.00%
Total P.S. & Fringe Benefits	174,945,247	168,777,716	175,832,205	7,054,489	4.20%
Other Expenses:					
Inst. Financial Aid/Match	12,304,750	11,961,919	11,196,392	(765,527)	-6.40%
Waivers	6,934,620	7,910,321	7,532,640	(377,681)	-4.80%
Utilities	7,351,500	5,854,211	7,051,500	1,197,289	20.50%
All Other Expenses	28,906,927	26,967,680	29,981,361	3,013,681	11.20%
Total Other Expenses	55,497,797	52,694,131	55,761,893	3,067,762	5.80%
Total Expenditures	230,443,044	221,471,847	231,594,098	10,122,251	4.60%
Addition to (Use of) Funds Before Transfers	6,712,537	256,652	(5,892,369)	(6,149,021)	-2395.90%
Designated Transfers					
Debt Service (University Fee)	(6,946,746)	(6,848,329)	(6,270,572)	577,757	-8.40%
Debt Service Residence Halls	(1,000,000)	(600,000)	(800,000)	(200,000)	33.30%
Debt Service Parking Garage	(1,000,000)	(900,000)	(900,000)	-	0.00%
Auxiliary Renewal and Replacement	-	-	-	-	NA
Total Designated Transfers	(8,946,746)	(8,348,329)	(7,970,572)	377,757	-4.50%
Transfers and Additional Commitments					
Transfer to SO - GF OF swap	(1,036,586)	(1,036,586)	(1,057,289)	(20,703)	2.00%
Housing & Food Refunds Spring 2020 COVID 19	-	-	-	-	NA
CARES Act Funding Support Received	-	4,100,000	-	(4,100,000)	-100.00%
Total Transfers and Commitments	(1,036,586)	3,063,414	(1,057,289)	(4,120,703)	-134.50%
Net Change	(3,270,795)	(5,028,263)	(14,920,230)	(9,891,967)	196.70%

WESTERN CONNECTICUT STATE UNIVERSITY

Expenditure Plan (Operating E&G /Auxiliary Services/Self-Supporting)

FY21 Budget, FY20 Budget and Projection

	FY20 Budget	FY20 Projection	FY21 Budget	FY21 Budget vs. FY20 Project	
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Inc (Dec)	Percent %
Revenue:					
Tuition (Gross)	24,811,114	24,437,356	22,795,251	(1,642,105)	-6.70%
Part Time Tuition (Gross)	5,360,258	5,259,860	5,469,889	210,029	4.00%
General University Fee (PT students)	4,820,849	4,532,082	4,715,642	183,560	4.10%
University General Fee (excluding Accident Ins.)	17,024,216	16,941,307	15,734,987	(1,206,320)	-7.10%
University Fee (DS)	3,769,557	3,702,210	3,444,809	(257,401)	-7.00%
Extension Fee (Gross)	3,906,654	3,723,843	3,890,275	166,432	4.50%
All Other Student Fees	2,044,650	1,842,630	2,035,306	192,676	10.50%
Accident Insurance	181,935	158,881	167,554	8,673	5.50%
State Appropriations	27,551,177	27,413,421	28,501,807	1,088,386	4.00%
Additl State Appropriation (Dev Education, Outcomes and IMRP)	387,513	385,143	385,143	-	0.00%
Fringe Benefits Paid By State	25,158,377	23,462,486	25,120,136	1,657,650	7.10%
Housing	11,487,655	8,646,304	9,810,416	1,164,112	13.50%
Food Service	6,191,683	4,568,398	5,245,133	676,736	14.80%
All Other Revenue	4,514,563	6,456,570	4,369,349	(2,087,221)	-32.30%
Less: Contra Revenue	(1,268,675)	(1,277,442)	(1,219,676)	57,766	-4.50%
Total Revenue	135,941,526	130,253,048	130,466,021	212,973	0.20%
Expenditures:					
Personal Services:					
Total Full Time	48,020,903	46,903,917	45,529,515	(1,374,402)	-2.90%
Part Time:					
Lecturers (PTLs)	7,448,108	7,297,376	7,023,061	(274,316)	-3.80%
Lecturers (NCLs)	252,684	667,512	581,097		
Perm/Intermit PT	117,267	118,292	130,125	11,833	10.00%
University Assistants	765,525	657,136	765,525	108,389	16.50%
Graduate Assistants	216,812	200,674	196,812	(3,862)	-1.90%
Student Labor	1,866,420	1,866,420	1,766,420	(100,000)	-5.40%
Other Part Time	423,472	433,047	433,047	-	0.00%
Total Part Time	11,090,288	11,240,458	10,896,087	(344,371)	-3.10%
Overtime	842,955	842,955	842,955	-	0.00%
All Other Personal Services	1,307,885	1,307,885	1,209,850	(98,035)	-7.50%
Subtotal Personal Services	61,262,031	60,295,215	58,478,407	(1,816,808)	-3.00%
Fringe Benefits	39,193,597	38,692,238	39,389,135	696,897	1.80%
Worker's Comp. Recovery	195,560	180,433	172,193	(8,240)	-4.60%
Total P.S. & Fringe Benefits	100,651,188	99,167,886	98,039,735	(1,128,151)	-1.10%
Other Expenses:					
Inst. Financial Aid/Match	5,606,125	6,213,696	5,915,407	(298,289)	-4.80%
Waivers	1,323,279	1,330,202	1,279,564	(50,639)	-3.80%
Utilities	4,239,289	4,366,894	4,519,735	152,841	3.50%
All Other Expenses	19,636,998	16,596,358	19,638,997	3,042,639	18.30%
Total Other Expenses	30,805,691	28,507,151	31,353,703	2,846,552	10.00%
Total Expenditures	131,456,879	127,675,037	129,393,438	1,718,401	1.30%
Addition to (Use of) Funds Before Transfers	4,484,647	2,578,011	1,072,583	(1,505,428)	-58.40%
Designated Transfers					
Debt Service (University Fee)	(3,731,861)	(3,653,105)	(3,444,809)	208,296	-5.70%
Debt Service Residence Halls	(1,370,086)	(1,365,757)	(1,370,086)	(4,329)	0.30%
Debt Service Parking Garage	(681,460)	(723,802)	(681,460)	42,342	-5.80%
Debt Service WS Parking Garage	(70,974)	(73,464)	(70,974)	2,490	-3.40%
Auxiliary Renewal and Replacement	-	-	-	-	NA
Total Designated Transfers	(5,854,381)	(5,816,128)	(5,567,329)	248,799	-4.30%
Transfers and Additional Commitments					
Transfer to SO - GF OF swap	(1,036,586)	(1,036,586)	(1,057,289)	(20,703)	2.00%
CARES Act Funding Support Received	-	2,128,196	-	(2,128,196)	-100.00%
Total Transfers and Commitments	(1,036,586)	1,091,610	(1,057,289)	(2,148,899)	-196.90%
Net Change Subtotal	(2,406,320)	(2,146,507)	(5,552,035)	(3,405,528)	158.70%
WCSU Foundation Reserves - Tuition Offset	-	1,086,458	245,004	(841,454)	-77.40%
Net Change	(2,406,320)	(1,060,049)	(5,307,031)	(4,246,982)	400.60%

SYSTEM OFFICE/SYSTEMWIDE/MANDATES

Expenditure Plan (Operating E&G /Auxiliary Services/Self-Supporting)

FY21 Budget, FY20 Budget and Projection

	FY20 Budget	FY20 Projection	FY21 Budget	FY21 Budget vs. FY20 Proj	
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Inc (Dec)	
				Dollars (\$)	Percent %
Revenue:					
Tuition (Gross)	-	-	-	-	NA
Part Time Tuition (Gross)	-	-	-	-	NA
General University Fee (PT students)	-	-	-	-	NA
University General Fee (excluding Accident Ins.)	-	-	-	-	NA
University Fee (DS)	-	-	-	-	NA
Extension Fee (Gross)	-	-	-	-	NA
All Other Student Fees	-	-	-	-	NA
Accident Insurance	-	-	-	-	NA
State Appropriations	4,616,413	4,593,331	5,141,852	548,521	11.90%
Additl State Appropriation (Dev Education, Outcomes and IMRP)	-	-	-	-	NA
Fringe Benefits Paid By State	3,483,497	2,768,247	3,396,015	627,768	22.70%
Housing	-	-	-	-	NA
Food Service	-	-	-	-	NA
All Other Revenue	-	-	-	-	NA
Less: Contra Revenue	-	-	-	-	NA
Total Revenue	8,099,910	7,361,578	8,537,867	1,176,289	16.00%
Expenditures:					
Personal Services:					
Total Full Time	4,578,010	4,202,752	4,928,592	725,840	17.30%
Part Time:					
Lecturers (PTLs)	-	-	-	-	NA
Lecturers (NCLs)	-	-	-	-	NA
Perm/Intermit PT	38,402	-	-	-	NA
University Assistants	-	13,260	13,260	-	0.00%
Graduate Assistants	-	-	-	-	NA
Student Labor	-	-	-	-	NA
Other Part Time	-	-	-	-	NA
Total Part Time	38,402	13,260	13,260	-	0.00%
Overtime	-	-	-	-	NA
All Other Personal Services	64,804	70,051	-	(70,051)	-100.00%
Subtotal Personal Services	4,681,216	4,286,063	4,941,852	655,789	15.30%
Fringe Benefits	3,483,496	2,872,244	3,396,015	523,771	18.20%
Worker's Comp. Recovery	-	-	-	-	NA
Total P.S. & Fringe Benefits	8,164,712	7,158,307	8,337,867	1,179,560	16.50%
Other Expenses:					
Inst. Financial Aid/Match	-	-	-	-	NA
Waivers	-	-	-	-	NA
Utilities	-	-	-	-	NA
All Other Expenses	4,146,344	4,146,344	4,429,156	282,812	6.80%
Total Other Expenses	4,146,344	4,146,344	4,429,156	282,812	6.80%
Total Expenditures	12,311,056	11,304,651	12,767,023	1,462,372	12.90%
Addition to (Use of) Funds Before Transfers	(4,211,146)	(3,943,073)	(4,229,156)	(286,083)	7.30%
Transfers and Additional Commitments					
Transfer to SO - GF OF swap	4,146,344	4,146,344	4,229,156	82,812	2.00%
Other Transfers to Univ	-	-	-	-	NA
FY18 Longevity Pay Set Aside for FY19	-	-	-	-	NA
Total Transfers and Commitments	4,146,344	4,146,344	4,229,156	82,812	2.00%
Net Change	(64,802)	203,271	(0)	(203,271)	-100.00%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY21 Budget, FY20 Revised Budget and Projection

ATTACHMENT F

Colleges: Consolidated

Account Name	FY20 Revised Budget Dollars (\$)	FY20 Projection Dollars (\$)	FY21 Budget Dollars (\$)	FY21 Budget vs. FY20 Projection Inc(Dec)	
				Dollars (\$)	Percent (%)
Revenue:					
Tuition (Gross)	124,593,177	120,125,233	122,135,604	2,010,371	1.70%
Fees	60,620,616	57,713,922	55,568,463	(2,145,460)	-3.70%
State Appropriations	140,733,737	140,733,737	149,218,817	8,485,080	6.00%
Addtl State Appropriation (Dev Edu and Outcomes)	8,564,677	8,523,583	7,362,650	(1,160,933)	-13.60%
GF Fringe Benefits Paid by State	124,525,013	123,671,889	134,856,063	11,184,175	9.00%
OF Fringe Benefits Paid by State	24,400,000	24,400,002	36,550,000	12,149,998	49.80%
Private Gifts, Grants and Contracts	109,605	122,337	123,500	1,163	1.00%
Sales of Educational Activities	691,580	490,085	608,557	118,473	24.20%
All Other Revenue	3,898,880	3,206,415	1,950,059	(1,256,356)	-39.20%
Less Contra Revenue	(2,818,970)	(2,116,207)	(2,398,041)	(281,834)	13.30%
Total Revenue	485,318,315	476,870,996	505,975,672	29,104,676	6.10%
Expenditures:					
Personnel Services:					
Full Time (601000)	156,283,754	154,326,629	173,567,664	19,241,034	12.50%
Continuing Part Time (601100)	1,249,839	1,382,616	1,301,835	(80,781)	-5.80%
Temporary Part Time (601200, 02, 03, 04, 601303)	21,280,050	20,994,615	21,195,292	200,677	1.00%
Clinical EA (601201)	6,227,322	5,778,918	6,471,758	692,839	12.00%
Contractual PTL (601302)	43,948,027	42,413,777	44,353,757	1,939,980	4.60%
Contractual NCL (601300)	4,571,339	3,292,014	3,753,905	461,892	14.00%
Contractual ECL (601301)	7,873,948	7,698,535	7,243,524	(455,012)	-5.90%
Student Labor (601400, 01, 02, 601406)	2,458,177	1,919,977	1,990,726	70,748	3.70%
Overtime (601501, 601502)	1,133,024	1,130,750	1,038,063	(92,687)	-8.20%
All Other Personnel Services	8,376,986	7,781,105	4,598,399	(3,182,706)	-40.90%
Subtotal Personnel Services	253,402,466	246,718,937	265,514,922	18,795,985	7.60%
Fringe Benefits	167,978,979	164,093,980	182,201,540	18,107,560	11.00%
Total P.S. & Fringe Benefits	421,381,445	410,812,916	447,716,462	36,903,546	9.00%
Other Expenses:					
Inst. Financial Aid/Match	15,826,995	14,629,881	16,040,304	1,410,423	9.60%
Waivers	4,670,914	5,349,750	4,539,661	(810,089)	-15.10%
Utilities	9,945,254	9,517,461	9,442,005	(75,456)	-0.80%
All Other Expenses	45,156,679	47,982,567	66,495,488	18,512,921	38.60%
Total Other Expenses	75,599,842	77,479,659	96,517,458	19,037,799	24.60%
Total Expenditures	496,981,287	488,292,575	544,233,920	55,941,344	11.50%
Addition to (Use of) Funds Before Transfers	(11,662,972)	(11,421,579)	(38,258,247)	(26,836,668)	235.00%
Transfers, Additional Funds and Commitments					
Transfer in	15,432,192	17,896,055	23,786,746	5,890,691	32.90%
Transfer out	(15,432,192)	(16,494,815)	(22,752,291)	(6,257,477)	37.90%
CARES Act Funding Support	-	1,920,926	12,325,512	10,404,586	541.60%
One College delayed hiring	-	-	12,943,836	12,943,836	NA
Total Transfers, Additional Funds and Commitments	-	3,322,166	26,303,803	22,981,636	691.80%
Net Change Subtotal	(11,662,972)	(8,099,413)	(11,954,445)	(3,855,032)	47.60%
CCC systemwide marketing campaign	(1,000,000)	-	-	-	NA
PACT	-	-	(3,000,000)		
Net Change	(12,662,972)	(8,099,413)	(14,954,445)	(6,855,032)	84.60%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY20 Revised Budget
All Colleges Consolidating

Account Name	Consolidated	System Office	Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Naugatuck	Norwalk	Northwestern	Quinebaug	Three Rivers	Tunxis
Revenue:														
Tuition (Gross)	124,593,177	-	4,174,449	8,393,540	17,693,558	13,769,000	14,668,142	6,771,695	16,919,489	14,378,341	3,303,079	3,439,155	10,237,101	10,845,628
Fees	60,620,616	-	4,318,483	5,005,657	7,774,553	3,900,000	8,101,172	3,264,387	7,640,996	7,252,248	1,135,651	1,835,324	4,953,695	5,438,450
State Appropriations	140,733,737	12,730,739	6,751,709	9,618,861	16,835,104	12,250,406	14,426,503	7,111,377	16,555,280	13,089,321	5,885,404	5,828,684	9,933,369	9,716,980
Addtl State Appropriation (Dev Edu and Outco	8,564,677	-	295,107	632,923	1,096,780	855,775	1,121,863	561,734	1,044,070	908,971	240,754	364,632	649,763	792,305
GF Fringe Benefits Paid by State	124,525,013	8,344,275	6,212,588	8,980,009	14,647,980	11,062,560	13,603,382	6,374,923	15,433,282	11,168,504	5,322,348	5,268,290	9,054,705	9,052,167
OF Fringe Benefits Paid by State	24,400,000	-	855,369	2,065,871	3,036,938	2,282,699	3,686,391	1,054,779	3,965,582	2,481,750	454,504	394,946	2,072,110	2,049,061
Private Gifts, Grants and Contracts	109,605	-	-	-	-	-	-	6,705	-	-	100,000	-	-	2,900
Sales of Educational Activities	691,580	-	9,000	35,000	45,000	130,000	9,000	3,050	127,180	190,000	-	-	-	143,350
All Other Revenue	3,898,880	-	248,750	233,400	515,000	275,000	376,750	205,000	303,645	295,400	56,131	228,500	746,994	414,310
Less Contra Revenue	(2,818,970)	-	(121,042)	(280,000)	(372,665)	(225,000)	(308,000)	(184,214)	(270,748)	(294,000)	(138,555)	(76,746)	(323,000)	(225,000)
Total Revenue	485,318,315	21,075,014	22,744,413	34,685,261	61,272,248	44,300,440	55,685,203	25,169,436	61,718,776	49,470,535	16,359,316	17,282,785	37,324,737	38,230,151
Expenditures:														
Personnel Services:														
Full Time (601000)	156,283,754	11,604,439	4,890,898	12,374,280	16,991,670	14,893,104	17,403,774	8,532,293	20,141,946	16,629,636	6,523,155	5,435,318	10,674,204	10,189,037
Continuing Part Time (601100)	1,249,839	10,766	28,344	-	60,267	153,900	-	(44,738)	194,210	185,571	-	334,804	-	326,715
Temporary Part Time (601200, 02, 03, 04, 601	21,280,050	617,975	3,370,760	1,303,382	2,875,505	1,471,725	2,647,195	568,591	2,192,842	1,228,327	82,949	982,915	1,736,193	2,201,691
Clinical EA (601201)	6,227,322	-	-	1,462,642	1,128,792	-	102,052	-	1,369,744	941,396	320,060	-	648,869	253,767
Contractual PTL (601302)	43,948,027	-	1,559,818	2,536,710	6,698,426	4,230,362	4,962,720	2,497,383	5,829,786	4,827,440	1,145,641	1,424,166	3,950,011	4,285,564
Contractual NCL (601300)	4,571,339	-	441,965	442,000	366,742	195,175	450,000	137,720	394,200	749,365	44,616	240,648	638,170	470,738
Contractual ECL (601301)	7,873,948	-	862,144	465,500	1,087,638	467,281	1,290,307	506,002	860,052	842,110	107,467	77,176	488,209	820,062
Student Labor (601400, 01, 02, 601406)	2,458,177	26,080	111,900	38,000	650,000	228,000	250,000	225,843	171,155	332,000	36,129	16,667	231,000	141,403
Overtime (601501, 601502)	1,133,024	-	28,200	52,290	248,639	150,000	90,000	25,000	334,562	65,000	20,729	39,586	18,230	60,788
All Other Personnel Services	8,376,986	3,416,194	115,292	491,000	438,080	640,000	670,000	263,180	336,072	810,720	2,753	252,408	544,009	397,278
Subtotal Personnel Services	253,402,466	15,675,454	11,409,321	19,165,804	30,545,759	22,429,547	27,866,048	12,711,274	31,824,569	26,611,565	8,283,499	8,803,688	18,928,895	19,147,043
Fringe Benefits	167,978,979	8,134,938	7,734,953	13,271,352	19,888,915	14,874,702	20,379,378	8,431,272	22,378,391	15,424,485	6,249,407	6,136,673	12,470,487	12,604,026
Total P.S. & Fringe Benefits	421,381,445	23,810,392	19,144,274	32,437,156	50,434,674	37,304,249	48,245,426	21,142,546	54,202,960	42,036,050	14,532,906	14,940,361	31,399,382	31,751,069
Other Expenses:														
Inst. Financial Aid/Match	15,826,995	-	488,061	1,050,000	2,230,289	1,962,600	2,115,021	1,015,754	1,203,000	1,987,412	264,518	487,140	1,457,106	1,566,094
Waivers	4,670,914	-	172,560	245,000	452,303	460,000	260,000	214,996	1,537,985	657,200	229,820	61,050	200,000	180,000
Utilities	9,945,254	2,900	406,584	770,218	960,000	1,107,363	1,200,000	350,000	1,420,000	1,235,000	579,589	206,600	900,000	807,000
All Other Expenses	45,156,679	11,437,276	1,936,414	2,544,138	6,385,692	4,267,634	2,646,833	2,554,117	2,702,843	4,145,300	470,534	1,322,010	2,744,779	1,999,109
Total Other Expenses	75,599,842	11,440,176	3,003,619	4,609,356	10,028,284	7,797,597	6,221,854	4,134,867	6,863,828	8,024,912	1,544,461	2,076,800	5,301,885	4,552,203
Total Expenditures	496,981,287	35,250,568	22,147,893	37,046,512	60,462,958	45,101,846	54,467,280	25,277,413	61,066,788	50,060,962	16,077,367	17,017,161	36,701,267	36,303,272
Addition to (Use of) Funds Before Transfers	(11,662,972)	(14,175,554)	596,520	(2,361,251)	809,290	(801,406)	1,217,923	(107,977)	651,988	(590,427)	281,949	265,624	623,470	1,926,879
Transfers, Additional Funds and Commitments														
Transfer in	15,432,192	14,978,239	-	-	92,985	-	360,968	-	-	-	-	-	-	-
Transfer out	(15,432,192)	(453,953)	(534,109)	(929,685)	(2,130,574)	(1,528,372)	(1,953,530)	(836,248)	(1,988,074)	(1,813,013)	(388,271)	(456,726)	(1,247,878)	(1,171,759)
CARES Act Funding Support	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Transfers, Additional Funds and Commitn	-	14,524,286	(534,109)	(929,685)	(2,037,589)	(1,528,372)	(1,592,562)	(836,248)	(1,988,074)	(1,813,013)	(388,271)	(456,726)	(1,247,878)	(1,171,759)
Use of Unrestricted Reserves for SW Marketing	(1,000,000)	(1,000,000)	-	-	-	-	-	-	-	-	-	-	-	-
Net Change	(12,662,972)	(651,268)	62,411	(3,290,936)	(1,228,299)	(2,329,778)	(374,639)	(944,225)	(1,336,086)	(2,403,440)	(106,322)	(191,102)	(624,408)	755,120

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY20 Projection

All Colleges Consolidating

Account Name	Consolidated	System Office	Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Naugatuck	Norwalk	Northwestern	Quinebaug	Three Rivers	Tunxis
Revenue:														
Tuition (Gross)	120,125,233	-	3,929,411	7,969,158	17,640,653	13,241,000	13,712,603	6,406,695	16,375,506	14,373,849	3,345,087	3,528,579	9,466,566	10,136,126
Fees	57,713,922	-	3,746,942	4,363,817	8,059,967	3,509,009	8,019,764	2,948,149	7,130,595	7,136,530	1,153,562	1,580,686	4,611,502	5,453,399
State Appropriations	140,733,737	12,730,737	6,751,708	9,618,861	16,835,105	12,250,407	14,426,503	7,111,377	16,555,279	13,089,321	5,885,404	5,828,684	9,933,369	9,716,982
Addtl State Appropriation (Dev Edu and Outcomes)	8,523,583	-	282,034	541,775	1,267,679	773,542	1,050,586	446,551	1,021,983	1,074,998	336,069	446,372	649,929	632,064
GF Fringe Benefits Paid By State	123,671,889	8,344,275	6,209,414	9,038,585	14,650,884	10,928,727	13,479,789	6,361,376	15,503,849	10,986,697	5,175,103	5,215,935	8,917,587	8,859,667
OF Fringe Benefits Paid by State	24,400,002	-	855,369	2,065,871	3,036,938	2,282,699	3,686,391	1,054,779	3,965,582	2,481,750	454,504	394,948	2,072,110	2,049,061
Private Gifts, Grants and Contracts	122,337	-	-	-	-	-	-	11,000	-	-	111,000	-	-	337
Sales of Educational Activities	490,085	-	5,292	26,288	19,823	99,900	8,815	3,500	132,899	148,500	-	-	-	45,068
All Other Revenue	3,206,415	238,000	403,957	100,068	278,770	288,084	(244,275)	171,879	250,588	434,880	72,010	318,542	638,765	255,147
Less Contra Revenue	(2,116,207)	-	(86,203)	(280,000)	(305,993)	(225,000)	(218,972)	114,158	(225,510)	(285,000)	(91,602)	(22,865)	(321,700)	(167,520)
Total Revenue	476,870,996	21,313,012	22,097,924	33,444,424	61,483,826	43,148,368	53,921,204	24,629,465	60,710,771	49,441,525	16,441,137	17,290,881	35,968,128	36,980,331
Expenditures:														
Personnel Services:														
Full Time (601000)	154,326,629	12,013,450	5,134,910	12,178,512	16,919,011	13,830,943	17,548,238	8,711,178	19,451,141	16,154,409	6,453,918	5,273,448	10,487,730	10,169,742
Continuing Part Time (601100)	1,382,616	-	30,779	-	73,473	155,268	9,058	72,279	207,780	186,625	-	319,272	-	328,082
Temporary Part Time (601200, 02, 03, 04, 601303)	20,994,615	351,831	3,163,373	1,527,280	3,276,884	1,287,498	2,146,367	807,972	2,192,770	908,137	200,093	946,882	1,961,926	2,223,602
Clinical EA (601201)	5,778,918	-	-	1,431,186	1,006,457	-	89,075	-	1,232,000	831,243	320,060	-	607,613	261,284
Contractual PTL (601302)	42,413,777	-	1,547,473	2,265,597	6,941,250	4,445,081	4,554,540	2,321,168	5,515,386	4,463,866	1,258,294	1,491,259	3,770,535	3,839,328
Contractual NCL (601300)	3,292,014	-	318,606	355,437	425,000	-	282,995	154,965	367,916	633,374	44,616	139,471	246,512	323,122
Contractual ECL (601301)	7,698,535	-	663,557	398,667	1,050,590	358,392	1,342,571	407,762	802,949	907,091	127,698	117,260	750,947	771,051
Student Labor (601400, 01, 02, 601406)	1,919,977	7,332	81,955	105,213	285,000	175,000	281,890	143,565	104,798	268,000	26,000	33,912	237,688	169,624
Overtime (601501, 601502)	1,130,750	-	5,587	95,000	275,000	225,000	108,831	17,000	255,740	40,800	14,150	31,624	14,483	47,535
All Other Personnel Services	7,781,105	2,537,634	187,213	403,544	628,017	640,000	527,995	204,301	537,848	854,195	196,696	223,265	518,346	322,051
Subtotal Personnel Services	246,718,937	14,910,247	11,133,453	18,760,437	30,880,682	21,117,182	26,891,560	12,840,190	30,668,328	25,247,740	8,641,525	8,576,393	18,595,780	18,455,421
Fringe Benefits	164,093,980	7,734,192	7,652,756	13,298,248	19,581,236	14,594,182	19,331,564	8,234,182	22,007,076	15,170,500	6,060,590	5,969,368	12,141,668	12,318,418
Total P.S. & Fringe Benefits	410,812,916	22,644,439	18,786,209	32,058,685	50,461,918	35,711,364	46,223,124	21,074,372	52,675,404	40,418,240	14,702,115	14,545,761	30,737,448	30,773,839
Other Expenses:														
Inst. Financial Aid/Match	14,629,881	-	466,315	1,050,000	2,647,692	1,962,600	1,954,011	930,000	375,676	1,719,412	319,538	370,000	1,366,982	1,467,655
Waivers	5,349,750	-	188,072	245,000	361,000	460,000	476,920	254,622	2,017,000	586,280	226,297	112,138	238,179	184,242
Utilities	9,517,461	2,900	370,781	770,218	909,298	982,000	1,117,905	306,537	1,352,000	1,235,000	490,000	258,672	900,000	822,150
All Other Expenses	47,982,567	13,061,296	1,669,011	2,609,139	6,809,367	4,089,765	2,665,904	2,182,053	2,553,159	4,720,000	653,837	1,502,299	2,712,162	2,754,575
Total Other Expenses	77,479,659	13,064,196	2,694,179	4,674,357	10,727,357	7,494,365	6,214,740	3,673,212	6,297,835	8,260,692	1,689,672	2,243,109	5,217,323	5,228,622
Total Expenditures	488,292,575	35,708,635	21,480,388	36,733,042	61,189,275	43,205,729	52,437,864	24,747,584	58,973,239	48,678,932	16,391,787	16,788,870	35,954,771	36,002,461
Addition to (Use of) Funds Before Transfers	(11,421,579)	(14,395,622)	617,536	(3,288,618)	294,551	(57,360)	1,483,340	(118,119)	1,737,532	762,593	49,350	502,011	13,357	977,870
Transfers, Additional Funds and Commitments														
Transfer in	17,896,055	14,978,239	223,493	186,802	467,878	-	483,648	-	185,041	353,815	238,564	110,834	422,884	244,857
Transfer out	(16,494,815)	(1,409,832)	(534,109)	(947,259)	(2,199,867)	(1,528,372)	(1,966,988)	(836,248)	(1,988,074)	(1,813,013)	(390,983)	(460,433)	(1,247,878)	(1,171,759)
CARES Act Funding Support	1,920,926	621,208	62,858	634,825	36,968	66,258	147,452	44,683	43,382	194,215	9,933	33,262	25,882	-
Total Transfers, Additional Funds and Commitments	3,322,166	14,189,615	(247,758)	(125,631)	(1,695,021)	(1,462,114)	(1,335,888)	(791,565)	(1,759,651)	(1,264,983)	(142,486)	(316,337)	(799,112)	(926,902)
Net Change Subtotal	(8,099,413)	(206,007)	369,778	(3,414,249)	(1,400,470)	(1,519,475)	147,452	(909,684)	(22,118)	(502,391)	(93,136)	185,674	(785,755)	50,968
Net Change	(8,099,413)	(206,007)	369,778	(3,414,249)	(1,400,470)	(1,519,475)	147,452	(909,684)	(22,118)	(502,391)	(93,136)	185,674	(785,755)	50,968

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY21 Budget

All Colleges Consolidating															
Account Name	CSCC Consolidated	CSCC	System Office	Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Naugatuck	Norwalk	Northwestern	Quinebaug	Three Rivers	Tunxis
Revenue:															
Tuition (Gross)	122,135,604	-	-	3,929,411	8,271,567	17,640,653	13,241,000	14,946,251	6,406,695	16,703,016	14,375,000	3,445,440	3,528,579	9,466,566	10,181,426
Fees	55,568,463	-	-	2,870,172	4,251,390	8,119,092	3,509,009	6,176,551	3,248,149	7,153,483	7,136,500	1,188,169	1,602,602	4,866,372	5,446,974
State Appropriations	149,218,817	8,968,881	1,563,130	7,344,263	10,294,178	18,261,450	13,421,650	15,564,612	7,607,470	17,928,099	14,215,687	6,172,758	6,121,319	10,852,045	10,903,275
Addtl State Appropriation (Dev Edu and Outcom	7,362,650	-	-	228,697	500,065	1,050,232	729,480	1,003,725	397,463	969,444	860,370	185,307	245,957	604,584	587,325
GF Fringe Benefits Paid by State	134,856,063	5,865,696	1,000,607	7,365,169	10,012,687	15,924,876	11,998,291	14,318,527	7,274,341	16,586,709	12,097,779	6,054,631	6,110,648	10,020,341	10,225,762
OF Fringe Benefits Paid by State	36,550,000	-	-	655,352	3,554,595	4,493,875	3,657,611	6,035,309	1,545,094	6,193,811	3,988,658	245,542	284,195	3,213,321	2,682,637
Private Gifts, Grants and Contracts	123,500	-	-	-	-	-	-	-	12,000	-	-	111,000	-	-	500
Sales of Educational Activities	608,557	-	-	19,100	30,000	10,000	130,000	4,408	4,000	111,049	190,000	-	-	-	110,000
All Other Revenue	1,950,059	-	-	184,396	123,575	213,400	290,000	(291,124)	180,000	149,559	239,600	72,010	218,500	347,413	222,730
Less Contra Revenue	(2,398,041)	-	-	(108,329)	(280,000)	(304,512)	(225,000)	(209,250)	(115,000)	(230,000)	(258,600)	(94,350)	(23,000)	(325,000)	(225,000)
Total Revenue	505,975,672	14,834,577	2,563,737	22,488,231	36,758,057	65,409,066	46,752,041	57,549,009	26,560,211	65,565,171	52,844,994	17,380,507	18,088,800	39,045,642	40,135,629
Expenditures:															
Personnel Services:															
Full Time (601000)	173,567,664	8,763,150	1,563,130	5,382,030	13,800,929	20,631,178	16,277,375	20,495,637	9,349,620	21,821,456	18,715,096	6,863,856	6,193,514	11,818,872	11,891,821
Continuing Part Time (601100)	1,301,835	-	-	-	-	150,570	163,808	20,000	75,893	217,912	197,822	-	180,213	-	295,617
Temporary Part Time (601200, 02, 03, 04, 60130	21,195,292	-	-	3,277,968	1,890,733	2,829,771	1,995,620	1,575,150	840,290	2,192,770	1,016,010	252,381	908,874	2,155,437	2,260,288
Clinical EA (601201)	6,471,758	-	-	-	1,877,687	1,020,761	-	109,103	-	1,299,760	881,118	337,663	-	641,032	304,634
Contractual PTL (601302)	44,353,757	-	-	1,608,390	2,197,525	7,267,505	4,689,560	4,853,608	2,437,226	5,713,232	4,683,091	1,327,500	1,573,278	4,088,974	3,913,868
Contractual NCL (601300)	3,753,905	-	-	241,497	312,000	573,935	-	275,000	214,725	348,151	728,000	47,070	188,776	345,723	479,028
Contractual ECL (601301)	7,243,524	-	-	409,438	465,500	1,108,373	378,103	778,682	428,149	741,611	889,992	134,722	198,951	896,544	813,458
Student Labor (601400, 01, 02, 601406)	1,990,726	205,732	-	45,913	40,225	250,000	228,000	220,000	199,843	114,230	305,000	26,000	11,324	200,000	144,459
Overtime (601501, 601502)	1,038,063	-	-	7,100	60,000	344,000	210,000	90,000	25,000	105,740	75,000	20,000	45,000	15,000	41,223
All Other Personnel Services	4,598,399	-	-	165,887	464,092	-	640,000	547,521	261,895	396,237	893,000	200,000	295,252	319,756	414,759
Subtotal Personnel Services	265,514,922	8,968,881	1,563,130	11,138,223	21,108,691	34,176,093	24,582,466	28,964,701	13,832,641	32,951,100	28,384,129	9,209,192	9,595,182	20,481,338	20,559,155
Fringe Benefits	182,201,540	5,865,696	1,000,607	8,122,951	13,997,330	23,222,550	16,736,295	21,985,510	9,650,737	23,635,616	17,164,309	6,556,749	6,383,048	13,379,275	14,500,867
Total P.S. & Fringe Benefits	447,716,462	14,834,577	2,563,737	19,261,174	35,106,021	57,398,643	41,318,761	50,950,211	23,483,378	56,586,716	45,548,438	15,765,941	15,978,230	33,860,613	35,060,022
Other Expenses:															
Inst. Financial Aid/Match	16,040,304	-	-	499,624	1,025,000	2,546,348	1,883,400	2,171,550	905,204	1,455,676	1,974,599	329,125	411,429	1,374,885	1,463,464
Waivers	4,539,661	-	-	184,168	245,000	361,000	460,000	260,000	257,000	1,380,000	647,408	233,085	77,000	235,000	200,000
Utilities	9,442,005	-	900	362,267	770,218	913,800	982,000	1,100,000	350,000	1,240,000	1,235,000	514,500	262,820	900,000	810,500
All Other Expenses	66,495,488	23,812,082	289,310	1,970,349	2,611,542	8,330,221	4,922,867	3,307,180	2,420,182	3,581,369	5,496,375	850,506	1,533,381	3,588,945	3,781,178
Total Other Expenses	96,517,458	23,812,082	290,210	3,016,408	4,651,760	12,151,369	8,248,267	6,838,730	3,932,386	7,657,045	9,353,382	1,927,216	2,284,630	6,098,830	6,255,142
Total Expenditures	544,233,920	38,646,659	2,853,947	22,277,582	39,757,781	69,550,012	49,567,028	57,788,941	27,415,763	64,243,761	54,901,820	17,693,157	18,262,861	39,959,443	41,315,164
Addition to (Use of) Funds Before Transfers	(38,258,247)	(23,812,082)	(290,210)	210,649	(2,999,724)	(4,140,946)	(2,814,987)	(239,932)	(855,552)	1,321,410	(2,056,826)	(312,650)	(174,060)	(913,801)	(1,179,535)
Transfers, Additional Funds and Commitments															
Transfer in	23,786,746	22,462,082	290,210	25,085	-	64,272	-	412,672	-	-	200,000	-	35,575	-	296,850
Transfer out	(22,752,291)	-	-	(869,642)	(1,417,090)	(3,220,954)	(2,351,736)	(2,907,239)	(1,245,677)	(3,016,050)	(2,718,162)	(590,689)	(683,674)	(1,909,708)	(1,821,670)
CARES Act Funding Support	12,325,512	1,350,000	-	460,774	240,605	1,814,136	1,420,438	1,246,329	525,452	1,602,137	1,179,948	249,534	349,756	944,849	941,554
Holdback	12,943,836	2,889,170	-	445,552	795,156	1,391,000	991,341	1,155,779	548,315	1,284,875	1,098,036	353,863	365,257	799,189	826,303
Total Transfers, Additional Funds and Commitme	26,303,803	26,701,252	290,210	61,768	(381,329)	48,454	60,042	(92,459)	(171,910)	(129,037)	(240,178)	12,708	66,914	(165,670)	243,038
Use of Unrestricted Reserves for PACT	(3,000,000)		(3,000,000)												
Net Change	(14,954,445)	2,889,170	(3,000,000)	272,418	(3,381,053)	(4,092,492)	(2,754,945)	(332,391)	(1,027,462)	1,192,372	(2,297,004)	(299,942)	(107,146)	(1,079,471)	(936,498)
net expenditure															

Connecticut Community Colleges

Expenditure Plan General & Operating Funds

FY21 Budget, FY20 Revised Budget and Projection

ATTACHMENT F

College: Connecticut State Community College (CSCC)

Account Name	FY20 Revised Budget Dollars (\$)	FY20 Projection Dollars (\$)	FY21 Budget Dollars (\$)	FY21 Budet vs. FY20 Projection Inc(Dec)	
				Dollars (\$)	Percent (%)
Revenue:					
Tuition (Gross)	-	-	-	-	NA
Fees	-	-	-	-	NA
State Appropriations	-	-	8,968,881	8,968,881	NA
Addtl State Appropriation (Dev Edu and Outcomes)	-	-	-	-	NA
GF Fringe Benefits Paid by State	-	-	5,865,696	5,865,696	NA
OF Fringe Benefits Paid by State	-	-	-	-	NA
Private Gifts, Grants and Contracts	-	-	-	-	NA
Sales of Educational Activities	-	-	-	-	NA
All Other Revenue	-	-	-	-	NA
Less Contra Revenue	-	-	-	-	NA
Total Revenue	-	-	14,834,577	14,834,577	NA
Expenditures:					
Personnel Services:					
Full Time (601000)	-	-	8,763,150	8,763,150	NA
Continuing Part Time (601100)	-	-	-	-	NA
Temporary Part Time (601200, 02, 03, 04, 601303)	-	-	-	-	NA
Clinical EA (601201)	-	-	-	-	NA
Contractual PTL (601302)	-	-	-	-	NA
Contractual NCL (601300)	-	-	-	-	NA
Contractual ECL (601301)	-	-	-	-	NA
Student Labor (601400, 01, 02, 601406)	-	-	205,732	205,732	NA
Overtime (601501, 601502)	-	-	-	-	NA
All Other Personnel Services	-	-	-	-	NA
Subtotal Personnel Services	-	-	8,968,881	8,968,881	NA
Fringe Benefits	-	-	5,865,696	5,865,696	NA
Total P.S. & Fringe Benefits	-	-	14,834,577	14,834,577	NA
Other Expenses:					
Inst. Financial Aid/Match	-	-	-	-	NA
Waivers	-	-	-	-	NA
Utilities	-	-	-	-	NA
All Other Expenses	-	-	23,812,082	23,812,082	NA
Total Other Expenses	-	-	23,812,082	23,812,082	NA
Total Expenditures	-	-	38,646,659	38,646,659	NA
Addition to (Use of) Funds Before Transfers	-	-	(23,812,082)	(23,812,082)	NA
Transfers, Additional Funds and Commitments					
Transfer in	-	-	22,462,082	22,462,082	NA
Transfer out	-	-	-	-	NA
CARES Act Funding Support	-	-	1,350,000	1,350,000	NA
One College delayed hiring	-	-	2,889,170	2,889,170	NA
Total Transfers, Additional Funds and Commitments	-	-	26,701,252	26,701,252	NA
Net Change	-	-	2,889,170	2,889,170	NA

Connecticut Community Colleges

Expenditure Plan General & Operating Funds

FY21 Budget, FY20 Revised Budget and Projection

College: System Office

ATTACHMENT F

Account Name	FY20 Revised Budget Dollars (\$)	FY20 Projection Dollars (\$)	FY21 Budget Dollars (\$)	FY21 Budet vs. FY20 Projection Inc(Dec)	
				Dollars (\$)	Percent (%)
Revenue:					
Tuition (Gross)	-	-	-	-	NA
Fees	-	-	-	-	NA
State Appropriations	12,730,739	12,730,737	1,563,130	(11,167,607)	-87.70%
Addtl State Appropriation (Dev Edu and Outcomes)	-	-	-	-	NA
GF Fringe Benefits Paid by State	8,344,275	8,344,275	1,000,607	(7,343,668)	-88.00%
OF Fringe Benefits Paid by State	-	-	-	-	-
Private Gifts, Grants and Contracts	-	-	-	-	NA
Sales of Educational Activities	-	-	-	-	NA
All Other Revenue	-	238,000	-	(238,000)	-100.00%
Less Contra Revenue	-	-	-	-	NA
Total Revenue	21,075,014	21,313,012	2,563,737	(18,749,275)	-88.00%
Expenditures:					
Personnel Services:					
Full Time (601000)	11,604,439	12,013,450	1,563,130	(10,450,320)	-87.00%
Continuing Part Time (601100)	10,766	-	-	-	NA
Temporary Part Time (601200, 02, 03, 04, 601303)	617,975	351,831	-	(351,831)	-100.00%
Clinical EA (601201)	-	-	-	-	NA
Contractual PTL (601302)	-	-	-	-	NA
Contractual NCL (601300)	-	-	-	-	NA
Contractual ECL (601301)	-	-	-	-	NA
Student Labor (601400, 01, 02, 601406)	26,080	7,332	-	(7,332)	-100.00%
Overtime (601501, 601502)	-	-	-	-	NA
All Other Personnel Services	3,416,194	2,537,634	-	(2,537,634)	-100.00%
Subtotal Personnel Services	15,675,454	14,910,247	1,563,130	(13,347,117)	-89.50%
Fringe Benefits	8,134,938	7,734,192	1,000,607	(6,733,585)	-87.10%
Total P.S. & Fringe Benefits	23,810,392	22,644,439	2,563,737	(20,080,702)	-88.70%
Other Expenses:					
Inst. Financial Aid/Match	-	-	-	-	NA
Waivers	-	-	-	-	NA
Utilities	2,900	2,900	900	(2,000)	-69.00%
All Other Expenses	11,437,276	13,061,296	289,310	(12,771,986)	-97.80%
Total Other Expenses	11,440,176	13,064,196	290,210	(12,773,986)	-97.80%
Total Expenditures	35,250,568	35,708,635	2,853,947	(32,854,688)	-92.00%
Addition to (Use of) Funds Before Transfers	(14,175,554)	(14,395,622)	(290,210)	14,105,413	-98.00%
Transfers, Additional Funds and Commitments					
Transfer in	14,978,239	14,978,239	290,210	(14,688,029)	-98.10%
Transfer out	(453,953)	(1,409,832)	-	1,409,832	-100.00%
CARES Act Funding Support	-	621,208	-	(621,208)	-100.00%
Total Transfers, Additional Funds and Commitments	14,524,286	14,189,615	290,210	(13,899,405)	-98.00%
Net Change Subtotal	348,732	(206,007)	0	206,008	-100.00%
Use of Unrestricted Reserves for SW Marketing	(1,000,000)	-	-	-	NA
Use of Unrestricted Reserves for PACT	-	-	(3,000,000)	-	-
Net Change	(651,268)	(206,007)	(3,000,000)	(2,793,992)	1356.30%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY21 Budget, FY20 Revised Budget and Projection

ATTACHMENT F

College: Asnuntuck

Account Name	FY20 Revised Budget Dollars (\$)	FY20 Projection Dollars (\$)	FY21 Budget Dollars (\$)	FY21 Budet vs. FY20 Projection Inc(Dec)	
				Dollars (\$)	Percent (%)
Revenue:					
Tuition (Gross)	4,174,449	3,929,411	3,929,411	-	0.00%
Fees	4,318,483	3,746,942	2,870,172	(876,770)	-23.40%
State Appropriations	6,751,709	6,751,708	7,344,263	592,555	8.80%
Addtl State Appropriation (Dev Edu and Outcomes)	295,107	282,034	228,697	(53,337)	-18.90%
GF Fringe Benefits Paid by State	6,212,588	6,209,414	7,365,169	1,155,755	18.60%
OF Fringe Benefits Paid by State	855,369	855,369	655,352	(200,017)	-23.40%
Private Gifts, Grants and Contracts	-	-	-	-	NA
Sales of Educational Activities	9,000	5,292	19,100	13,808	260.90%
All Other Revenue	248,750	403,957	184,396	(219,561)	-54.40%
Less Contra Revenue	(121,042)	(86,203)	(108,329)	(22,126)	25.70%
Total Revenue	22,744,413	22,097,924	22,488,231	390,307	1.80%
Expenditures:					
Personnel Services:					
Full Time (601000)	4,890,898	5,134,910	5,382,030	247,120	4.80%
Continuing Part Time (601100)	28,344	30,779	-	(30,779)	-100.00%
Temporary Part Time (601200, 02, 03, 04, 601303)	3,370,760	3,163,373	3,277,968	114,595	3.60%
Clinical EA (601201)	-	-	-	-	NA
Contractual PTL (601302)	1,559,818	1,547,473	1,608,390	60,917	3.90%
Contractual NCL (601300)	441,965	318,606	241,497	(77,109)	-24.20%
Contractual ECL (601301)	862,144	663,557	409,438	(254,119)	-38.30%
Student Labor (601400, 01, 02, 601406)	111,900	81,955	45,913	(36,042)	-44.00%
Overtime (601501, 601502)	28,200	5,587	7,100	1,513	27.10%
All Other Personnel Services	115,292	187,213	165,887	(21,326)	-11.40%
Subtotal Personnel Services	11,409,321	11,133,453	11,138,223	4,770	0.00%
Fringe Benefits	7,734,953	7,652,756	8,122,951	470,195	6.10%
Total P.S. & Fringe Benefits	19,144,274	18,786,209	19,261,174	474,965	2.50%
Other Expenses:					
Inst. Financial Aid/Match	488,061	466,315	499,624	33,309	7.10%
Waivers	172,560	188,072	184,168	(3,904)	-2.10%
Utilities	406,584	370,781	362,267	(8,514)	-2.30%
All Other Expenses	1,936,414	1,669,011	1,970,349	301,338	18.10%
Total Other Expenses	3,003,619	2,694,179	3,016,408	322,229	12.00%
Total Expenditures	22,147,893	21,480,388	22,277,582	797,194	3.70%
Addition to (Use of) Funds Before Transfers	596,520	617,536	210,649	(406,887)	-65.90%
Transfers, Additional Funds and Commitments					
Transfer in	-	223,493	25,085	(198,408)	-88.80%
Transfer out	(534,109)	(534,109)	(869,642)	(335,533)	62.80%
CARES Act Funding Support	-	62,858	460,774	397,916	633.00%
Holdback	-	-	445,552	-	-
Total Transfers, Additional Funds and Commitments	(534,109)	(247,758)	61,768	(136,025)	54.90%
Net Change	62,411	369,778	272,418	(542,912)	-146.80%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY21 Budget, FY20 Revised Budget and Projection

ATTACHMENT F

College: Capital

Account Name	FY20 Revised Budget Dollars (\$)	FY20 Projection Dollars (\$)	FY21 Budget Dollars (\$)	FY21 Budet vs. FY20 Projection Inc(Dec)	
				Dollars (\$)	Percent (%)
Revenue:					
Tuition (Gross)	8,393,540	7,969,158	8,271,567	302,409	3.80%
Fees	5,005,657	4,363,817	4,251,390	(112,428)	-2.60%
State Appropriations	9,618,861	9,618,861	10,294,178	675,318	7.00%
Addtl State Appropriation (Dev Edu and Outcomes)	632,923	541,775	500,065	(41,710)	-7.70%
GF Fringe Benefits Paid by State	8,980,009	9,038,585	10,012,687	974,102	10.80%
OF Fringe Benefits Paid by State	2,065,871	2,065,871	3,554,595	1,488,724	72.10%
Private Gifts, Grants and Contracts	-	-	-	-	NA
Sales of Educational Activities	35,000	26,288	30,000	3,712	14.10%
All Other Revenue	233,400	100,068	123,575	23,507	23.50%
Less Contra Revenue	(280,000)	(280,000)	(280,000)	-	0.00%
Total Revenue	34,685,261	33,444,424	36,758,057	3,313,633	9.90%
Expenditures:					
Personnel Services:					
Full Time (601000)	12,374,280	12,178,512	13,800,929	1,622,417	13.30%
Continuing Part Time (601100)	-	-	-	-	NA
Temporary Part Time (601200, 02, 03, 04, 601303)	1,303,382	1,527,280	1,890,733	363,453	23.80%
Clinical EA (601201)	1,462,642	1,431,186	1,877,687	446,500	31.20%
Contractual PTL (601302)	2,536,710	2,265,597	2,197,525	(68,072)	-3.00%
Contractual NCL (601300)	442,000	355,437	312,000	(43,437)	-12.20%
Contractual ECL (601301)	465,500	398,667	465,500	66,833	16.80%
Student Labor (601400, 01, 02, 601406)	38,000	105,213	40,225	(64,988)	-61.80%
Overtime (601501, 601502)	52,290	95,000	60,000	(35,000)	-36.80%
All Other Personnel Services	491,000	403,544	464,092	60,548	15.00%
Subtotal Personnel Services	19,165,804	18,760,437	21,108,691	2,348,254	12.50%
Fringe Benefits	13,271,352	13,298,248	13,997,330	699,082	5.30%
Total P.S. & Fringe Benefits	32,437,156	32,058,685	35,106,021	3,047,336	9.50%
Other Expenses:					
Inst. Financial Aid/Match	1,050,000	1,050,000	1,025,000	(25,000)	-2.40%
Waivers	245,000	245,000	245,000	-	0.00%
Utilities	770,218	770,218	770,218	-	0.00%
All Other Expenses	2,544,138	2,609,139	2,611,542	2,403	0.10%
Total Other Expenses	4,609,356	4,674,357	4,651,760	(22,597)	-0.50%
Total Expenditures	37,046,512	36,733,042	39,757,781	3,024,738	8.20%
Addition to (Use of) Funds Before Transfers	(2,361,251)	(3,288,618)	(2,999,724)	288,894	-8.80%
Transfers, Additional Funds and Commitments					
Transfer in	-	186,802	-	(186,802)	-100.00%
Transfer out	(929,685)	(947,259)	(1,417,090)	(469,832)	49.60%
CARES Act Funding Support	-	634,825	240,605	(394,220)	-62.10%
Holdback	-	-	795,156	795,156	NA
Total Transfers, Additional Funds and Commitments	(929,685)	(125,631)	(381,329)	(255,698)	203.50%
Net Change	(3,290,936)	(3,414,249)	(3,381,053)	33,196	-1.00%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY21 Budget, FY20 Revised Budget and Projection

ATTACHMENT F

College: Gateway

Account Name	FY20 Revised Budget Dollars (\$)	FY20 Projection Dollars (\$)	FY21 Budget Dollars (\$)	FY21 Budet vs. FY20 Projection Inc(Dec)	
				Dollars (\$)	Percent (%)
Revenue:					
Tuition (Gross)	17,693,558	17,640,653	17,640,653	-	0.00%
Fees	7,774,553	8,059,967	8,119,092	59,125	0.70%
State Appropriations	16,835,104	16,835,105	18,261,450	1,426,345	8.50%
Addtl State Appropriation (Dev Edu and Outcomes)	1,096,780	1,267,679	1,050,232	(217,447)	-17.20%
GF Fringe Benefits Paid by State	14,647,980	14,650,884	15,924,876	1,273,992	8.70%
OF Fringe Benefits Paid by State	3,036,938	3,036,938	4,493,875	1,456,937	48.00%
Private Gifts, Grants and Contracts	-	-	-	-	NA
Sales of Educational Activities	45,000	19,823	10,000	(9,823)	-49.60%
All Other Revenue	515,000	278,770	213,400	(65,370)	-23.40%
Less Contra Revenue	(372,665)	(305,993)	(304,512)	1,481	-0.50%
Total Revenue	61,272,248	61,483,826	65,409,066	3,925,240	6.40%
Expenditures:					
Personnel Services:					
Full Time (601000)	16,991,670	16,919,011	20,631,178	3,712,167	21.90%
Continuing Part Time (601100)	60,267	73,473	150,570	77,097	104.90%
Temporary Part Time (601200, 02, 03, 04, 601303)	2,875,505	3,276,884	2,829,771	(447,113)	-13.60%
Clinical EA (601201)	1,128,792	1,006,457	1,020,761	14,304	1.40%
Contractual PTL (601302)	6,698,426	6,941,250	7,267,505	326,255	4.70%
Contractual NCL (601300)	366,742	425,000	573,935	148,935	35.00%
Contractual ECL (601301)	1,087,638	1,050,590	1,108,373	57,783	5.50%
Student Labor (601400, 01, 02, 601406)	650,000	285,000	250,000	(35,000)	-12.30%
Overtime (601501, 601502)	248,639	275,000	344,000	69,000	25.10%
All Other Personnel Services	438,080	628,017	-	(628,017)	-100.00%
Subtotal Personnel Services	30,545,759	30,880,682	34,176,093	3,295,411	10.70%
Fringe Benefits	19,888,915	19,581,236	23,222,550	3,641,314	18.60%
Total P.S. & Fringe Benefits	50,434,674	50,461,918	57,398,643	6,936,725	13.70%
Other Expenses:					
Inst. Financial Aid/Match	2,230,289	2,647,692	2,546,348	(101,344)	-3.80%
Waivers	452,303	361,000	361,000	-	0.00%
Utilities	960,000	909,298	913,800	4,502	0.50%
All Other Expenses	6,385,692	6,809,367	8,330,221	1,520,854	22.30%
Total Other Expenses	10,028,284	10,727,357	12,151,369	1,424,012	13.30%
Total Expenditures	60,462,958	61,189,275	69,550,012	8,360,737	13.70%
Addition to (Use of) Funds Before Transfers	809,290	294,551	(4,140,946)	(4,435,497)	-1505.90%
Transfers, Additional Funds and Commitments					
Transfer in	92,985	467,878	64,272	(403,606)	-86.30%
Transfer out	(2,130,574)	(2,199,867)	(3,220,954)	(1,021,087)	46.40%
CARES Act Funding Support		36,968	1,814,136	1,777,168	4807.30%
Holdback			1,391,000	1,391,000	NA
Total Transfers, Additional Funds and Commitments	(2,037,589)	(1,695,021)	48,454	1,743,475	-102.90%
Net Change	(1,228,299)	(1,400,470)	(4,092,492)	(2,692,022)	192.20%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY21 Budget, FY20 Revised Budget and Projection

ATTACHMENT F

College: Housatonic

Account Name	FY20 Revised Budget Dollars (\$)	FY20 Projection Dollars (\$)	FY21 Budget Dollars (\$)	FY21 Budet vs. FY20 Projection Inc(Dec)	
				Dollars (\$)	Percent (%)
Revenue:					
Tuition (Gross)	13,769,000	13,241,000	13,241,000	-	0.00%
Fees	3,900,000	3,509,009	3,509,009	-	0.00%
State Appropriations	12,250,406	12,250,407	13,421,650	1,171,243	9.60%
Addtl State Appropriation (Dev Edu and Outcomes)	855,775	773,542	729,480	(44,062)	-5.70%
GF Fringe Benefits Paid by State	11,062,560	10,928,727	11,998,291	1,069,564	9.80%
OF Fringe Benefits Paid by State	2,282,699	2,282,699	3,657,611	1,374,912	60.20%
Private Gifts, Grants and Contracts	-	-	-	-	NA
Sales of Educational Activities	130,000	99,900	130,000	30,100	30.10%
All Other Revenue	275,000	288,084	290,000	1,916	0.70%
Less Contra Revenue	(225,000)	(225,000)	(225,000)	-	0.00%
Total Revenue	44,300,440	43,148,368	46,752,041	3,603,673	8.40%
Expenditures:					
Personnel Services:					
Full Time (601000)	14,893,104	13,830,943	16,277,375	2,446,432	17.70%
Continuing Part Time (601100)	153,900	155,268	163,808	8,540	5.50%
Temporary Part Time (601200, 02, 03, 04, 601303)	1,471,725	1,287,498	1,995,620	708,122	55.00%
Clinical EA (601201)	-	-	-	-	NA
Contractual PTL (601302)	4,230,362	4,445,081	4,689,560	244,479	5.50%
Contractual NCL (601300)	195,175	-	-	-	NA
Contractual ECL (601301)	467,281	358,392	378,103	19,711	5.50%
Student Labor (601400, 01, 02, 601406)	228,000	175,000	228,000	53,000	30.30%
Overtime (601501, 601502)	150,000	225,000	210,000	(15,000)	-6.70%
All Other Personnel Services	640,000	640,000	640,000	-	0.00%
Subtotal Personnel Services	22,429,547	21,117,182	24,582,466	3,465,285	16.40%
Fringe Benefits	14,874,702	14,594,182	16,736,295	2,142,113	14.70%
Total P.S. & Fringe Benefits	37,304,249	35,711,364	41,318,761	5,607,398	15.70%
Other Expenses:					
Inst. Financial Aid/Match	1,962,600	1,962,600	1,883,400	(79,200)	-4.00%
Waivers	460,000	460,000	460,000	-	0.00%
Utilities	1,107,363	982,000	982,000	-	0.00%
All Other Expenses	4,267,634	4,089,765	4,922,867	833,102	20.40%
Total Other Expenses	7,797,597	7,494,365	8,248,267	753,902	10.10%
Total Expenditures	45,101,846	43,205,729	49,567,028	6,361,300	14.70%
Addition to (Use of) Funds Before Transfers	(801,406)	(57,360)	(2,814,987)	(2,757,627)	4807.60%
Transfers, Additional Funds and Commitments					
Transfer in				-	NA
Transfer out	(1,528,372)	(1,528,372)	(2,351,736)	(823,364)	53.90%
CARES Act Funding Support		66,258	1,420,438	1,354,180	2043.80%
Holdback			991,341	991,341	NA
Total Transfers, Additional Funds and Commitments	(1,528,372)	(1,462,114)	60,042	1,522,157	-104.10%
Net Change	(2,329,778)	(1,519,475)	(2,754,945)	(1,235,470)	81.30%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY21 Budget, FY20 Revised Budget and Projection

ATTACHMENT F

College: Manchester

Account Name	FY20 Revised Budget Dollars (\$)	FY20 Projection Dollars (\$)	FY21 Budget Dollars (\$)	FY21 Budet vs. FY20 Projection	
				Inc(Dec) Dollars (\$)	Percent (%)
Revenue:					
Tuition (Gross)	14,668,142	13,712,603	14,946,251	1,233,648	9.00%
Fees	8,101,172	8,019,764	6,176,551	(1,843,213)	-23.00%
State Appropriations	14,426,503	14,426,503	15,564,612	1,138,109	7.90%
Addtl State Appropriation (Dev Edu and Outcomes)	1,121,863	1,050,586	1,003,725	(46,861)	-4.50%
GF Fringe Benefits Paid by State	13,603,382	13,479,789	14,318,527	838,738	6.20%
OF Fringe Benefits Paid by State	3,686,391	3,686,391	6,035,309	2,348,918	63.70%
Private Gifts, Grants and Contracts	-	-	-	-	NA
Sales of Educational Activities	9,000	8,815	4,408	(4,407)	-50.00%
All Other Revenue	376,750	(244,275)	(291,124)	(46,849)	19.20%
Less Contra Revenue	(308,000)	(218,972)	(209,250)	9,722	-4.40%
Total Revenue	55,685,203	53,921,204	57,549,009	3,627,806	6.70%
Expenditures:					
Personnel Services:					
Full Time (601000)	17,403,774	17,548,238	20,495,637	2,947,399	16.80%
Continuing Part Time (601100)	-	9,058	20,000	10,942	120.80%
Temporary Part Time (601200, 02, 03, 04, 601303)	2,647,195	2,146,367	1,575,150	(571,217)	-26.60%
Clinical EA (601201)	102,052	89,075	109,103	20,028	22.50%
Contractual PTL (601302)	4,962,720	4,554,540	4,853,608	299,068	6.60%
Contractual NCL (601300)	450,000	282,995	275,000	(7,995)	-2.80%
Contractual ECL (601301)	1,290,307	1,342,571	778,682	(563,889)	-42.00%
Student Labor (601400, 01, 02, 601406)	250,000	281,890	220,000	(61,890)	-22.00%
Overtime (601501, 601502)	90,000	108,831	90,000	(18,831)	-17.30%
All Other Personnel Services	670,000	527,995	547,521	19,526	3.70%
Subtotal Personnel Services	27,866,048	26,891,560	28,964,701	2,073,141	7.70%
Fringe Benefits	20,379,378	19,331,564	21,985,510	2,653,946	13.70%
Total P.S. & Fringe Benefits	48,245,426	46,223,124	50,950,211	4,727,087	10.20%
Other Expenses:					
Inst. Financial Aid/Match	2,115,021	1,954,011	2,171,550	217,539	11.10%
Waivers	260,000	476,920	260,000	(216,920)	-45.50%
Utilities	1,200,000	1,117,905	1,100,000	(17,905)	-1.60%
All Other Expenses	2,646,833	2,665,904	3,307,180	641,276	24.10%
Total Other Expenses	6,221,854	6,214,740	6,838,730	623,990	10.00%
Total Expenditures	54,467,280	52,437,864	57,788,941	5,351,077	10.20%
Addition to (Use of) Funds Before Transfers	1,217,923	1,483,340	(239,932)	(1,723,272)	-116.20%
Transfers, Additional Funds and Commitments					
Transfer in	360,968	483,648	412,672	(70,976)	-14.70%
Transfer out	(1,953,530)	(1,966,988)	(2,907,239)	(940,251)	47.80%
CARES Act Funding Support		147,452	1,246,329	1,098,877	745.20%
Holdback			1,155,779	1,155,779	NA
Total Transfers, Additional Funds and Commitments	(1,592,562)	(1,335,888)	(92,459)	1,243,429	-93.10%
Net Change	(374,639)	147,452	(332,391)	(479,842)	-325.40%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY21 Budget, FY20 Revised Budget and Projection

ATTACHMENT F

College: Middlesex

Account Name	FY20 Revised Budget Dollars (\$)	FY20 Projection Dollars (\$)	FY21 Budget Dollars (\$)	FY21 Budet vs. FY20 Projection Inc(Dec)	
				Dollars (\$)	Percent (%)
Revenue:					
Tuition (Gross)	6,771,695	6,406,695	6,406,695	-	0.00%
Fees	3,264,387	2,948,149	3,248,149	300,000	10.20%
State Appropriations	7,111,377	7,111,377	7,607,470	496,092	7.00%
Addtl State Appropriation (Dev Edu and Outcomes)	561,734	446,551	397,463	(49,088)	-11.00%
GF Fringe Benefits Paid by State	6,374,923	6,361,376	7,274,341	912,964	14.40%
OF Fringe Benefits Paid by State	1,054,779	1,054,779	1,545,094	490,315	46.50%
Private Gifts, Grants and Contracts	6,705	11,000	12,000	1,000	9.10%
Sales of Educational Activities	3,050	3,500	4,000	500	14.30%
All Other Revenue	205,000	171,879	180,000	8,121	4.70%
Less Contra Revenue	(184,214)	114,158	(115,000)	(229,158)	-200.70%
Total Revenue	25,169,436	24,629,465	26,560,211	1,930,746	7.80%
Expenditures:					
Personnel Services:					
Full Time (601000)	8,532,293	8,711,178	9,349,620	638,442	7.30%
Continuing Part Time (601100)	(44,738)	72,279	75,893	3,614	5.00%
Temporary Part Time (601200, 02, 03, 04, 601303)	568,591	807,972	840,290	32,318	4.00%
Clinical EA (601201)	-	-	-	-	NA
Contractual PTL (601302)	2,497,383	2,321,168	2,437,226	116,058	5.00%
Contractual NCL (601300)	137,720	154,965	214,725	59,760	38.60%
Contractual ECL (601301)	506,002	407,762	428,149	20,387	5.00%
Student Labor (601400, 01, 02, 601406)	225,843	143,565	199,843	56,278	39.20%
Overtime (601501, 601502)	25,000	17,000	25,000	8,000	47.10%
All Other Personnel Services	263,180	204,301	261,895	57,594	28.20%
Subtotal Personnel Services	12,711,274	12,840,190	13,832,641	992,451	7.70%
Fringe Benefits	8,431,272	8,234,182	9,650,737	1,416,555	17.20%
Total P.S. & Fringe Benefits	21,142,546	21,074,372	23,483,378	2,409,006	11.40%
Other Expenses:					
Inst. Financial Aid/Match	1,015,754	930,000	905,204	(24,796)	-2.70%
Waivers	214,996	254,622	257,000	2,378	0.90%
Utilities	350,000	306,537	350,000	43,463	14.20%
All Other Expenses	2,554,117	2,182,053	2,420,182	238,129	10.90%
Total Other Expenses	4,134,867	3,673,212	3,932,386	259,174	7.10%
Total Expenditures	25,277,413	24,747,584	27,415,763	2,668,180	10.80%
Addition to (Use of) Funds Before Transfers	(107,977)	(118,119)	(855,552)	(737,434)	624.30%
Transfers, Additional Funds and Commitments					
Transfer in	-	-	-	-	NA
Transfer out	(836,248)	(836,248)	(1,245,677)	(409,429)	49.00%
CARES Act Funding Support		44,683	525,452	480,769	1076.00%
Holdback			548,315	548,315	NA
Total Transfers, Additional Funds and Commitments	(836,248)	(791,565)	(171,910)	619,655	-78.30%
Net Change	(944,225)	(909,684)	(1,027,462)	(117,779)	12.90%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY21 Budget, FY20 Revised Budget and Projection

ATTACHMENT F

College: Naugatuck

Account Name	FY20 Revised Budget	FY20 Projection	FY21 Budget	FY21 Budet vs. FY20 Projection	
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Inc(Dec)	
				Dollars (\$)	Percent (%)
Revenue:					
Tuition (Gross)	16,919,489	16,375,506	16,703,016	327,510	2.00%
Fees	7,640,996	7,130,595	7,153,483	22,888	0.30%
State Appropriations	16,555,280	16,555,279	17,928,099	1,372,820	8.30%
Addtl State Appropriation (Dev Edu and Outcomes)	1,044,070	1,021,983	969,444	(52,539)	-5.10%
GF Fringe Benefits Paid by State	15,433,282	15,503,849	16,586,709	1,082,860	7.00%
OF Fringe Benefits Paid by State	3,965,582	3,965,582	6,193,811	2,228,229	56.20%
Private Gifts, Grants and Contracts	-	-	-	-	NA
Sales of Educational Activities	127,180	132,899	111,049	(21,850)	-16.40%
All Other Revenue	303,645	250,588	149,559	(101,029)	-40.30%
Less Contra Revenue	(270,748)	(225,510)	(230,000)	(4,490)	2.00%
Total Revenue	61,718,776	60,710,771	65,565,171	4,854,399	8.00%
Expenditures:					
Personnel Services:					
Full Time (601000)	20,141,946	19,451,141	21,821,456	2,370,315	12.20%
Continuing Part Time (601100)	194,210	207,780	217,912	10,132	4.90%
Temporary Part Time (601200, 02, 03, 04, 601303)	2,192,842	2,192,770	2,192,770	-	0.00%
Clinical EA (601201)	1,369,744	1,232,000	1,299,760	67,760	5.50%
Contractual PTL (601302)	5,829,786	5,515,386	5,713,232	197,846	3.60%
Contractual NCL (601300)	394,200	367,916	348,151	(19,765)	-5.40%
Contractual ECL (601301)	860,052	802,949	741,611	(61,338)	-7.60%
Student Labor (601400, 01, 02, 601406)	171,155	104,798	114,230	9,432	9.00%
Overtime (601501, 601502)	334,562	255,740	105,740	(150,000)	-58.70%
All Other Personnel Services	336,072	537,848	396,237	(141,611)	-26.30%
Subtotal Personnel Services	31,824,569	30,668,328	32,951,100	2,282,772	7.40%
Fringe Benefits	22,378,391	22,007,076	23,635,616	1,628,540	7.40%
Total P.S. & Fringe Benefits	54,202,960	52,675,404	56,586,716	3,911,312	7.40%
Other Expenses:					
Inst. Financial Aid/Match	1,203,000	375,676	1,455,676	1,080,000	287.50%
Waivers	1,537,985	2,017,000	1,380,000	(637,000)	-31.60%
Utilities	1,420,000	1,352,000	1,240,000	(112,000)	-8.30%
All Other Expenses	2,702,843	2,553,159	3,581,369	1,028,210	40.30%
Total Other Expenses	6,863,828	6,297,835	7,657,045	1,359,210	21.60%
Total Expenditures	61,066,788	58,973,239	64,243,761	5,270,522	8.90%
Addition to (Use of) Funds Before Transfers	651,988	1,737,532	1,321,410	(416,123)	-23.90%
Transfers, Additional Funds and Commitments					
Transfer in	-	185,041	-	(185,041)	-100.00%
Transfer out	(1,988,074)	(1,988,074)	(3,016,050)	(1,027,976)	51.70%
CARES Act Funding Support		43,382	1,602,137	1,558,755	3593.10%
Holdback			1,284,875	1,284,875	NA
Total Transfers, Additional Funds and Commitments	(1,988,074)	(1,759,651)	(129,037)	1,630,613	-92.70%
Net Change	(1,336,086)	(22,118)	1,192,372	1,214,491	-5490.90%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY21 Budget, FY20 Revised Budget and Projection

ATTACHMENT F

College:

Account Name	FY20 Revised Budget Dollars (\$)	FY20 Projection Dollars (\$)	FY21 Budget Dollars (\$)	FY21 Budet vs. FY20 Projection	
				Inc(Dec) Dollars (\$)	Percent (%)
Revenue:					
Tuition (Gross)	14,378,341	14,373,849	14,375,000	1,151	0.00%
Fees	7,252,248	7,136,530	7,136,500	(30)	0.00%
State Appropriations	13,089,321	13,089,321	14,215,687	1,126,366	8.60%
Addtl State Appropriation (Dev Edu and Outcomes)	908,971	1,074,998	860,370	(214,628)	-20.00%
GF Fringe Benefits Paid by State	11,168,504	10,986,697	12,097,779	1,111,083	10.10%
OF Fringe Benefits Paid by State	2,481,750	2,481,750	3,988,658	1,506,908	60.70%
Private Gifts, Grants and Contracts	-	-	-	-	NA
Sales of Educational Activities	190,000	148,500	190,000	41,500	27.90%
All Other Revenue	295,400	434,880	239,600	(195,280)	-44.90%
Less Contra Revenue	(294,000)	(285,000)	(258,600)	26,400	-9.30%
Total Revenue	49,470,535	49,441,525	52,844,994	3,403,469	6.90%
Expenditures:					
Personnel Services:					
Full Time (601000)	16,629,636	16,154,409	18,715,096	2,560,687	15.90%
Continuing Part Time (601100)	185,571	186,625	197,822	11,197	6.00%
Temporary Part Time (601200, 02, 03, 04, 601303)	1,228,327	908,137	1,016,010	107,873	11.90%
Clinical EA (601201)	941,396	831,243	881,118	49,875	6.00%
Contractual PTL (601302)	4,827,440	4,463,866	4,683,091	219,225	4.90%
Contractual NCL (601300)	749,365	633,374	728,000	94,626	14.90%
Contractual ECL (601301)	842,110	907,091	889,992	(17,099)	-1.90%
Student Labor (601400, 01, 02, 601406)	332,000	268,000	305,000	37,000	13.80%
Overtime (601501, 601502)	65,000	40,800	75,000	34,200	83.80%
All Other Personnel Services	810,720	854,195	893,000	38,805	4.50%
Subtotal Personnel Services	26,611,565	25,247,740	28,384,129	3,136,389	12.40%
Fringe Benefits	15,424,485	15,170,500	17,164,309	1,993,809	13.10%
Total P.S. & Fringe Benefits	42,036,050	40,418,240	45,548,438	5,130,198	12.70%
Other Expenses:					
Inst. Financial Aid/Match	1,987,412	1,719,412	1,974,599	255,187	14.80%
Waivers	657,200	586,280	647,408	61,128	10.40%
Utilities	1,235,000	1,235,000	1,235,000	-	0.00%
All Other Expenses	4,145,300	4,720,000	5,496,375	776,375	16.40%
Total Other Expenses	8,024,912	8,260,692	9,353,382	1,092,690	13.20%
Total Expenditures	50,060,962	48,678,932	54,901,820	6,222,888	12.80%
Addition to (Use of) Funds Before Transfers	(590,427)	762,593	(2,056,826)	(2,819,419)	-369.70%
Transfers, Additional Funds and Commitments					
Transfer in	-	353,815	200,000	(153,815)	-43.50%
Transfer out	(1,813,013)	(1,813,013)	(2,718,162)	(905,149)	49.90%
CARES Act Funding Support	-	194,215	1,179,948	985,733	507.50%
Holdback	-	-	1,098,036	1,098,036	NA
Total Transfers, Additional Funds and Commitments	(1,813,013)	(1,264,983)	(240,178)	1,024,806	-81.00%
Net Change	(590,427)	(502,391)	(2,297,004)	(1,721,383)	342.60%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY21 Budget, FY20 Revised Budget and Projection
ATTACHMENT F
College: Northwestern

Account Name	FY20 Revised Budget Dollars (\$)	FY20 Projection Dollars (\$)	FY21 Budget Dollars (\$)	FY21 Budet vs. FY20 Projection Inc(Dec)	
				Dollars (\$)	Percent (%)
Revenue:					
Tuition (Gross)	3,303,079	3,345,087	3,445,440	100,353	3.00%
Fees	1,135,651	1,153,562	1,188,169	34,607	3.00%
State Appropriations	5,885,404	5,885,404	6,172,758	287,354	4.90%
Addtl State Appropriation (Dev Edu and Outcomes)	240,754	336,069	185,307	(150,762)	-44.90%
GF Fringe Benefits Paid by State	5,322,348	5,175,103	6,054,631	879,528	17.00%
OF Fringe Benefits Paid by State	454,504	454,504	245,542	(208,962)	-46.00%
Private Gifts, Grants and Contracts	100,000	111,000	111,000	-	0.00%
Sales of Educational Activities	-	-	-	-	NA
All Other Revenue	56,131	72,010	72,010	-	0.00%
Less Contra Revenue	(138,555)	(91,602)	(94,350)	(2,748)	3.00%
Total Revenue	16,359,316	16,441,137	17,380,507	939,370	5.70%
Expenditures:					
Personnel Services:					
Full Time (601000)	6,523,155	6,453,918	6,863,856	409,938	6.40%
Continuing Part Time (601100)	-	-	-	-	NA
Temporary Part Time (601200, 02, 03, 04, 601303)	82,949	200,093	252,381	52,288	26.10%
Clinical EA (601201)	320,060	320,060	337,663	17,603	5.50%
Contractual PTL (601302)	1,145,641	1,258,294	1,327,500	69,206	5.50%
Contractual NCL (601300)	44,616	44,616	47,070	2,454	5.50%
Contractual ECL (601301)	107,467	127,698	134,722	7,024	5.50%
Student Labor (601400, 01, 02, 601406)	36,129	26,000	26,000	-	0.00%
Overtime (601501, 601502)	20,729	14,150	20,000	5,850	41.30%
All Other Personnel Services	2,753	196,696	200,000	3,304	1.70%
Subtotal Personnel Services	8,283,499	8,641,525	9,209,192	567,667	6.60%
Fringe Benefits	6,249,407	6,060,590	6,556,749	496,159	8.20%
Total P.S. & Fringe Benefits	14,532,906	14,702,115	15,765,941	1,063,826	7.20%
Other Expenses:					
Inst. Financial Aid/Match	264,518	319,538	329,125	9,587	3.00%
Waivers	229,820	226,297	233,085	6,788	3.00%
Utilities	579,589	490,000	514,500	24,500	5.00%
All Other Expenses	470,534	653,837	850,506	196,669	30.10%
Total Other Expenses	1,544,461	1,689,672	1,927,216	237,544	14.10%
Total Expenditures	16,077,367	16,391,787	17,693,157	1,301,370	7.90%
Addition to (Use of) Funds Before Transfers	281,949	49,350	(312,650)	(362,000)	-733.50%
Transfers, Additional Funds and Commitments					
Transfer in	-	238,564	-	(238,564)	-100.00%
Transfer out	(388,271)	(390,983)	(590,689)	(199,706)	51.10%
CARES Act Funding Support		9,933	249,534	239,601	2412.20%
Holdback			353,863	353,863	NA
Total Transfers, Additional Funds and Commitments	(388,271)	(142,486)	12,708	155,194	-108.90%
Net Change	(106,322)	(93,136)	(299,942)	(206,806)	222.00%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY21 Budget, FY20 Revised Budget and Projection

ATTACHMENT F

College: Quinebaug

Account Name	FY20 Revised Budget	FY20 Projection	FY21 Budget	FY21 Budget vs. FY20 Projection	
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Inc(Dec)	Percent (%)
Revenue:					
Tuition (Gross)	3,439,155	3,528,579	3,528,579	-	0.00%
Fees	1,835,324	1,580,686	1,602,602	21,916	1.40%
State Appropriations	5,828,684	5,828,684	6,121,319	292,635	5.00%
Addtl State Appropriation (Dev Edu and Outcomes)	364,632	446,372	245,957	(200,415)	-44.90%
GF Fringe Benefits Paid by State	5,268,290	5,215,935	6,110,648	894,713	17.20%
OF Fringe Benefits Paid by State	394,946	394,948	284,195	(110,753)	-28.00%
Private Gifts, Grants and Contracts	-	-	-	-	NA
Sales of Educational Activities	-	-	-	-	NA
All Other Revenue	228,500	318,542	218,500	(100,042)	-31.40%
Less Contra Revenue	(76,746)	(22,865)	(23,000)	(135)	0.60%
Total Revenue	17,282,785	17,290,881	18,088,800	797,919	4.60%
Expenditures:					
Personnel Services:					
Full Time (601000)	5,435,318	5,273,448	6,193,514	920,066	17.40%
Continuing Part Time (601100)	334,804	319,272	180,213	(139,059)	-43.60%
Temporary Part Time (601200, 02, 03, 04, 601303)	982,915	946,882	908,874	(38,008)	-4.00%
Clinical EA (601201)	-	-	-	-	NA
Contractual PTL (601302)	1,424,166	1,491,259	1,573,278	82,019	5.50%
Contractual NCL (601300)	240,648	139,471	188,776	49,305	35.40%
Contractual ECL (601301)	77,176	117,260	198,951	81,691	69.70%
Student Labor (601400, 01, 02, 601406)	16,667	33,912	11,324	(22,588)	-66.60%
Overtime (601501, 601502)	39,586	31,624	45,000	13,376	42.30%
All Other Personnel Services	252,408	223,265	295,252	71,987	32.20%
Subtotal Personnel Services	8,803,688	8,576,393	9,595,182	1,018,789	11.90%
Fringe Benefits	6,136,673	5,969,368	6,383,048	413,680	6.90%
Total P.S. & Fringe Benefits	14,940,361	14,545,761	15,978,230	1,432,469	9.80%
Other Expenses:					
Inst. Financial Aid/Match	487,140	370,000	411,429	41,429	11.20%
Waivers	61,050	112,138	77,000	(35,138)	-31.30%
Utilities	206,600	258,672	262,820	4,148	1.60%
All Other Expenses	1,322,010	1,502,299	1,533,381	31,082	2.10%
Total Other Expenses	2,076,800	2,243,109	2,284,630	41,521	1.90%
Total Expenditures	17,017,161	16,788,870	18,262,861	1,473,991	8.80%
Addition to (Use of) Funds Before Transfers	265,624	502,011	(174,060)	(676,071)	-134.70%
Transfers, Additional Funds and Commitments					
Transfer in	-	110,834	35,575	(75,259)	-67.90%
Transfer out	(456,726)	(460,433)	(683,674)	(223,241)	48.50%
CARES Act Funding Support	-	33,262	349,756	316,494	951.50%
Holdback	-	-	365,257	365,257	NA
Total Transfers, Additional Funds and Commitments	(456,726)	(316,337)	66,914	383,251	-121.20%
Net Change	(191,102)	185,674	(107,146)	(292,820)	-157.70%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY21 Budget, FY20 Revised Budget and Projection

ATTACHMENT F

College: Three Rivers

Account Name	FY20 Revised Budget Dollars (\$)	FY20 Projection Dollars (\$)	FY21 Budget Dollars (\$)	FY21 Budet vs. FY20 Projection Inc(Dec)	
				Dollars (\$)	Percent (%)
Revenue:					
Tuition (Gross)	10,237,101	9,466,566	9,466,566	-	0.00%
Fees	4,953,695	4,611,502	4,866,372	254,870	5.50%
State Appropriations	9,933,369	9,933,369	10,852,045	918,676	9.20%
Addtl State Appropriation (Dev Edu and Outcomes)	649,763	649,929	604,584	(45,345)	-7.00%
GF Fringe Benefits Paid by State	9,054,705	8,917,587	10,020,341	1,102,754	12.40%
OF Fringe Benefits Paid by State	2,072,110	2,072,110	3,213,321	1,141,211	55.10%
Private Gifts, Grants and Contracts	-	-	-	-	NA
Sales of Educational Activities	-	-	-	-	NA
All Other Revenue	746,994	638,765	347,413	(291,352)	-45.60%
Less Contra Revenue	(323,000)	(321,700)	(325,000)	(3,300)	1.00%
Total Revenue	37,324,737	35,968,128	39,045,642	3,077,514	8.60%
Expenditures:					
Personnel Services:					
Full Time (601000)	10,674,204	10,487,730	11,818,872	1,331,142	12.70%
Continuing Part Time (601100)	-	-	-	-	NA
Temporary Part Time (601200, 02, 03, 04, 601303)	1,736,193	1,961,926	2,155,437	193,511	9.90%
Clinical EA (601201)	648,869	607,613	641,032	33,419	5.50%
Contractual PTL (601302)	3,950,011	3,770,535	4,088,974	318,439	8.40%
Contractual NCL (601300)	638,170	246,512	345,723	99,211	40.20%
Contractual ECL (601301)	488,209	750,947	896,544	145,597	19.40%
Student Labor (601400, 01, 02, 601406)	231,000	237,688	200,000	(37,688)	-15.90%
Overtime (601501, 601502)	18,230	14,483	15,000	517	3.60%
All Other Personnel Services	544,009	518,346	319,756	(198,590)	-38.30%
Subtotal Personnel Services	18,928,895	18,595,780	20,481,338	1,885,558	10.10%
Fringe Benefits	12,470,487	12,141,668	13,379,275	1,237,607	10.20%
Total P.S. & Fringe Benefits	31,399,382	30,737,448	33,860,613	3,123,165	10.20%
Other Expenses:					
Inst. Financial Aid/Match	1,457,106	1,366,982	1,374,885	7,903	0.60%
Waivers	200,000	238,179	235,000	(3,179)	-1.30%
Utilities	900,000	900,000	900,000	-	0.00%
All Other Expenses	2,744,779	2,712,162	3,588,945	876,783	32.30%
Total Other Expenses	5,301,885	5,217,323	6,098,830	881,507	16.90%
Total Expenditures	36,701,267	35,954,771	39,959,443	4,004,672	11.10%
Addition to (Use of) Funds Before Transfers	623,470	13,357	(913,801)	(927,158)	-6941.40%
Transfers, Additional Funds and Commitments					
Transfer in	-	422,884	-	(422,884)	-100.00%
Transfer out	(1,247,878)	(1,247,878)	(1,909,708)	(661,830)	53.00%
CARES Act Funding Support		25,882	944,849	918,967	3550.60%
Holdback			799,189	799,189	NA
Total Transfers, Additional Funds and Commitments	(1,247,878)	(799,112)	(165,670)	633,442	-79.30%
Net Change	(624,408)	(785,755)	(1,079,471)	(293,716)	37.40%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY21 Budget, FY20 Revised Budget and Projection

ATTACHMENT F

College: Tunxis

Account Name	FY20 Revised Budget Dollars (\$)	FY20 Projection Dollars (\$)	FY21 Budget Dollars (\$)	FY21 Budet vs. FY20 Projection Inc(Dec)	
				Dollars (\$)	Percent (%)
Revenue:					
Tuition (Gross)	10,845,628	10,136,126	10,181,426	45,300	0.40%
Fees	5,438,450	5,453,399	5,446,974	(6,425)	-0.10%
State Appropriations	9,716,980	9,716,982	10,903,275	1,186,293	12.20%
Addtl State Appropriation (Dev Edu and Outcomes)	792,305	632,064	587,325	(44,739)	-7.10%
GF Fringe Benefits Paid by State	9,052,167	8,859,667	10,225,762	1,366,095	15.40%
OF Fringe Benefits Paid by State	2,049,061	2,049,061	2,682,637	633,576	30.90%
Private Gifts, Grants and Contracts	2,900	337	500	163	48.40%
Sales of Educational Activities	143,350	45,068	110,000	64,932	144.10%
All Other Revenue	414,310	255,147	222,730	(32,417)	-12.70%
Less Contra Revenue	(225,000)	(167,520)	(225,000)	(57,480)	34.30%
Total Revenue	38,230,151	36,980,331	40,135,629	3,155,298	8.50%
Expenditures:					
Personnel Services:					
Full Time (601000)	10,189,037	10,169,742	11,891,821	1,722,079	16.90%
Continuing Part Time (601100)	326,715	328,082	295,617	(32,465)	-9.90%
Temporary Part Time (601200, 02, 03, 04, 601303)	2,201,691	2,223,602	2,260,288	36,686	1.60%
Clinical EA (601201)	253,767	261,284	304,634	43,350	16.60%
Contractual PTL (601302)	4,285,564	3,839,328	3,913,868	74,540	1.90%
Contractual NCL (601300)	470,738	323,122	479,028	155,906	48.20%
Contractual ECL (601301)	820,062	771,051	813,458	42,407	5.50%
Student Labor (601400, 01, 02, 601406)	141,403	169,624	144,459	(25,165)	-14.80%
Overtime (601501, 601502)	60,788	47,535	41,223	(6,312)	-13.30%
All Other Personnel Services	397,278	322,051	414,759	92,708	28.80%
Subtotal Personnel Services	19,147,043	18,455,421	20,559,155	2,103,734	11.40%
Fringe Benefits	12,604,026	12,318,418	14,500,867	2,182,449	17.70%
Total P.S. & Fringe Benefits	31,751,069	30,773,839	35,060,022	4,286,183	13.90%
Other Expenses:					
Inst. Financial Aid/Match	1,566,094	1,467,655	1,463,464	(4,191)	-0.30%
Waivers	180,000	184,242	200,000	15,758	8.60%
Utilities	807,000	822,150	810,500	(11,650)	-1.40%
All Other Expenses	1,999,109	2,754,575	3,781,178	1,026,603	37.30%
Total Other Expenses	4,552,203	5,228,622	6,255,142	1,026,520	19.60%
Total Expenditures	36,303,272	36,002,461	41,315,164	5,312,703	14.80%
Addition to (Use of) Funds Before Transfers	1,926,879	977,870	(1,179,535)	(2,157,405)	-220.60%
Transfers, Additional Funds and Commitments					
Transfer in	-	244,857	296,850	51,993	21.20%
Transfer out	(1,171,759)	(1,171,759)	(1,821,670)	(649,911)	55.50%
CARES Act Funding Support		-	941,554	941,554	NA
Holdback			826,303	826,303	NA
Total Transfers, Additional Funds and Commitments	(1,171,759)	(926,902)	243,038	1,169,940	-126.20%
Net Change	755,120	50,968	(936,498)	(987,465)	-1937.40%

CONNECTICUT STATE COLLEGES and UNIVERSITIES

ENROLLMENT - HEADCOUNT & FTE

FY21 Projection vs. FY20 Actual

Schedule G
ATTACHMENT G

	HEADCOUNT - Avg Fall and Spring Semesters						Headcount FY21 Projection vs. FY20 Actual					
	FY20 Actual			FY21 Projection			Full Time		Part Time		Total	
	Full Time	Part Time	Total	Full Time	Part Time	Total	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)
<u>HEADCOUNT Enrollment</u>												
<u>Undergraduate</u>												
State Universities	21,197	4,624	25,821	19,365	4,469	23,834	(1,832)	-8.6%	(155)	-3.4%	(1,987)	-7.7%
Community Colleges	13,189	30,472	43,661	13,194	30,603	43,797	5	0.0%	131	0.4%	136	0.3%
Charter Oak	376	1,240	1,616	376	1,240	1,616	-	0.0%	-	0.0%	-	0.0%
Total Undergraduate	34,762	36,336	71,097	32,935	36,312	69,246	(1,827)	-5.3%	(24)	-0.1%	(1,851)	-2.6%
<u>Graduate</u>												
State Universities Graduate	1,323	3,360	4,683	1,201	3,249	4,449	(123)	-9.3%	(111)	-3.3%	(234)	-5.0%
Charter Oak	2	66	67	2	66	67	-	0.0%	-	0.0%	-	0.0%
Total Graduate	1,325	3,425	4,750	1,202	3,314	4,516	(123)	-9.2%	(111)	-3.2%	(234)	-4.9%
Total Undergraduate & Graduate												
State Universities	22,520	7,983	30,503	20,566	7,717	28,283	(1,955)	-8.7%	(266)	-3.3%	(2,221)	-7.3%
Community Colleges	13,189	30,472	43,661	13,194	30,603	43,797	5	0.0%	131	0.4%	136	0.3%
Charter Oak	377	1,306	1,683	377	1,306	1,683	-	0.0%	-	0.0%	-	0.0%
Total Headcount	36,086	39,761	75,847	34,137	39,626	73,762	(1,950)	-5.4%	(135)	-0.3%	(2,085)	-2.7%

	FTE - Avg Fall and Spring Semesters						FTE FY21 Projection vs. FY20 Actual					
	FY20 Actual			FY21 Projection			Full Time		Part Time		Total	
	Full Time	Part Time	Total	Full Time	Part Time	Total	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)
FTE Enrollment												
<u>Undergraduate</u>												
State Universities	20,654	1,940	22,593	18,875	1,878	20,753	(1,779)	-8.6%	(62)	-3.2%	(1,840)	-8.1%
Community Colleges	11,691	13,025	24,716	11,697	13,082	24,779	6	0.1%	57	0.4%	63	0.3%
Charter Oak	316	472	788	317	472	788	0	0.1%	(0)	0.0%	0	0.0%
Total Undergraduate	32,661	15,436	48,097	30,888	15,432	46,320	(1,772)	-5.4%	(5)	0.0%	(1,777)	-3.7%
<u>Graduate</u>												
State Universities Graduate	1,204	1,339	2,544	1,093	1,297	2,389	(111)	-9.2%	(43)	-3.2%	(154)	-6.1%
Charter Oak	2	29	30	2	29	30	-	0.0%	-	0.0%	-	0.0%
Total Graduate	1,206	1,368	2,574	1,094	1,325	2,419	(111)	-9.2%	(43)	-3.1%	(154)	-6.0%
Total Undergraduate & Graduate												
State Universities	21,858	3,279	25,137	19,968	3,175	23,142	(1,890)	-8.6%	(104)	-3.2%	(1,994)	-7.9%
Community Colleges	11,691	13,025	24,716	11,697	13,082	24,779	6	0.1%	57	0.4%	63	0.3%
Charter Oak	318	500	818	318	500	818	0	0.1%	(0)	0.0%	0	0.0%
Total FTE	33,867	16,804	50,671	31,983	16,757	48,739	(1,884)	-5.6%	(48)	-0.3%	(1,931)	-3.8%

CONNECTICUT STATE UNIVERSITIES

ENROLLMENT - HEADCOUNT & FTE

FY21 Projection vs. FY20 Actual

	HEADCOUNT - Avg Fall and Spring Semesters						Headcount FY21 Projection vs. FY20 Actual					
	FY20 Actual			FY21 Projection			Full Time		Part Time		Total	
	Full Time	Part Time	Total	Full Time	Part Time	Total	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)
<u>HEADCOUNT Enrollment</u>												
<u>Undergraduate</u>												
CCSU	6,862	1,781	8,643	6,176	1,781	7,957	(686)	-10.0%	-	0.0%	(686)	-7.9%
ECSU	3,891	764	4,655	3,788	726	4,513	(104)	-2.7%	(38)	-5.0%	(142)	-3.0%
SCSU	6,537	1,172	7,709	5,884	1,055	6,939	(653)	-10.0%	(117)	-10.0%	(770)	-10.0%
WCSU	3,907	907	4,814	3,518	907	4,425	(390)	-10.0%	-	0.0%	(390)	-8.1%
CSU Total Undergraduate	21,197	4,624	25,821	19,365	4,469	23,834	(1,832)	-8.6%	(155)	-3.4%	(1,987)	-7.7%
<u>Graduate</u>												
CCSU	473	1,593	2,065	436	1,593	2,028	(37)	-7.8%	-	0.0%	(37)	-1.8%
ECSU	78	100	177	71	100	170	(7)	-9.0%	-	0.0%	(7)	-4.0%
SCSU	695	1,111	1,806	626	1,000	1,625	(70)	-10.0%	(111)	-10.0%	(181)	-10.0%
WCSU	78	557	635	69	557	626	(9)	-11.5%	-	0.0%	(9)	-1.4%
CSU Total Graduate	1,323	3,360	4,683	1,201	3,249	4,449	(123)	-9.3%	(111)	-3.3%	(234)	-5.0%
<u>Total</u>												
CCSU	7,335	3,374	10,708	6,612	3,374	9,985	(723)	-9.9%	-	0.0%	(723)	-6.8%
ECSU	3,969	863	4,832	3,858	825	4,683	(111)	-2.8%	(38)	-4.4%	(149)	-3.1%
SCSU	7,232	2,283	9,515	6,510	2,055	8,564	(723)	-10.0%	(228)	-10.0%	(951)	-10.0%
WCSU	3,985	1,464	5,449	3,587	1,464	5,051	(399)	-10.0%	-	0.0%	(399)	-7.3%
CSU Total Headcount	22,520	7,983	30,503	20,566	7,717	28,283	(1,955)	-8.7%	(266)	-3.3%	(2,221)	-7.3%

	FTE - Avg Fall and Spring Semesters						FTE FY21 Projection vs. FY20 Actual					
	FY20 Actual			FY21 Projection			Full Time		Part Time		Total	
	Full Time	Part Time	Total	Full Time	Part Time	Total	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)
<u>FTE Enrollment</u>												
<u>Undergraduate</u>												
CCSU	6,617	819	7,436	5,956	819	6,775	(661)	-10.0%	0	0.0%	(661)	-8.9%
ECSU	3,877	230	4,107	3,775	219	3,993	(103)	-2.7%	(12)	-5.1%	(114)	-2.8%
SCSU	6,346	503	6,849	5,712	453	6,165	(634)	-10.0%	(50)	-10.0%	(685)	-10.0%
WCSU	3,813	387	4,200	3,433	388	3,821	(380)	-10.0%	0	0.1%	(380)	-9.0%
CSU Total Undergraduate	20,654	1,940	22,593	18,875	1,878	20,753	(1,779)	-8.6%	(62)	-3.2%	(1,840)	-8.1%
<u>Graduate</u>												
CCSU	415	639	1,054	382	639	1,021	(33)	-7.9%	(0)	0.0%	(33)	-3.1%
ECSU	70	34	104	64	35	98	(6)	-9.0%	0	0.2%	(6)	-6.0%
SCSU	640	433	1,073	577	391	967	(64)	-9.9%	(43)	-9.9%	(106)	-9.9%
WCSU	79	233	312	71	233	303	(9)	-11.1%	(0)	0.0%	(9)	-2.8%
CSU Total Graduate	1,204	1,339	2,544	1,093	1,297	2,389	(111)	-9.2%	(43)	-3.2%	(154)	-6.1%
<u>Total</u>												
CCSU	7,032	1,458	8,491	6,338	1,458	7,796	(694)	-9.9%	(0)	0.0%	(694)	-8.2%
ECSU	3,947	265	4,212	3,838	253	4,091	(109)	-2.8%	(12)	-4.4%	(121)	-2.9%
SCSU	6,986	936	7,922	6,288	844	7,132	(698)	-10.0%	(93)	-9.9%	(791)	-10.0%
WCSU	3,892	620	4,512	3,504	620	4,124	(389)	-10.0%	0	0.0%	(389)	-8.6%
CSU Total Headcount	21,858	3,279	25,137	19,968	3,175	23,142	(1,890)	-8.6%	(104)	-3.2%	(1,994)	-7.9%

CONNECTICUT COMMUNITY COLLEGES

ENROLLMENT - HEADCOUNT & FTE

FY21 Projection vs. FY20 Actual

<u>HEADCOUNT Enrollment</u>	HEADCOUNT - Avg Fall and Spring Semesters						Headcount FY21 Projection vs. FY20 Actual					
	FY20 Actual			FY21 Projection			Full Time		Part Time		Total	
	Full Time	Part Time	Total	Full Time	Part Time	Total	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)
College												
Asnuntuck	505	1,200	1,705	505	1,104	1,609	-	0.0%	(96)	-8.0%	(96)	-5.6%
Capital	619	2,360	2,979	606	2,541	3,147	(13)	-2.1%	181	7.7%	168	5.6%
Gateway	1,719	4,788	6,507	1,719	4,788	6,507	-	0.0%	-	0.0%	-	0.0%
Housatonic	1,372	3,138	4,510	1,372	3,138	4,510	-	0.0%	-	0.0%	-	0.0%
Manchester	1,645	3,597	5,242	1,645	3,597	5,242	-	0.0%	-	0.0%	-	0.0%
Middlesex	763	1,536	2,299	763	1,536	2,299	-	0.0%	-	0.0%	-	0.0%
Naugatuck Valley	1,872	3,875	5,747	1,910	3,952	5,862	38	2.0%	77	2.0%	115	2.0%
Northwestern	378	943	1,321	390	972	1,362	12	3.2%	29	3.1%	41	3.1%
Norwalk	1,547	3,371	4,918	1,515	3,311	4,826	(32)	-2.1%	(60)	-1.8%	(92)	-1.9%
Quinebaug Valley	451	838	1,289	451	838	1,289	-	0.0%	-	0.0%	-	0.0%
Three Rivers	1,013	2,531	3,544	1,013	2,531	3,544	-	0.0%	-	0.0%	-	0.0%
Tunxis	1,305	2,295	3,600	1,305	2,295	3,600	-	0.0%	-	0.0%	-	0.0%
CCC Total Headcount	13,189	30,472	43,661	13,194	30,603	43,797	5	0.0%	131	0.4%	136	0.3%

<u>FTE Enrollment</u>	FTE - Avg Fall and Spring Semesters						FTE FY21 Projection vs. FY20 Actual					
	FY20 Actual			FY21 Projection			Full Time		Part Time		Total	
	Full Time	Part Time	Total	Full Time	Part Time	Total	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)
College												
Asnuntuck	480	452	932	479	413	892	(1)	-0.2%	(39)	-8.6%	(40)	-4.3%
Capital	535	1,043	1,578	528	1,121	1,649	(7)	-1.3%	78	7.5%	71	4.5%
Gateway	1,508	2,074	3,582	1,508	2,074	3,582	-	0.0%	-	0.0%	-	0.0%
Housatonic	1,190	1,328	2,518	1,190	1,328	2,518	-	0.0%	-	0.0%	-	0.0%
Manchester	1,463	1,535	2,998	1,462	1,535	2,997	(1)	-0.1%	-	0.0%	(1)	0.0%
Middlesex	679	648	1,327	679	648	1,327	-	0.0%	-	0.0%	-	0.0%
Naugatuck Valley	1,656	1,688	3,344	1,690	1,722	3,412	34	2.1%	34	2.0%	68	2.0%
Northwestern	344	382	726	354	394	748	10	2.9%	12	3.1%	22	3.0%
Norwalk	1,375	1,476	2,851	1,346	1,448	2,794	(29)	-2.1%	(28)	-1.9%	(57)	-2.0%
Quinebaug Valley	403	344	747	403	344	747	-	0.0%	-	0.0%	-	0.0%
Three Rivers	910	1,097	2,007	910	1,097	2,007	-	0.0%	-	0.0%	-	0.0%
Tunxis	1,148	958	2,106	1,148	958	2,106	-	0.0%	-	0.0%	-	0.0%
CCC Total FTE	11,691	13,025	24,716	11,697	13,082	24,779	6	0.1%	57	0.4%	63	0.3%

CHARTER OAK STATE COLLEGE

ENROLLMENT - HEADCOUNT & FTE

FY21 Projection vs. FY20 Actual

HEADCOUNT Enrollment	HEADCOUNT - Avg Fall and Spring Semesters						Headcount FY21 Projection vs. FY20 Actual					
	FY20 Actual			FY21 Projection			Full Time		Part Time		Total	
	Full Time	Part Time	Total	Full Time	Part Time	Total	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)
College												
<u>Undergraduate</u>												
Charter Oak	376	1,240	1,616	376	1,240	1,616	-	0.0%	-	0.0%	-	0.0%
<u>Graduate</u>												
Charter Oak	2	66	67	2	66	67	-	0.0%	-	0.0%	-	0.0%

FTE Enrollment	FTE - Avg Fall and Spring Semesters						FTE FY21 Projection vs. FY20 Actual					
	FY20 Actual			FY21 Projection			Full Time		Part Time		Total	
	Full Time	Part Time	Total	Full Time	Part Time	Total	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)
College												
<u>Undergraduate</u>												
Charter Oak	316	472	788	317	472	788	0	0.1%	(0)	0.0%	0	0.0%
<u>Graduate</u>												
Charter Oak	2	29	30	2	29	30	-	0.0%	-	0.0%	-	0.0%

ITEM**Fee Reductions in response to Pandemic****Overview**

On February 6, 2020, the Board of Regents adopted a resolution that said, in part, that “the President of CCSU in facilitating Board-approved policies, may make limited and necessary adjustments to tuition and fees to conform with these policies, provided that the adjustments shall not increase the combined cost of tuition and fees as established by the BOR, so as to not increase costs to students, and that said adjustments will be promptly communicated to the Finance and Infrastructure Committee of the Board for their review”

This authority has been utilized several times recently to allow several universities to adjust fees for on-line learning. These fees reductions were approved based on the fact that they would not result in a significant revenue loss to the universities while they would simplify and lower the costs borne by students taking on-line classes in the summer and fall of 2020.

This information item satisfies the requirement that such changes be promptly communicated to the Finance and Infrastructure Committee of the Board.

Fee Reductions

The following fee reductions have been approved by President Ojakian

1. CCSU: Due to COVID 19 pandemic, CCSU has temporarily modified the Tier II eLearning Registration Fee for the Summer 2020 from a \$50 per course fee to a one-time charge of \$50 regardless of the number of Online classes taken per student.
2. CCSU: Due to COVID 19 pandemic, CCSU has delayed the implementation of the \$25 increase to the Orientation Fee from \$125 to \$150 from 7/1/2020 to 7/1/2021.
3. CCSU: Due to COVID 19 pandemic, eliminate all online fees, normally charged as \$50 per online course, and in favor of consistency, charge the PT online students the same registration fee as PT on-ground students (\$58/UG, \$65/GR student, per term). This would create an unfavorable impact to the University of approximately \$50K for the fall semester and something smaller for the spring.
4. CCSU: Eliminate the difference between the Out of State eLearning rates from the Out of State On Ground Rates by the values below for UG and GR.

Undergraduate:	FY21
	Current
Out of State - UG - Onground	\$581
Out of State - UG - eLearning	\$608
Onground vs eLearning Diff	(\$27)

Graduate:	FY21
	Current
	<hr/>
Out of State - GR - Onground	\$728
Out of State - GR - eLearning	\$767
Onground vs eLearning Diff	<hr/> (\$39)

The financial impact of bringing them in line based on the estimated credit hours in our FY21 Spending Plan is \$37K for the whole year.

5. WCSU: Due to COVID 19 pandemic, WCSU has temporarily modified the Tier II eLearning Registration Fee for the Summer 2020 from a \$50 per course fee to a one-time charge of \$50 regardless of the number of Online classes taken per student.
6. WCSU: Due to COVID 19 pandemic, WCSU will eliminate on-line fee for all of 20-21.

No action is required on these fee reductions unless the Board elects to override any of these fee reductions. Staff will provide a revised fee schedule to the Board and the campuses before July 1.

06/10/20 Finance and Infrastructure Committee
06/18/20 Board of Regents